

BMIS Policy



2022

Department of Education Policy Statement:

Department of Education schools provide every student with the educational support the student needs to learn and maintain positive behaviour.

The principal must use approaches which:

- Document a whole school plan to support positive student behaviour
- Implement the documented whole school plan to support positive student behaviour and;
- Provide individual student behaviour support where the need is identified.

This policy also must reflect the School Education Act (1999), School Education Regulations (2000) and aligned with the Department of Education Student Behaviour Policy (2018).

General Principles of the Eaton Community College Behaviour Management Model:

It is believed that:

1. A consistent approach to behaviour management throughout the school is essential. The approach needs to be followed conscientiously by all staff.
2. There is a need for positive and caring relationships between staff, student and the community. Staff work hard towards establishing a positive classroom and school environment built on strong working relationships with the students.
3. We need to teach our students how to behave at school to ensure that they do make better behaviour choices. Where staff identify that a skill deficit exists they teach the appropriate skill.
4. A clear understanding of what are expected behaviours is essential for students to be able to evaluate their behaviour.
5. Students are acknowledged for positive behaviour.
6. Students and parents are aware of consequences of unacceptable behaviour.
7. When conflicts arise restorative practices are implemented to rebuild positive relationships.

Positive Behaviour Support (PBS):

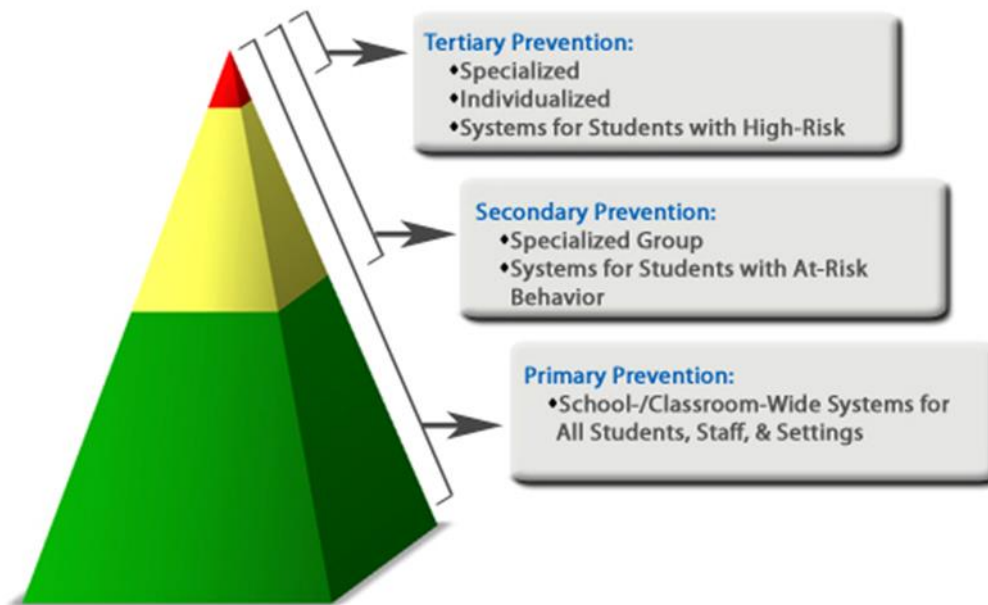
Positive Behaviour Support **builds a continuum of supports for staff and students**. At each level (or tier) there is an emphasis on **outcomes** in the form of agreed expectations for student and staff behaviour, and **data** to guide decision-making about what **practices** should be put in place to support student learning and social behaviour. There is equal emphasis on the **system** supports that will be needed to build fluency with new or revised practice among all teachers and staff within the school.

PBS emphasises four integrated elements:

- Data for decision making
- Measurable outcomes supported and evaluated by data
- Practices with evidence that these outcomes are achievable
- Systems that efficiently and effectively support implementation of these practices

BEHAVIOUR MANAGEMENT MODEL

Continuum of School-Wide Instructional & Positive Behavior Support



Tier 3:	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student.
Tier 2:	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1:	Practices and systems for all students and staff implemented across all school settings.

Outcomes:

Students know what is expected of them and choose to do so because they:

- Know what to do
- Have the skills to do it
- See the natural benefits for acting responsibly

Adults and students have more time to:

- Focus on relationships
- Focus on classroom instruction

There is an instructional approach to discipline:

- Instances of problem behaviour are opportunities to learn and practice pro-social behaviour

The school's behaviour expectations of staff and students is based on the ECC Behaviour Matrix.

ROLES AND RESPONSIBILITIES

There is a collective responsibility for behaviour management and an orderly learning environment at Eaton Community College.

Parent and Student:

	STUDENT RESPONSIBILITIES	HOW PARENTS CAN HELP
Establishing Positive behaviour	<ul style="list-style-type: none"> • Know and understand classroom and school expectations. • Try to behave in an acceptable manner by making the right choices. • Always follow teacher instructions. • Be prepared to discuss any issues with staff and adjust behaviour that is unacceptable. 	<ul style="list-style-type: none"> • Be aware and supportive of the ECC BMiS policy. • Stay informed with what is happening at the college. • Encourage positive behaviour and attitude. • Get to know and communicate with staff.
Responding to unacceptable behaviour	<ul style="list-style-type: none"> • Accept consequences of your actions. • Take responsibility for your actions and choices. • Meet with your teacher to discuss your behaviour and work with them to determine how to improve these aspects. • Follow any behaviour plans or contracts that aim to improve behaviour outcomes. • Be honest when discussing problems so you can receive effective assistance. • Accept help from the college staff. 	<ul style="list-style-type: none"> • Establish support strategies that encourage modification of behaviour. • Reinforce acceptable behaviour. • Maintain interest in what is happening at the school. • Engage with the school support staff and external agencies as required. • Attend meetings at the college to discuss improving behaviour.

Class teacher and HOLA:

	STAFF RESPONSIBILITIES	HEAD OF LEARNING AREA
Establishing Positive Behaviour	<ul style="list-style-type: none"> • Present students with an engaging and challenging curriculum. • Have clearly planned lessons and lesson objectives made explicit to students. • Develop, document, and regularly monitor individual programs to cater for the needs of all students i.e., SEN Plans and PTR Plans. • Know and consistently implement the Behaviour Management Policy. • Use low key CMS strategies regularly and consistently. • Create a positive learning environment and reinforce appropriate behaviour by acknowledgement. • Be aware of the PBS Matrix, and display in the classroom & discuss these and the consequences of adhering to these on a regular basis. • Participate with the student in resolving conflicts that may occur with students 	<ul style="list-style-type: none"> • In conjunction with Learning Area staff determine, clarify, document, and teach specific Learning Area & context behavioural requirements and expectations to students. • Inform staff & students of expectations & structures and support them in developing consistency of expectations and protocols in line with BMP document. • Assist staff in the implementation of the Positive Student Behaviour Support policy. • Provide support for classroom teachers in managing and modifying student behaviour and following process within their learning areas. • Collaborate with Student Services staff to determine best course of action for individual students. • Ensure staff have followed all appropriate procedures and used a variety of strategies as well contacted parent to improve student engagement or resolve a

	<p>and in developing strategies to assist this process.</p> <ul style="list-style-type: none"> • Make parent contact early when there are concerns over a student's behaviour or performance and when a student is to be rewarded for positive behaviour or performance. • Liaise with the HOLA and Student Services Team. • Document using pastoral care notes of unacceptable student behaviour using SEQTA. • When you are absent from your classes, <ul style="list-style-type: none"> - Ensure relief staff are made aware of issues with students & successful management techniques - Leave engaging & manageable lessons - Follow up behaviour issues from relief lessons • Monitor and implement uniform procedures. • Ensure familiarity with Evacuation and Lock Down protocols. 	<p>conflict.</p> <ul style="list-style-type: none"> • Ensure that staff document incidents of unacceptable behaviour via SEQTA and alert relevant staff of these. • Ensure that any learning area strategies are consistent with overall school approach. • Offer visible and constructive support to staff including relief staff.
<p>Responding to unacceptable behaviour</p>	<ul style="list-style-type: none"> • Use a range of strategies in line with the Positive Behaviour Support Process and the accompanying minor and major behavior responses 	<ul style="list-style-type: none"> • Use a range of strategies in line with the Positive Behaviour Support Process and the accompanying minor and major behavior responses

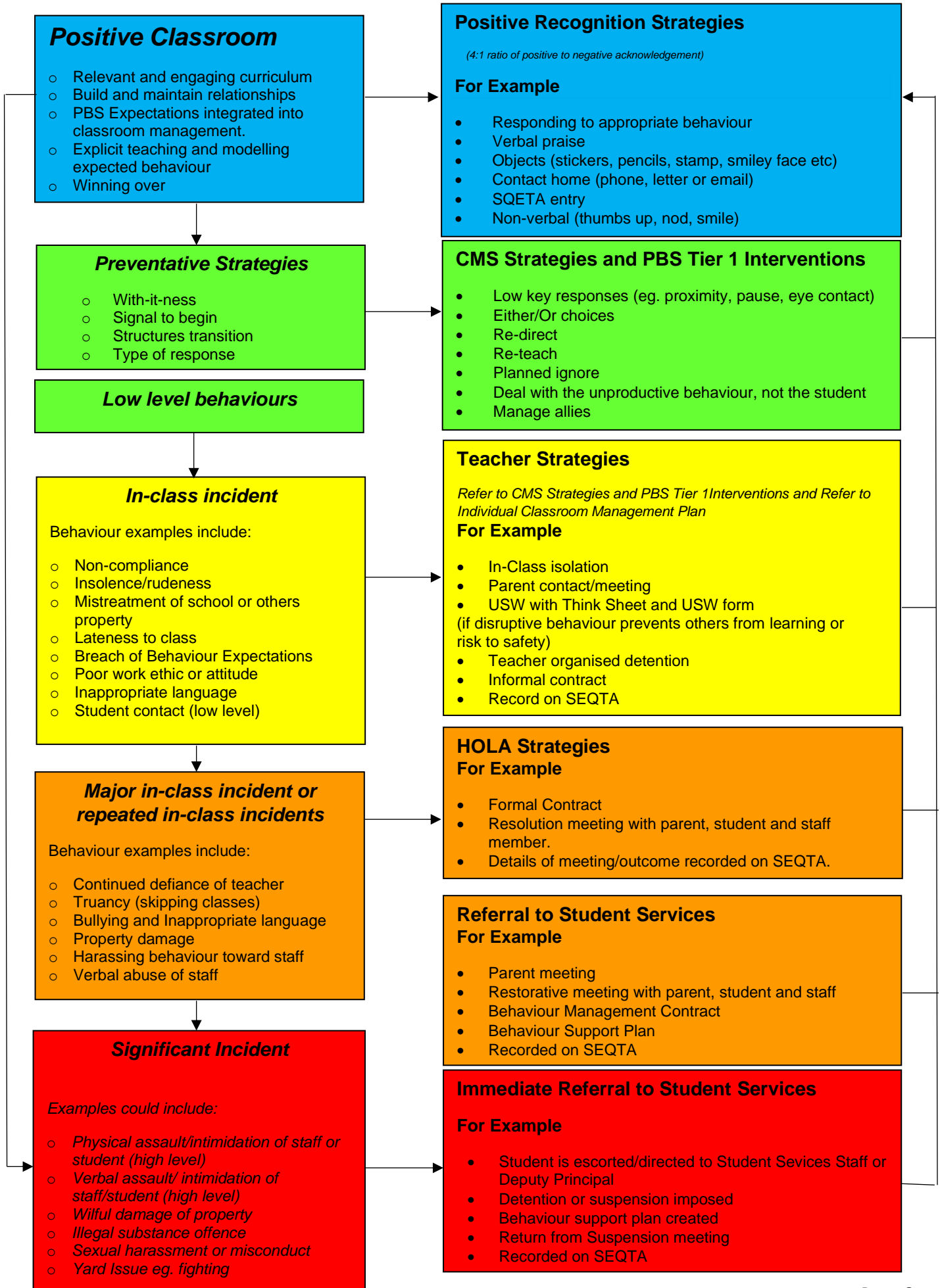
Student Services Team:

The school's Student Services Team has several functions:

- meet the pastoral care needs of all students
- maintain a supportive and friendly learning environment
- provide a range of activities and programs to support students to achieve not only academically but socially and emotionally
- support whole school plans to address social and emotional issues such as bullying
- support students in developing strategies to achieve their best and reach their potential
- monitor the wellbeing of students
- monitor student attendance
- support students with medical needs
- support the school's behaviour expectations
- support teachers and students to resolve conflict
- support the students and families of our Aboriginal community, students with learning difficulties and disabilities and students at educational risk.

BEHAVIOUR MATRIX	We are RESPECTFUL	We are INCLUSIVE	We STRIVE	For EXCELLENCE
At School & Community	<ul style="list-style-type: none"> Listen to and follow all instructions Use appropriate language, volume and tone Be considerate of others 	<ul style="list-style-type: none"> Resolve conflicts maturely Accept and celebrate differences Wear school uniform with pride 	<ul style="list-style-type: none"> Arrive on time Take responsibility for your own learning 	<ul style="list-style-type: none"> Demonstrate good study habits Celebrate and encourage successes Regularly attend school
Class Time	<ul style="list-style-type: none"> Allow others to learn Use equipment appropriately 	<ul style="list-style-type: none"> Use good manners Maintain personal space 	<ul style="list-style-type: none"> Be prepared Actively engage Participate positively Persist with challenging tasks 	<ul style="list-style-type: none"> Complete tasks to the best of your ability Submit tasks on time
Breaks & Between Class	<ul style="list-style-type: none"> Put rubbish in the bin Behave responsibly and safely 	<ul style="list-style-type: none"> Interact positively with others 	<ul style="list-style-type: none"> Make healthy food and drink choices Use facilities as intended 	<ul style="list-style-type: none"> Move quickly and quietly between classes Stay on school grounds
Technology	<ul style="list-style-type: none"> Use technology only with permission Treat MacBook with care 	<ul style="list-style-type: none"> Record and photograph others appropriately Be accountable for what you post and send 	<ul style="list-style-type: none"> Earphones, smartwatches and phones off and away 	<ul style="list-style-type: none"> Utilise ICT to enrich learning

POSITIVE BEHAVIOUR SUPPORT PROCESS



Overview:

Our Good Standing Policy works as a part of a broader range of Positive Behaviour Support and Management systems, procedures and strategies. It provides a framework that enables students to maintain or re-gain good standing status at Eaton Community College (ECC). This policy aims to support and reinforce ECC standards and expectations in order to: sustain regular attendance; promote positive behaviour and engagement; manage negative or anti-social behaviour and improve outcomes for students.

	Requirements for maintaining Good Standing	Loss of Good Standing will occur when
Respectful	Students demonstrate positive behaviours at school, as outlined in our Positive Behaviour Matrix	<ul style="list-style-type: none"> - Any suspension or internal all day withdrawal - Repeat or ongoing (3 or more) negative behaviours in a 3-week period. This includes USW and electronic breach.
Inclusive	Students adhere to the College Dress code	<ul style="list-style-type: none"> - 3 or more breaches of the ECC Dress Code in a 3-week period
Strive	Students take responsibility for their learning, progress and achievement at ECC	<ul style="list-style-type: none"> - Ongoing breach of Learning Area - Contract or refusal to participate in learning activities - Ongoing failure to complete/submit assessment tasks
Excellence	Students are punctual and strive for regular attendance at ECC	<ul style="list-style-type: none"> - 3 occasions of truancy, from school or from classes over a 3-week period - Late to school 3 or more times in a 3-week period without a valid reason - Attendance below 70% without engaging in attendance plan

Student Loss of Good Standing:

All students commence each school year with Good Standing. Good Standing for each student will be checked on a regular basis and before any key events. Loss of Good Standing is decided upon by the PC-SS in consultation with HoLA's (where applicable) and Deputy Principals. Any student who loses Good Standing will be advised of the requirements and sanctions associated with their loss of Good Standing period (5 weeks). Parents/Guardians will be notified and it will be recorded. Students who lose their Good Standing will not be allowed to attend extracurricular incursions/excursions, reward activities, inter-school sport or similar for a period of five weeks from the loss of Good Standing. Students who lose their Good Standing will not miss out on activities which are "whole school events" or required for assessment purposes.

Regaining Good Standing:

Any student who loses their good standing will be given ample opportunity to regain it. This will be clearly communicated to the student and to their parent/caregiver and can be achieved through an improvement in targeted behaviours, attendance or engagement over a 5-week period. At the end of the Loss of Good Standing period, given that the student has satisfied the requirements and is adhering to their individual documented plan (where applicable), the student will regain their Good Standing.

Overview:

Rising Suns is part of the acknowledgement system at Eaton community College. This program recognises students who consistently adhere to the behaviour expectations of the school that are located within the Behaviour matrix. These students add to the culture of the school making the college safe and inclusive to all.

Rising Suns status is evaluated at the end of each term and students who achieve this status are provided with an activity or reward lunch. If students achieve Rising Sun status each term they are able to achieve Honour Certificate by the end of the year.

	Requirements for achieving Rising Suns	Students who achieve rising suns need to have:
Respectful	Students demonstrate positive behaviours at school, as outlined in our Positive Behaviour Matrix	<ul style="list-style-type: none"> - no suspensions or internal withdrawals - 3 or less negative behaviour entries recorded in the term
Inclusive	Students adhere to the College Dress code	<ul style="list-style-type: none"> - no more than 3 uniform breaches in a term
Strive	Students take responsibility for their learning	<ul style="list-style-type: none"> - no loss of Good Standing
Excellence	Students are punctual and strive for regular attendance at ECC	<ul style="list-style-type: none"> - over 85% attendance or higher - no truancy

Rising Suns Process:

At the start of each term every student can be a Rising Sun. During week 8 students with Rising Sun status will be put up on the notice board and the activity or food reward will be offered to those students. Student can still lose Rising Sun status between the names going up on the board and the reward activity if they do not adhere to the schools' Behaviour Expectations or stop attending school on a regular basis. Achievement of Rising Sun status will be recorded.

Purpose:

A dress code allows all students to be equal; there is no demand on any student to keep up with the fashions or to show membership of a particular group. As members of this community, it is necessary to have a sense of belonging and identity. The way in which we support our dress code tells others in the wider community how we feel about ourselves and the College we belong to. It also allows staff to ensure security of students in their care through an effective means of identification both within and external to the College grounds.

The Dress Code:

Year 7 – 10	<p>School shirt: NAVY BLUE shirt with teal side inserts, gold piping, College logo.</p> <p>School Jacket: NAVY BLUE microfibre jacket with cinnamon stripe on arms and gold piping, College logo.</p> <p>School Jumper: NAVY BLUE hooded jumper or rugby jumper, College logo.</p>
Year 10-12	<p>School Shirt: WHITE shirt with teal side inserts, or NAVY BLUE shirt with teal inserts, gold piping, College logo.</p> <p>School Jacket: NAVY BLUE microfibre jacket with cinnamon stripe on arms and gold piping, College logo.</p> <p>School Jumper: NAVY BLUE hooded jumper or rugby jumper, College logo.</p>
Bottoms	<p>School Track Pants: NAVY BLUE with school logo.</p> <p>NAVY BLUE or BLACK pants, skirts or shorts– no denim, no leggings and no large logo, and must be an appropriate length.</p>
Footwear	Enclosed shoe or jogger and sandals with a heel strap, except when working in 'practical areas' eg: Technologies, Home Economics, Physical Education, Science, Visual Arts, when enclosed shoes MUST be worn.
Physical Education	<p>(Note: students must change for Physical Education)</p> <p>NAVY BLUE P.E. shorts</p> <p>ECC P.E. sport shirt.</p>
Special Edition Garments	Items to conform to the College colours and be approved by the Administration, College Board and P & C.
Make-up and Jewellery	Excessive make-up and jewellery is not permitted.
Free Dress Days	Tops must have sleeves, be full length (not cropped). Pants and skirts should be an appropriate length. No offensive slogans or pictures are allowed
Camps/Excursions	Students attending camps and/or excursions are expected to wear College dress, where appropriate.

All Dress Code items are only available from Uniform Concepts. Any suggestions to change the Dress Code must be submitted in writing to the College Board.

Health and Safety:

There are some areas of the College where Health and Safety rules apply. These areas are Design and Technology, Home Economics, Physical Education, Science and Visual Arts. Requirements in these areas include:

Hair	Must be tied back or covered appropriately for the area as indicated by staff.
Hats	Recommended for all outdoor activities.
Jewellery	Any items likely to catch or snag are not to be worn. This includes fashion wrist and neck jewellery such as bands, bracelets or necklaces. Students may be asked to remove jewellery before being allowed to play sport.
Shoes	Must be completely enclosed
Safety Glasses and Masks	Will be supplied by the College where required and they must be worn.

Overview:

This policy is about increasing student levels of academic engagement and social connection while they are at school. We want to reduce the pressure and anxiety students feel associated with always needing to respond. Students need the freedom to think, learn and develop positive social skills.

This policy relates to any mobile phone or device that allows access to electronic communications, the Internet, music playback or streaming and video playback or streaming. This policy works in conjunction with the “*Mac Book agreement*” which students sign on enrolment.

Policy Expectations:

- Mobile phones, smart watches and headphones must remain turned off and away in students bags from the time they arrive at school through to when they leave the school grounds at the end of the day.
- Mobile phones and other digital devices are brought to school at the owner’s risk. No liability will be accepted by the school in the event of loss, theft or damage of a device.
- Student must seek permission from their teacher to use their Mac Book during class time and must only use their Mac Book as directed by the teacher.
- Phones/devices are not permitted during tests or examinations.
- Reports of all incidents involving inappropriate use of digital devices will be recorded on the student record and managed in line with the school’s Behaviour Management in Schools Policy, including bullying, taking and/or sending images, sending texts etc.

It is understood that at times digital devices and headphones may be used as a valuable learning tool in the classroom. In these instances, students would receive an instruction from the teacher to take out their device. Once the learning activity is complete the device would once again be “Off and Away”.

For all contact required between students and or a family member, the Student Support Officer at Student Services will be available to facilitate all necessary communication. There will be no need for a student to use a mobile phone to contact home during the school day.

This Mobile Phone and Digital Device Policy is an extension of the school Behaviour Management in Schools Policy.

In any instance where a student has a digital device visible entering, or while on school grounds, the following procedures will be followed:

First Occasion:

- The student will hand in their device or headphones to the teacher/staff member
- The teacher/staff member will hand over the device to Student Central at their earliest convenience where it will be logged and stored for the remainder of the day
- At the end of the school day the student will be able to collect the device from Student Central

Second Occasion:

- The student will hand in their device or headphones to the teacher/staff member
- The teacher/staff member will hand over the device to the Student Central at their earliest convenience where it will be logged and stored for the remainder of the day
- At the end of the school day a Parent/Guardian will be able to collect the device from the Student Central. The device will not be returned to the student.

If at any time a student refuses to follow the instruction of a staff member, the Behaviour Management in Schools Policy and Procedures will be applied

Overview:

At Eaton Community College all students, staff and visitors have the right to be in an environment free from fear, harassment, violence and intimidation. All members of our school community, including visitors, have the right to feel welcome, safe and comfortable and to be treated with understanding and respect by others. Bullying, in any of its forms, will not be tolerated in our school community and will be dealt with in accordance to the Eaton Community College Bullying, Violence, Discrimination and Harassment Policy.

At Eaton Community College, every incident of bullying, conflict or wrongdoing is seen as a learning opportunity. When situations arise, it is usually the result of a breakdown in relationships. The aim will be to restore and rebuild those relationships.

Incidences of bullying that involve violence, discrimination and / or harassment and one-off violent episodes will not be tolerated, and severe sanctions will be imposed, including possible suspension and/or restrictions.

The filming of violence will result in immediate suspension.

How Eaton Community College will respond to Reports of Bullying:**Prevention:**

Actively promote the Eaton Community College school wide PBS expectations in all interactions with staff, students, parents and community members and encourage all to be positive bystanders.

Pro-action:

Develop an awareness of, and empathy for bullying incidents among all members of Eaton Community College community.

Reaction:

Adopt sound practices in relation to bullying and harassment issues, including the use “Restorative Practices” and the “No Blame” approach.

Definitions

Bullying

When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or conflict between peers is not necessarily bullying.

Forms of Bullying:

- **Verbal Bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Psychological Bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **Exclusion (Relational Bullying):** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another's personal information.
- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property.
- **Cyber Bullying:** Involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Violence

Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident.

Discrimination

- Direct discrimination on the grounds of race means treating a person, relative or an associate of the person less favourably than another, because he or she is of a different race. Race includes descent, colour, ethnic or national origin or nationality.
- Indirect discrimination on the grounds of race can also occur when a rule or practice exists that appears neutral but in fact has a detrimental effect on persons of a particular race.

Harassment

A course of conduct which annoys, threatens, intimidates, alarms, or puts a person in fear of their safety. Harassment is unwanted, unwelcomed and uninvited behaviour that demeans, threatens or offends the victim and results in a hostile environment for the victim.

Sexual harassment

Conduct of a sexual nature that is unwelcome, uninvited and unreciprocated, which makes a person feel humiliated, intimidated or offended. Sexual harassment is not behaviour based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated it is not sexual harassment.

Bystander

A bystander is someone who sees the bullying happening and knows that it is happening but are not directly involved. Bystanders to bullying can be positive or negative. (The whole Eaton Community College community needs to be aware of their roles in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe bullying occurring).

Bullying, Violence, Discrimination and Harassment Policy Flow Chart

Prevention Strategies – whole school

- Delivery of explicit behaviour - PBS lessons
- Whole-school use of PBS matrix language
- CMS trained staff using low key responses to manage and address student behaviour
- Explicit teaching of the STOP / WALK / TALK anti-bullying strategy
- Social & Emotional programs to target individual & small group needs

Teaching & Re-Teaching Strategies - Collective responsibility of all staff

Teachers at ECC utilise professional skills and knowledge of behaviour to recognise instances of bullying, shut down bullying behaviours, re-teach anti bullying concepts and refer incidents of violence, discrimination, conflict and violence to HoLA, Student Services &/or Admin.

Teacher Strategies

Refer to CMS Strategies and PBS Tier 1 Interventions and refer to Individual Classroom Management Plan

For Example

- In-Class isolation
- Parent contact/meeting
- USW with Think Sheet and USW form (if behaviour prevents others from learning or risk to safety)
- Teacher organised detention
- Informal contract
- Record on SEQTA

Referral to Student Services & HOLA

- Restorative practices
- No blame approach
- Assertiveness & resilience skills coaching

HoLA Strategies

For Example – subject specific conflict

- Behaviour Management Contract
- Resolution meeting with parent, student and staff member.
- Details of meeting/outcome recorded on SEQTA.

Referral to Student Services

For Example – bullying at break times or non-subject specific conflict

- Case conference
- Restorative meeting with parent, student and staff
- Behaviour Support Plan
- Recorded on SEQTA

Immediate Referral to Student Services

For Example – acts of physical violence and verbal assault

- Student is escorted/directed to Student Services Staff or Deputy Principal
- Consequence imposed
- Planning created to support behaviours (IBSP, Restricted Area Agreement, Formal Contract)
- Return from Suspension meeting
- Recorded on SEQTA

Approaches to solving incidents of Bullying, Violence, Discrimination and Harassment

Bullying: The “No Blame” Approach

The “No Blame” approach is designed to address bullying incidents in a way that is in the best interest of the students. This approach is used in a structured way to develop the bullying group’s empathy for the victim. The bullying group is then encouraged to contribute solutions to improve the environment for the victim.

1. Interview the bullied students and obtain some sort of impact statement.
2. Convene a meeting with the people involved (excluding the bullied student).
3. Explain the problem via the “bullied student’s impact” statement.
4. Share responsibility for finding a solution to the problem.
5. Ask the people involved for ideas.
6. Leave it up to them.
7. Meet with the bullied student some time later to check for change.

Bullying: Restorative Practices

Restorative Practices involve a range of interventions (including conferencing, circles, target/offender mediation, etc) facilitated to assist in resolving incidents of harm. These incidents are often associated with a break down in relationships. The aim is to restore and rebuild these relationships.

Restorative Practices - Questions

The following sets of questions form the basis for gaining some understanding and resolution of issues. It is important to follow the question sequence and allow time for people to answer, which may result in long periods of silence, but this is okay.

Debriefing Questions (used after a situation or activity)

What happened?

What was the hardest thing about this for you?

Is there anything you would do differently?

Restorative Questions (used to repair a relationship)

What happened?

What were you thinking at the time?

What have you thought about since the incident?

Who has been impacted/harmed/affected? How?

What needs to happen to repair the damage/ harm and make things right?

Corridor Conferencing Questions (used incidentally to deal with on the spot situations)

Bully

What happened?

What were you thinking at the time?

Who has been harmed/affected? How?

Bullied Student

What was the hardest thing about what happened?

What would you like to see happen?

Bully

Does this seem fair? If not, what needs to happen?

RESPONDING TO BULLYING

Rights and Responsibilities of School Community Member

Member	Rights	Responsibilities
All students, teachers, parents, wider school community	<ul style="list-style-type: none"> • Are safe and supported in the school environment • Are treated with respect 	<ul style="list-style-type: none"> • Behave responsibly and safely • Be considerate • Be a positive bystander if witnessing bullying. • Establish positive relationships • Respect and accept individual differences
Students	<ul style="list-style-type: none"> • Access curriculum on positive relationships, resiliency, safety and bullying prevention • Are informed of the school's plan on bullying • If involved, are provided with support to stop bullying 	<ul style="list-style-type: none"> • Report bullying on a Student Support Request Form from Student Services. • Tell someone if you are being bullied. • Treat others with care and respect • Inform self of school plan on bullying • Identify and respond effectively to bullying • STOP bullying and help others
Staff	<ul style="list-style-type: none"> • Feel safe and supported in workplace • Access curriculum on positive relationships, resiliency, safety and bullying prevention • Be informed of the school's plan on bullying • Be treated with respect in workplace • Access professional learning in preventing and effectively managing bullying 	<ul style="list-style-type: none"> • Model pro-social, respectful behaviour. • Carefully monitor student behavior and discourage bullying when it is observed. • Be open to those who need support when they are victimized. • Pass on to Student Services relevant information about bullying and document on SEQTA. • Encourage students to seek help from Student Services. • Promote positive relationships • Provide preventative bullying curriculum • Identify and respond to bullying incidents • Respect and accept individual differences • STOP bullying and help others
Administrators	<ul style="list-style-type: none"> • Be supported in developing and implementing the school's plan to prevent and effectively manage bullying 	<ul style="list-style-type: none"> • Provide leadership in resourcing the school's prevention and effective management of bullying • Support staff to implement the school's plan.
Parents	<ul style="list-style-type: none"> • Expect child to be safe, supported and treated with respect • Be provided with information and skills on prevention and response strategies related to bullying 	<ul style="list-style-type: none"> • Support child to treat others with respect and act in accordance with the school plan if they observe bullying • Be aware of school plans and support school in effectively managing bullying
Wider community: including other professionals	<ul style="list-style-type: none"> • Strategic inclusion in prevention and bullying incident management 	<ul style="list-style-type: none"> • Be positive bystanders if witnessing bullying • Provide support and input into the school's approach to preventing and managing bullying

Overview:

At Eaton Community College, we believe that alcohol and other drugs (AOD) education is integral to the wellbeing of our students. We aim to provide a safe and supportive environment for the school community. We endeavour to engage the whole-school community in our AOD education initiatives and are committed to providing our students with drug education and necessary related interventions across all year levels.

All young people need to be able to make safe, healthy and responsible decisions about drugs, both legal and illegal. This plan provides a framework to address alcohol, tobacco and other drug related issues in a caring and consistent manner within the Eaton Community College community. It promotes a whole-school approach to AOD education where school staff, students, parents and the wider-school community work together with the aim of preventing and reducing potential and existing risks of harm from drug use, to establish and maintain a safe school environment.

Eaton Community College does not permit students while on college premises, at any college function, camp or excursion to:

- Smoke and/or possess tobacco products;
- Consume and/or possess alcohol;
- Deliberately inhale volatile substances (solvents);
- Possess and/or use pharmaceutical drugs for non-medical purposes;
- Possess and/or use drug related equipment, such as syringes, bongs or pipes etc. (except in the case of lawful medical use); or
- Be in the company of students who are involved in the above activities;
- Consume high energy drinks
- Be under the influence of any of the above

How Eaton Community College will respond to and support Drug Education:

Prevention:

Education - The Health Education program in the college contains drug education which consists of up to date factual information, attitude clarification and skill development appropriate to the age of the students, enabling all pupils and staff to make healthy, informed choices by increasing knowledge and challenging attitudes towards substance use, abuse and misuse. See Appendix 1 for curriculum.

Staff teaching the Health curriculum are encouraged to attend relevant Professional Learning that provides new and interactive ways of teaching.

Eaton Community College will encourage and support parent and community health education programs and will actively promote these programs on social media.

Identification:

If a student is suspected of drug use, Student Services or Administration team will assess the student and if a belief is formed that the student is under the influence, they will be supervised until a parent/guardian can collect from school site. This is to ensure safety of the student and others.

If a student is found in the possession of legal drugs, these will be confiscated and will be disposed of appropriately. If found in the possession of illegal drugs, these will be confiscated, and the Australind Police Station will be notified immediately. If the student is supplying/selling drugs to other students, the student will be suspended.

Intervention:

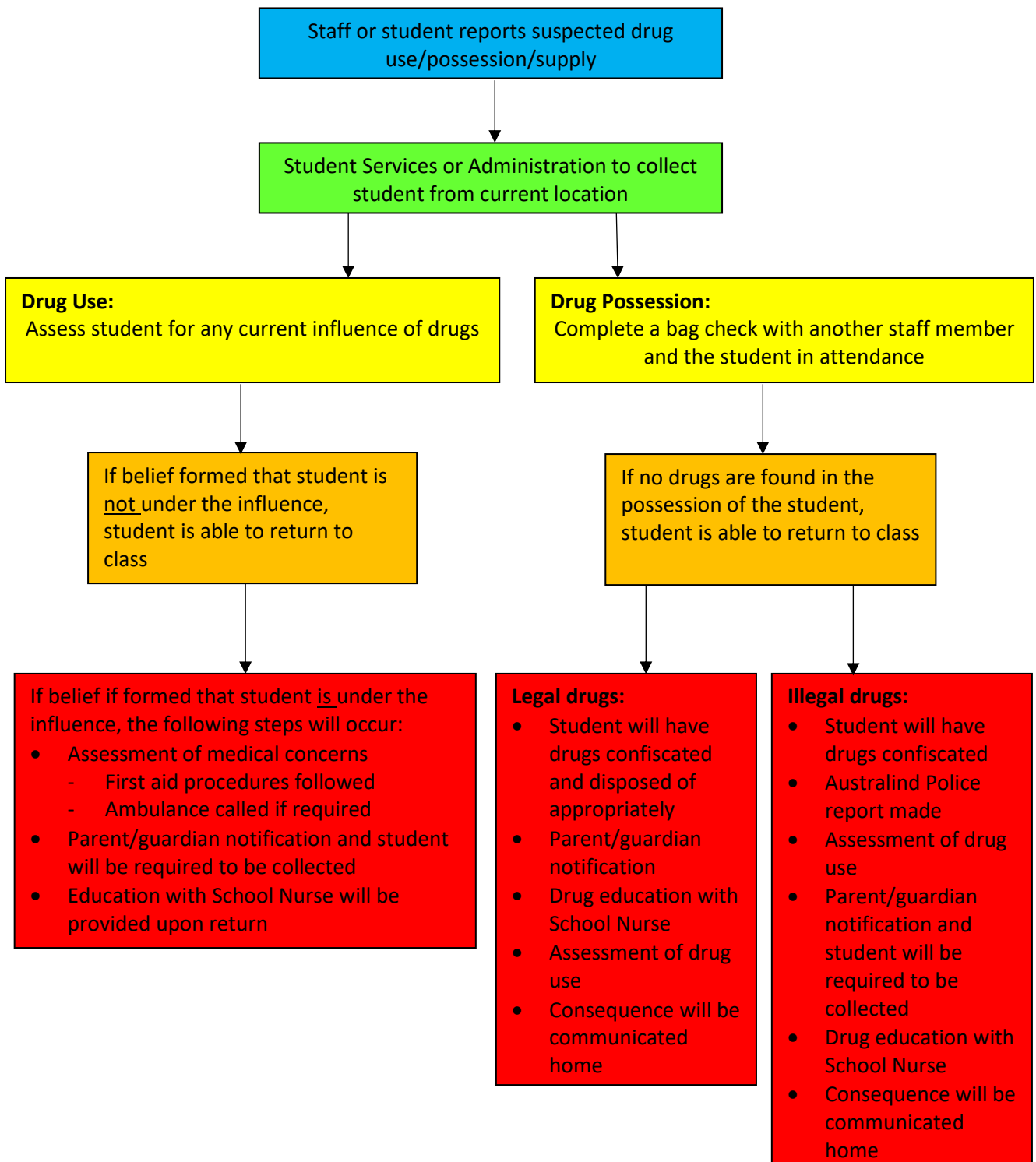
The following are general procedures for responding to the presentation of students who are in possession of or who have, or are suspected to have, consumed, ingested, smoked or taken substances.

ALCOHOL AND DRUGS

- First and foremost, a student's health and wellbeing is our prime concern. A student should be assessed for medical concerns and their fitness to be at school.
- Assess the student's health and welfare and apply first aid if required. If an ambulance or emergency medical assistance is required, notify the Administration and consult any specific student health care plan.
- Convey concerns about student possession, use and misuse of substances to the Administration.
- The Administration will respond, investigate and contact parents.
- If the student is assessed as being not fit for school, they will be put into the care of parents, guardians or a responsible adult.
- If the school is unable to contact a responsible person to collect the student, they will be supervised at school.
- Consequences will be applied, if appropriate, once the crisis has ended.
- The student will be followed up to assist with support and will be provided adequate education with the School Nurse.

RESPONDING TO DRUG USE

Identification Flow Chart



MENTAL HEALTH RESPONSE

