BayView State School
Responsible Behaviour Plan
for Students - 2016
based on The Code of School Behaviour

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

All members of the BayView school community will feel valued, safe and supported on their learning journey. There is an acceptance and respect of the cultural diversity of the outside school community.

Through supportive professional development opportunities, educators are kept abreast of current knowledge and practices concerning ongoing learner’s needs.

Teachers will be proactive in embedding academic and lifelong learning skills that will enable all students to become active and informed citizens in both the local and global context and who recognize the need to be proactive in caring for our environment.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

BayView State School developed this plan in collaboration with our school community. The QSR process conducted in Semester Two, 2012 enabled data collection through surveys and meetings with all stakeholders to review current practices and inform future policy decisions. As this is a beginning school commencing in 2010, we will continue to review policy documents as part of an annual review process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and (Regional Director or Assistant Regional Director (Schools)) in December, 2012, and will be reviewed in 2014 and 2016 as required in legislation.

3. Learning and behaviour statement

The core business of BayView State School is to provide students with a rich learning environment that is open, respectful, caring and safe. The BayView School Community values:

- engagement in low threat, high challenge environments where personally significant learning enhances student’s diverse capabilities;
- the right of teachers and students to teach and learn to maximise their potential;
- the expectation that all members of the school community should feel safe and valued while respecting the traditions of the school, state and nation.

This will be achieved through:

- supporting students to become creative and interrogative learners where their capacity to learn is maximised;
- the teaching of socially acceptable patterns of behaviours that are non-discriminatory, non-violent and equitable;
- developing a sense of belonging within a caring and respectful environment throughout the entire school community;
- developing in students an understanding and control of self where they are responsible for their own actions and choices.
VALUES AND BELIEFS WITHIN BAYVIEW STATE SCHOOL

DEVELOPING QUALITY LEARNING IN A QUALITY ENVIRONMENT

We believe quality teaching and learning is enhanced when LEARNERS:

- are valued and autonomous
- are challenged to think critically
- identify purpose in learning
- are self-aware
- demonstrate the BV Values
- are motivated to learn
- set goals for learning
- understand their actions and choices
- are active and collaborative
- are digital learners

We believe quality teaching and learning is enhanced when TEACHERS:

- are knowledgeable professionals
- model socially acceptable patterns of behaviour and communication
- are accountable
- clearly explain expectations
- demonstrate the BV Values
- provide pastoral care
- differentiate for students
- promote learning for every child
- are accountable
- clearly explain expectations
- demonstrate the BV Values

We believe quality teaching and learning is enhanced when PARENTS:

- participate and support school events
- communicate their support of the school culture with their child/children
- work in partnership with the school
- clearly understand and uphold the goals and traditions of the school
- demonstrate the BV Values

We believe quality teaching and learning is enhanced when the SCHOOL:

- is exciting, stimulating and welcoming
- has clearly defined vision and improvement agenda
- explicitly communicates
- provides a secure, caring and challenging environment
- provides 21st century learning
- communicates

We believe quality teaching and learning is enhanced when the SCHOOL AND WIDER COMMUNITY:

- clearly understand and support the strategic direction of the school
- collaborates in shared decision-making
- deliberately foster a positive disposition to learning
- embodies the BV Values

We believe quality teaching and learning is enhanced when EDUCATION QUEENSLAND AND SCHOOLS:

- provide strategic direction
- communicate to optimise learning and wellbeing
- support the development of a positive school ethos
- promote 21st century learning
- provide strategic direction
- communicate to optimise learning and wellbeing
- support the development of a positive school ethos
- promote 21st century learning
- provide strategic direction
- communicate to optimise learning and wellbeing
- support the development of a positive school ethos
- promote 21st century learning
- provide strategic direction
- communicate to optimise learning and wellbeing
- support the development of a positive school ethos
- promote 21st century learning
All areas of BayView State School are learning and teaching environments. We consider a school culture built on a common understanding of the BayView Values to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for embedding the BayView School Culture Framework through facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Our school plan explicitly details shared expectations for student behaviour, assisting BayView State School to create and maintain a positive, productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Respect for ourselves
- Respect for others
- Respect for property

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Our school rules are an integral part of the School Culture Framework which shows the engagement between the active parties, teaching and learning and the BayView Values.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At BayView SS we emphasise the importance of directly teaching students the values and behaviours we want them to demonstrate at school. Communicating expectations is a form of General Behaviour Support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Our School Culture Framework is further clarified in the following Code of School Behaviour. This code forms the basis of intentional, focused teaching and also sets the criteria for the school’s ‘Values Passport Awards Program’.

**BAYVIEW VALUES**

Show care and compassion
Show understanding, tolerance and inclusion
Show Integrity

Be respectful
Be responsible
Be honest and trustworthy

Give your best
Give everyone a fair go

Celebrate freedom
A set of behavioural expectations has been attached to each of the nine BayView Values integral to our School Culture Framework. The table below communicates behavioural expectations (examples; not exhaustive) aligned with each element of the school’s Code of School Behaviour.

These expectations are communicated to students via a number of strategies, including:
- Explicit and increasingly complex lessons which show how values are evident in actions
- Maximising opportunities to identify and embed in all aspects the curriculum
- Reinforcement of learning from explicit lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

<table>
<thead>
<tr>
<th>Elements</th>
<th>This means we do these things:-</th>
<th>If we follow the Code of Behaviour we:-</th>
</tr>
</thead>
</table>
| Show care and compassion | - Helping others  
- Showing kindness  
- Listening to others feelings | - A sense of empathy  
- Make friends |
| Show understanding, tolerance and inclusion | - Include others in play  
- Accept others’ differences  
- Stand up for those who are different  
- Show a positive attitude towards work and other people | - Encourage others to feel accepted  
- Make friends |
| Show integrity | - Actions match words  
- Make choices in line with school rules  
- Wear our school uniform with pride  
- Behave in a way that makes us proud to be who we are | - Gain respect for self  
- Feel good about ourselves |
| Be respectful | - Follow instructions  
- Listen to others  
- Speak politely and kindly  
- Wear our school uniform with pride  
- Demonstrate socially acceptable behaviours in all situations | - Gain respect from others  
- Work as a team member  
- Make friends |
| Be responsible | - Make choices in line with school rules  
- Follow instructions  
- Behave in a way which ensures the safety of self and others  
- Wear our school uniform with pride  
- Self-managing choices | - Achieve our goals  
- Be safe and free from harm  
- Work as a team member |
| Be honest and trustworthy | - Tell the truth  
- Follow instructions | - Gain trust and respect from others  
- Feel good about ourselves |
| Give your best | - Work to the best of our ability  
- Use manners and be courteous  
- Accept challenges  
- Work towards achieving my goals  
- Seek advice | - Achieve our goals |
| Give everyone a fair go | - Play by the rules  
- Include others  
- Encourage others | - Give ourselves the best opportunity to learn from others  
- Achieve our goals  
- Make friends |
| Celebrate freedom | - Participate in school events  
- Have pride in yourself, others and our school | - Feel proud of ourselves and our school |
BayView SS implements the following proactive, preventative processes and strategies to support student behaviour:

- School Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the BayView SS Responsible Behaviour Plan for Students delivered to new students and parents, as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At BayView SS, communication of our key messages about behaviour is backed up through an explicit process, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Each teacher is responsible for classroom behavioural recognition through the implementation of a Classroom Management Plan. This plan has the approval of the Principal and will be displayed in the classroom and communicated to parents, students and incoming teachers. It will provide consistency and continuity in the classroom.

<table>
<thead>
<tr>
<th>Support Status</th>
<th>Behaviours</th>
<th>Support</th>
<th>Actions</th>
</tr>
</thead>
</table>
| General Support | Students follow the school rules and consistently demonstrate safe, responsible, respectful, cooperative and fair behaviour which reflects the BayView Values. | All students are encouraged to maintain high standards of behaviour through:  
  - Explicitly identifying and teaching the processes connected with the Classroom Behaviour Support Plan  
  - Deliberately embedding the teaching of the BayView Values in learning  
  - Verbal encouragement  
  - Positive implicit and explicit rewards  
  - Public acknowledgement of achievements  
  - Recognition of success from Teachers, Support Staff, Principal and Parents. |  
  - You have the opportunity to participate in all of this school's activities.  
  - You are eligible for school awards and certificates.  
  - You may be invited to represent the school at outside venues  
  - You are eligible for positions of Student Councillor, School Captain and House Leader |
| Child manages own behaviour. | All students are encouraged to maintain high standards of behaviour through:  
  - Explicitly identifying and teaching the processes connected with the Classroom Behaviour Support Plan  
  - Deliberately embedding the teaching of the BayView Values in learning  
  - Verbal encouragement  
  - Positive implicit and explicit rewards  
  - Public acknowledgement of achievements  
  - Recognition of success from Teachers, Support Staff, Principal and Parents. |  
  - You have the opportunity to participate in all of this school's activities.  
  - You are eligible for school awards and certificates.  
  - You may be invited to represent the school at outside venues  
  - You are eligible for positions of Student Councillor, School Captain and House Leader |

‘Gotchas’

Staff members hand Gotcha cards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Gotcha card. When students are given a Gotcha card they write their name on the card and place the card in their classroom ‘Gotcha’ Box.

Prior to each Parade, the class teacher conducts a draw where one student from each class has their Gotcha Ticket drawn. These students are announced at Parade and are asked to stand for recognition. These students receive a tuckshop voucher as recognition of their responsible behaviour. Cards are never removed as a consequence for problem behaviour.
Values Passport Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Show care and compassion</th>
<th>Show understanding, tolerance and inclusion</th>
<th>Show Integrity</th>
<th>Be respectful</th>
<th>Be responsible</th>
<th>Be honest and trustworthy</th>
<th>Give your best</th>
<th>Give everyone a fair go</th>
<th>Celebrate freedom</th>
</tr>
</thead>
</table>

At BayView students are recognised for demonstrating the values outlined in the above table. At the beginning of each year and during each term, teachers will explicitly teach the above values as part of the school Code of Behaviour using a variety of teaching strategies including: role play, discussion, drawing, parade presentations and brainstorming.

A common process for recognising the demonstration of the values is used across the school.

The values are clustered into three broad categories

- Showing
- Being
- Giving

Students earn a paddle pop stick of the appropriate colour when they have been noticed demonstrating one of the BayView Values.

- Showing – purple
- Being – green
- Giving – blue

Teachers briefly describe what they observed to the students and explicitly link it to the value.

For example:
I saw you sitting at your desk with your book open, ready to start writing. That's what I call being responsible.

Students take a paddle pop stick of the appropriate colour and put it into their pocket. In the case of the example it would be a green paddle pop stick.
Students move through a number of levels by earning paddle pop sticks. They begin at “Ready to Learn” each day.

Super Student – Yellow
Excellent Effort – Blue
Way to Go – Purple
Ready to Learn – Green
Making Better Choices – Black
Thinking Time – Orange
Teacher Choice – Red

When students display negative behaviours, after 2 warnings, and move their name down they also have to remove 2 paddle pop sticks?

Students earn two paddle pop sticks (of any colour) to complete a level. The teacher records the completed levels only at the end of each day.

For the purposes of the process the term is divided into three x three week blocks, with the GEM Awards Parade being held in the final week of term.

Across any three week period students can earn a GEM Award level. There are three levels students may progress through.

Only 7, of any combination, of:
Way to Go,
Excellent Effort, or
Super Student required. = GEM Award level (Jade, Topaz, Garnet)
The BayView Values Passport has three progressive levels of positive behaviour recognition each term (see the diagram below). Teachers will track and record student progress for every 3-week cycle. Each eligible student will have their individual Values Passport stamped and signed by their teacher. This can be sent home for parent viewing, but needs to be returned to record the next cycle’s results.

<table>
<thead>
<tr>
<th>Start of the term each student starts afresh.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jade</td>
</tr>
<tr>
<td>Topaz</td>
</tr>
<tr>
<td>Garnet</td>
</tr>
<tr>
<td>Celebration Parade at the end of each term where all levels of achievement will be acknowledged.</td>
</tr>
</tbody>
</table>

To recognise their level of attainment each term, a parade will be held in the final week to hand out a certificate to celebrate each child’s level at the end of the current school term.

For students who enrol during the year, they will spend the remainder of the term in which they arrive becoming familiar with the BayView Values and the expectations associated with the demonstration of the Values. They will be eligible to earn GEM levels in the following term.

The Principal or delegate is able to monitor individual student progress at any time and may make adjustments to their award level at their discretion.

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Each teacher is responsible for classroom behavioural support, through the implementation of a Classroom Management Plan. This plan has the approval of the Principal and will be displayed in the classroom and communicated to parents, students and incoming teachers. It will provide consistency and continuity in the classroom.
Re-directing low-level and infrequent problem behaviour (Minor Support)

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to question students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

The table below shows examples of how we respond to low-level and infrequent problem behaviour:

<table>
<thead>
<tr>
<th>Support Status</th>
<th>Behaviours</th>
<th>Support</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Support</td>
<td>Students requiring this level of support may be exhibiting one or more of the following behaviours:</td>
<td>Class Teacher will put the Classroom Management Plan in action.</td>
<td>There may be some school-based activities which you are not permitted to attend.</td>
</tr>
<tr>
<td></td>
<td>• Misbehaving in the playground (includes rough play) i.e. punching, kicking or pushing.</td>
<td>You may be withdrawn from play or other school activities. (e.g. 'Green Spot')</td>
<td>You may be asked to complete work in your own time.</td>
</tr>
<tr>
<td></td>
<td>• Disrupting others from learning in classroom.</td>
<td>You may be referred to the Reflection Room during play times to support the improvement of your behaviour.</td>
<td>You may receive a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.</td>
</tr>
<tr>
<td></td>
<td>• Continually not attempting school work.</td>
<td>You may be required to complete a supported mediation process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not following instructions.</td>
<td>In consultation with a teacher you may be required to complete a Student Reflection Sheet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Harassing others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using mild inappropriate language or gestures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discriminatory comment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Code of School Behaviour
Better Behaviour Better Learning

Queensland Government

Update 11/04/16
**Targeted behaviour support**

Each year a small number of students at BayView are identified as needing a little bit extra in the way of targeted and/or intensive behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Working as partners, parents and teachers can assist students experiencing difficulties, to improve their attitudes and behaviours.

The table below shows examples of how we respond high-level and/or frequent problem behaviour. Please note that some students, due to the seriousness of an offence, may move directly to a higher level of support without moving through preceding levels. The behaviours listed are examples only and are not an exhaustive list.

<table>
<thead>
<tr>
<th>Support Status</th>
<th>Behaviours</th>
<th>Support</th>
<th>Actions</th>
</tr>
</thead>
</table>
| Targeted Support | Students requiring Targeted Support may be exhibiting one or more of the following behaviours:  
- Continuing to exhibit behaviours listed under Minor Support.  
- Stealing  
- Behaving violently and/or fighting  
- Using gross inappropriate language or gestures.  
- Displaying repeated insolence. | Support strategies as listed above plus:  
- The Principal in consultation with teachers and support staff will consider strategies to manage your behaviours and/or your attitude.  
- Your parents will be requested to attend a meeting (or phone call) to discuss the support of your behavioural issues with some or all of the following persons: class teacher, the Guidance Officer and/or the Principal (or delegate).  
- You may be supported through the use of a behaviour contract. Negotiation will take place when considering the time allocated to reform inappropriate behaviour on a long term basis. |  
- You will be stood down from any positions of responsibility you may hold whilst receiving Targeted Behaviour Support.  
- Whilst receiving Targeted Behaviour Support, you may not be permitted to attend any interschool sport, excursions, camps or other extra curricular activities.  
- You may be detainted after school (as per EQ guidelines and in consultation with home). Your parents/caregivers will be notified at least one day prior.  
- You may be placed on an in-school or official school suspension.  
- Demonstration that you have improved your behaviour will result in the completion of your contract. |
## Intensive behaviour support

<table>
<thead>
<tr>
<th>Support Status</th>
<th>Behaviours</th>
<th>Support</th>
<th>Actions</th>
</tr>
</thead>
</table>
| Intensive Support  
Child manages own behaviour with support from Class/supervising teacher and parents and school based services.  
Parent contacted and contact maintained by classroom teacher.  
Support offered by Administration Team and District Behaviour Team. | Students requiring Intensive Support may be exhibiting one or more of the following behaviours:  
- Continuing to exhibit behaviours listed under Targeted Support.  
- Bringing cigarettes, drugs or alcohol to school.  
- Repeated violence.  
- Bringing potentially dangerous weapons to school.  
- Serious and/or repeated unacceptable or dangerous behaviour and have not shown a willingness to improve at this school. | Support strategies as listed above plus:  
- On return from possible suspension your parents will be required to attend a meeting to discuss the support of your behavioural issues with some or all of the following persons: class teacher, the Guidance Officer and the Principal.  
- On return from possible suspension you may be supported through the use of a behaviour contract. Negotiation will take place when considering the time allocated to reform inappropriate behaviour on a long term basis. | You will be stood down from any positions of responsibility you may hold whilst receiving Intensive Behaviour Support.  
Whilst receiving Intensive Behaviour Support, you may not be permitted to attend any interschool sport, excursions, camps or other extra curricular activities.  
You may be suspended from classes for a period of up to 20 school days.  
You may be put on a Discipline Improvement Plan for up to 3 months.  
Demonstration that you have improved your behaviour will result in the completion of your contract.  
If after this time, there has been no improvement in your behaviour you may be suspended with the recommendation for exclusion from this school. If you are excluded from Bay View State School you will not be able to attend this school and in some cases you will not be able to attend other state schools in Queensland. |
5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member.
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that BayView SS's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- the underlying function of the behaviour.
- physical intervention cannot be used as a form of punishment.
• physical intervention must not be used when a less severe response can effectively resolve the situation

Physical intervention is not to be used as a response to:
• property destruction
• school disruption
• refusal to comply
• verbal threats
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• incident report (Appendix 3)
• Health and Safety incident record (hyperlink)
• Debriefing Report (Appendix 4)

6. Consequences for unacceptable behaviour
BayView SS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Consequences are aligned with Levels of Support as detailed in the table above. To promote consistency in the management of misbehaviour we have generally classified misbehaviour into two categories. These are:

- Minor problem behaviour is handled by staff members at the time it happens. This category aligns with Minor Support in the table above.
- Major problem behaviour is referred directly to the school’s Reflection Room and/or Administration team. This category aligns with Targeted & Intensive Support in the table above.

**Minor Misbehaviours**

Minor behaviours are those that:
- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

**Major Misbehaviours**

Major (Targeted & Intensive Support) behaviours are those that:
- Significantly violate the rights of others.
- Put others / self at risk of harm.
- Require the involvement of school Reflection Room and/or Administration.

Major behaviours result in an immediate referral to the Reflection Room and/or Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the Behaviour Referral Form and directs the student to the Reflection Room and/or Administration.
The following table outlines examples of major and minor problem behaviours and is included on the school’s Behaviour Referral Form:

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>CLASS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Behaviour</td>
<td></td>
</tr>
<tr>
<td>Minor</td>
<td>Major</td>
</tr>
<tr>
<td>(Please Tick)</td>
<td>(Please Tick)</td>
</tr>
<tr>
<td><strong>Defiance/Disrespect</strong></td>
<td><strong>Defiance/Disrespect</strong></td>
</tr>
<tr>
<td>Low intensity brief failure to follow directions.</td>
<td>Continued refusal to follow directions, talking back and/or socially rude interactions.</td>
</tr>
<tr>
<td><strong>Physical Contact</strong></td>
<td><strong>Physical Aggression</strong></td>
</tr>
<tr>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td>Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, scratching, biting etc)</td>
</tr>
<tr>
<td><strong>Inappropriate Language</strong></td>
<td><strong>Inappropriate/ Abusive language</strong></td>
</tr>
<tr>
<td>Low intensity language (e.g. shut up, idiot)</td>
<td>Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at another individual or group.</td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td><strong>Disruption</strong></td>
</tr>
<tr>
<td>Low intensity but inappropriate disruption.</td>
<td>Repeated behaviour causing an interruption in a class or playground (e.g. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)</td>
</tr>
<tr>
<td><strong>Property Misuse</strong></td>
<td><strong>Vandalism</strong></td>
</tr>
<tr>
<td>Low intensity misuse of property.</td>
<td>Student engages in an activity that results in substantial destruction or disfigurement of property.</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td><strong>Dress Code</strong></td>
</tr>
<tr>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school.</td>
<td>Refusal to comply with school dress code.</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td><strong>Safety</strong></td>
</tr>
<tr>
<td>Student engages in brief or low-level safety violation not involving deliberately hurting any other individuals or groups.</td>
<td>Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
<tr>
<td><strong>Dishonesty</strong></td>
<td><strong>Major Dishonesty</strong></td>
</tr>
<tr>
<td>Student engages in minor lying/cheating not involving any other people.</td>
<td>Student delivers message that is untrue and/or deliberately violates rules and/or harms others.</td>
</tr>
<tr>
<td><strong>Minor Harassment</strong></td>
<td><strong>Harassment/Bullying</strong></td>
</tr>
<tr>
<td>Teasing or using minor put downs to another student.</td>
<td>Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td><strong>Other</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor consequence (Tick the boxes that apply)</td>
<td>Major consequence (Tick the boxes that apply)</td>
</tr>
<tr>
<td>Classroom</td>
<td>Eating Play</td>
</tr>
<tr>
<td>1st offence – warning and discussion about behaviour</td>
<td>1st offence – warning and discussion about behaviour</td>
</tr>
<tr>
<td>2nd offence 2nd warning (moved away from friends/ timeout desk, thinking chair)</td>
<td>2nd offence 2nd warning (walk with the teacher)</td>
</tr>
<tr>
<td>3rd offence buddy class/ green spot</td>
<td>3rd offence green spot</td>
</tr>
<tr>
<td>Final Warning</td>
<td>Final Warning</td>
</tr>
</tbody>
</table>
The Reflection Room

The Reflection Room represents a supported reflection environment for children who are experiencing difficulty with social and emotional behaviours.

The Reflection Room operates on a daily basis from 11.10am – 11.35am (playtime 1st break) and 1.10pm – 1.35pm (playtime 2nd break).

Students are referred to the Reflection Room, for behavioural and social support, after exhibiting inappropriate social behaviours towards other students, staff and visitors during the school day.

Whilst attending the Reflection Room students undertake and complete an individual reflection sheet where students reflect on the problem behaviour and offer solutions to help improve their behaviour in similar situations. They also engage in positive conversations with the supervising teacher, discussing their referral reason, triggers for their behaviours, the consequences of their behaviours and future strategies to cope and deal with the identified triggers.

After completing their reflection sheet students are responsible for having their sheet signed off by a member of the Administration team, Class teacher and Parent. Students are asked to return Reflection Sheets to the Class teacher to be signed off and stored.

Students who are identified as having attended the Reflection Room on 3 occasions during one week or 5 occasions during one term are then required to meet with Administration to discuss their behaviour.

All information is stored in an electronic database that can be manipulated to provide data for the identification of students in need of additional behaviour support.

7. Network of student support

Students at BayView SS are supported through positive reinforcement and a system of General, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer

Support is also available through the following government and community agencies:

- Disability Services Queensland
- ‘Wrap Around’ Service
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.
8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

BayView SS considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state.
- Recognising the rights of all students to:
  - Express opinions in an appropriate manner and at the appropriate time.
  - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation.
  - Receive adjustments appropriate to their learning and/or impairment needs.
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
- Take a Stand Together

Endorsement

Principal
P&C President or Chair, School Council
Principal’s Supervisor

Date effective:
from ……28/01/2014………… to ……23/01/2015…………………………
APPENDIX 1

Student Use of Personal Technology Devices* at School

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School (But not limited to)
Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft and also the potential for misuse and distraction/disruption to teaching and learning. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required or may only be returned in the presence of a parent at the Principal's discretion.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once may not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be:

- Clearly labelled with the student's name
- Signed in at the school office upon arrival at school
- Signed out upon departure

Personal technology devices may never be used by students during the school day or on school property.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at BayView SS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.
Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording;
- disseminating material (through text messaging, display, internet uploading etc);
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
APPENDIX 2
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose
BayView SS strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures.
- Raising achievement and attendance.
- Promoting equality and diversity.
- Ensuring the safety and well-being of all members of the school community.

There is no place for bullying in BayView SS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at BayView SS include (but are not limited to):

- name-calling
- taunting
- mocking
- making offensive comments
- kicking
- hitting
- pushing
- taking belongings
- inappropriate text messaging or e-mails
- sending offensive or degrading images by phone or internet
- producing offensive graffiti
- gossiping
- excluding people from groups
- giving the ‘evil eye’ or other intentional gestures
- manipulating friendships
- spreading hurtful and untruthful rumours.
Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At BayView SS there is broad agreement among students, staff and parents that any observable and measurable behaviour harasses, intimidates or hurts another person either physically or emotionally is categorically unacceptable in the school community.

**Anti-Bullying Strategies**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide general behaviour support practices will be maintained at all times. This will ensure that:

- Our general behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in all areas of the school
- A high level of quality active supervision is a permanent staff routine in all areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. The program teaches the 5-step process (High 5) to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. Therefore a significant additional step is included at BayView where we ‘call’ the behaviour of bullies. This is achieved by surveying all students in Years 2-7 to anonymously
identify students who are frequently demonstrating bullying behaviours. A subsequent support process is enacted for identified students.

BayView SS uses behavioural data for decision-making. This data is entered into our database (or OneSchool) on a daily basis. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

A community brochure including a table detailing BVSS pro-active and re-active anti-bullying strategies is included over the page. This information is published to parents each year.
“Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.”

In the Professional Reading Guide for Educational Administrators, Vol. 21, 1, Feb/March 2000, Ken Rigby explains about bullying:

“It is not the same thing as "aggression" or "violence," although elements of these may be present when bullying occurs. It is not simply a desire to hurt. Bullying is actual hurtful behaviour directed by more powerful individuals or groups against those who are less powerful. It is not the same thing as fighting or quarrelling between people of about the same strength. It is typically repeated, often enjoyed by the bully or bullies. It is never justified.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Action Policy - Proactive (Preventative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Constructively with Parents</td>
<td>Teachers and Admin work with parents to inform and/or assist them in relation to identifying and resolving bullying issues that may arise.</td>
</tr>
<tr>
<td>Anti-Bullying Audit</td>
<td>Students participate in a series of lessons to help them understand and effectively deal with bullying if it occurs. At the conclusion of these lessons, the Deputy Principal (or delegate) administers a Survey of students (Yrs 2-7) to nominate bullies and victims anonymously. Teachers confidentially collate the responses and send data to the office. The Principal and Deputy Principal use this data to identify students with significant nominations as bullies. These students are supported through an interview with the Admin team and communication with their parents. The child, the Admin Team and the family work together towards helping nominated students to change their behaviours. Similarly, the victims of repeated bullying are targeted for support to build assertiveness and resilience.</td>
</tr>
<tr>
<td>Social Skills Program (incl. ‘The High Five’ &amp; School Code)</td>
<td>Classroom lessons to help children understand how and why people behave, including the development of strategies to get along with others and avoid harassment. Students are taught and repeatedly encouraged to use the ‘High Five’ when dealing with concerns.</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>In a strand titled ‘Personal Development’ the syllabus deals with issues including self esteem, communication, conflict resolution and forming relationships with others.</td>
</tr>
<tr>
<td>Uniform Policy</td>
<td>To discourage ‘Exclusion Bullying’ on the basis of dress and ‘cool’ clothing status symbols.</td>
</tr>
<tr>
<td>Playground Supervision</td>
<td>Vigilance and presence of staff members at playtime. Disruptive behaviour is noted in duty books, with the information collated and reviewed on a weekly basis with a view to identifying play issues and students that require intervention.</td>
</tr>
<tr>
<td>Learning Enhancement Committee</td>
<td>This group of Specialist Staff (e.g. Special Needs Teacher, Learning Support Teacher, Guidance Officer, Deputy Principal) meets fortnightly to identify support needs and develop support programs for individual children who it is considered may be at risk academically, socially or emotionally.</td>
</tr>
<tr>
<td>Supported Play (Games Room)</td>
<td>One function of this area is for withdrawal of selected children experiencing difficulty in behaving appropriately in the playground. These students are withdrawn to a closely supervised, separate, indoor play area which focuses on improving students’ skills for appropriate play and socialisation.</td>
</tr>
<tr>
<td>Class Meetings</td>
<td>These are regularly held as a forum (formal and/or informal) where students can raise issues of concern under the supervision of the class teacher.</td>
</tr>
</tbody>
</table>
### Action Policy - Reactive

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour Management</td>
<td>Our school’s Behaviour Management Policy promotes a safe and supportive school environment. In the first instance, unsafe, disrespectful and inappropriate behaviour towards others will be dealt with by class teachers and playground duty staff. Strategies may include:</td>
</tr>
<tr>
<td></td>
<td>• Discussion with and/or redirection from a teacher.</td>
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<td></td>
<td>• Thinking Chair/Time Away</td>
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<td></td>
<td>• Buddy Teacher.</td>
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<td></td>
<td>• Withdrawal from Play and/or privileges.</td>
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<td></td>
<td>• Referral to Reflection Room</td>
</tr>
<tr>
<td></td>
<td>• Referral to Admin.</td>
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<tr>
<td></td>
<td>• Parent Contact.</td>
</tr>
<tr>
<td>Admin Investigation</td>
<td>In the event of suspected bullying, the matter is directed to admin, where it is investigated as a matter of priority.</td>
</tr>
<tr>
<td>Disciplinary Absence (Suspension)</td>
<td>In the event of severe bullying or repeated bullying and in the event of retaliation for being reported as a bully, suspension is seriously considered.</td>
</tr>
</tbody>
</table>
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was you emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
Student Dress Code

Our school community has agreed on a dress code for our students, which will enable them to participate fully in school activities.

Student dress standards should promote the good image of our school and encourage students to uphold and enhance that image.

Our Dress Code enables students to participate fully in all school activities and contributes to, and supports, a healthy and safe learning environment in compliance with Anti-Discrimination Act 1991 (Qld), Workplace Health and Safety Act 1989 (Qld), and Gender Equity in Education Policy Statement 1992. Our uniforms reflect current recommended Departmental Sun Safety material and style.

Principles

Our Dress Code addresses all of the following principles:

- Responsiveness and sensitivity;
- Access and participation;
- Upholding community expectations;
- School community awareness; and
- Continuity and fair trade practice (as adequate availability of full school uniforms cannot be assured through retailers, our school has undertaken to sell uniforms, - hats, shirts, shorts - complying with Policy Statement No. 40)

Our Dress Code takes into account the following considerations:

- personal comfort
- non-discrimination between sexes
- body shape
- practical religious or cultural considerations
- socio-economic factors, including mobility patterns of families
- skin cancer protection
- particular dress requirements for specific school activities, including extra-curricular activities
- health and safety, including restriction of jewellery and protective equipment for contact sports
- commercial supply or competition

Our students are required to:

- wear the agreed school uniform on a daily basis;
- be of neat and tidy appearance at all times, including retaining hair of shoulder length or greater in a single pony tail or dual piggy tails using a school colour hair band or ribbon;
- wear enclosed shoes as per agreement;
- wear the school approved wide brimmed or legionnaires navy hat while engaged in outdoor activities; and
- wear only the approved full school uniform when representing our school in community activities.

Students, whilst involved in school activities, are required to wear the agreed full BayView State School uniform on a daily basis as prescribed by the available choice:

- School designed Polo Shirt;
- School approved Stubbies Navy Shorts or Navy Skorts;
- Approved styles include Stubbies:
  - Shorts - SE037T, SE057T, SE057L
  - Skorts – SR00060
- Boxer shorts or similar underwear should not be seen above or below shorts or skorts;
- School embroidered Broad Brimmed Hat or Legionnaires Cap – Navy;
- Plain White or Plain Navy socks (short);
- Black standard school shoes or runners:
  - No additional colours including branding or laces;
  - Fashion Volleys and skate shoes with additional colours are NOT acceptable; and
- School Back Pack, printed with the school logo (encouraged).

**Cooler weather (inclusions)**
- Plain navy jumper/tracksuit top.
  - School designed winter Tracksuit top is encouraged;
- Short or long sleeve navy or white undershirts;
- Plain navy long pants.
  - School designed Navy Tracksuit pants or Navy Leggings/stockings.
  - No other colours accepted.
- Other items including beanies, scarves and gloves may be worn to and from school, however due to safety and operational constraints they are not to be worn in school.

Students are permitted to wear one set of earrings, preferably studs or sleepers (safety).
- Additional earrings are not permitted at school.
- Other visible body piercings are not permitted at school.
- Students may wear a single signet ring with a smooth surface.

Students may wear an appropriate watch that does not disrupt the learning of the class.

Students are not permitted to:
- wear any form of Necklace, Bracelet or Anklet;
  - except for Medic Alert identification;
- wear any coloured finger nail polish or fashion nails including acrylic nails;
- use any hair product that is visible and contributes to a hair style that is not acceptable to the school community.
  - Hair dye or colouring
  - Mohawk style. With the exception of special events;
- have hair styles that are not acceptable to the school community.
  - This includes Mohawks, Shaved cuts less than blade #2, Shaved Tracks and Shaved Under Cuts, as well as Rat’s Tails.
  - With the exception of special school events.
  - Any hair style that has a length below the eyebrows or shoulders must be retained.

As per Department of Education and Training policy for Sport, all jewellery must be removed prior to participation in organised competitive sport.

**Consequences for not abiding by the School's Dress Code may include:**
- Imposing a detention for a student during lunch or after school (if after school, inform parents before detention occurs);
- Preventing student from attending, or participating in, any activity for which student is representing school; or
- Preventing student from attending or participating in any school activity that is not an essential school educational program, including the BayView Values Awards Program.