1. Purpose

Home Hill State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

Home Hill State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during May 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director (Schools) and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Home Hill State School are learning and teaching environments. We consider behaviour management 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 facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Home Hill State School to create and maintain a positive and 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:

- Be safe
- Be responsible
- Be respectful

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.
School beliefs about behaviour and learning

Home Hill State School Learning and Wellbeing Framework commits

- A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing;
- A curriculum that enhances wellbeing and equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships;
- Actively promoting partnerships with the community so as to respond appropriately to student needs;
- Encourage the development of responsible citizens, confident individuals and effective contributors through the provision of a safe and supportive learning environment;

Our school community believes:

- Every child can change;
- Change comes from internally, given environmental opportunities and support;
- Every child can develop positively;
- Behaviour is seen as separate from the child;
- All children want to be accepted, included;
- Every child is precious to their own society;
- All children need guidance to achieve positive change strong positive; and
- Celebrating success with children.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Home Hill State School, we believe that Behaviour Management should be based on being consistent, insistent and persistent. In keeping with our beliefs about learning and behaviour we address the behaviour support needs of all students within a whole school context. This begins with a foundation of a balanced, relevant and engaging curriculum, a wide range of extra-curricular and co-curricular activities and programs, a positive school culture and quality learning and teaching practices.

To achieve positive behaviours, staff actively teach social competencies and skills in structured lessons. Active teaching of specific behaviours sustained by the modelling of desirable competencies is the underlying structure.

All staff promote the development of positive behaviours through the expectation that all students are CRISP KIDS:

- COURTEOUS
- RESPONSIBLE
- INDUSTRIOUS
- SAFE
- AND
- PROUD
- KIND
- INCLUSIVE
- DETERMINED
- SUPPORTIVE
Redirecting Low Level and Infrequent Problem Behaviour:
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of the 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 ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages 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.

Minor breaches of behaviour are dealt with by the teacher using, but not limited to, the following strategies:
- Use of rewards to target and encourage on task and appropriate behaviour;
- Verbal and Nonverbal prompting;
- Rule reminders using school playground/classroom rule/consequence sheets or class rules;
- Warning / re-directing
- Whole school approach to managing bullying; and
- Contact with parents via diary note, letter and/or personal approach via telephone.

Teachers maintain a record of student’s behaviour on OneSchool Behaviour. The consequences and support strategies are identified on these sheets. Points are allocated to incidents and these are used in order to gauge when more intensive support is warranted. (Appendix 3: Management of Unacceptable Behaviour).

Extended Support
When a student's minor infringements continue to disrupt the effective running of the class or playground, or when minor infringements move to more serious breaches, more extensive targeted support is put into place. Extended support is given to Level 2 and 3 behaviours and is addressed in (Appendix 3: Management of Unacceptable Behaviours).

Teachers continue to monitor and maintain the students One School Behaviour History to determine when a student needs more extensive support. This occurs when a student reaches 10 points during a term of the school year. When 10 points are reached the teacher refers the student with the supporting documentation to the Principal. At the same time parents are notified via a letter when their child has accumulated 10 points on their One School Behaviour History (See Appendix 3J: Sample 10 Point Letter).

In consultation with the class teacher, Behaviour Management Support Teacher and parents an Individual Behaviour Support Plan is developed. This plan documents goals, support strategies, personnel, time lines and a review date. Strategies used in these plans are both identified as proactive and reactive. These may include:
- Modified work program, work environment, play areas, social interaction;
- Involvement of school based support personnel and community support personnel;
- Withdrawal from the classroom to a buddy teacher or class;
- Withdrawal from the playground to a timeout area; and structured play activities.

Explicit Teaching and Engaging Curriculum
Teachers are supported in reflection of their explicit teaching strategies, and on making the curriculum and the classroom inviting and engaging. Reflection looks at strategies in place to:
- Negotiate rules and consequences;
- Develop and maintain climate of respect;
• Build positive classroom tone;
• Model desired behaviours;
• Show clear expectations;
• Create stimulating environment;
• Cater for the diverse range of learners and
• Create relationship building and mending strategies.

Support for staff in reflection of their classroom practices and in behaviour strategies at Home Hill State School includes:
• Online courses in behaviour, coached by Advisory Visiting Teacher (AVT) – Behaviour;
• Classroom profiling;
• District professional development opportunities;
• Individual mentoring meetings with administration staff;
• Peer development of supportive classroom environment strategies;
• Bounce Back and Kids Matter programs.

Parent Education
• Workshops for Positive Parenting;
• Newsletter articles; and
• Parent involvement in school activities.

Systematic Teaching of Expectations across the Whole School
An integral facet of behaviour support at Home Hill State School is the sharing of common values and the explicit teaching of expected behaviours. The common values have been encapsulated within the Code of School Behaviour. The school expectations based on these values are detailed across all school contexts.

A framework, Home Hill State School Expectations Framework, has been developed in order to reinforce the valued behaviours and to ensure consistency of approach across the whole school. Roles, Rights and Responsibilities for Teaching Staff and Administrators, Ancillary Staff, Students and Parents have been clearly articulated and are taught at all class levels.

Teachers are expected to implement this framework either as part of a whole school focus, planned class program or on an incidental needs basis e.g. in the playground as situations arise. The framework focuses on community and school values, rules and expectations, verbal and visual cues and prompts and self-management strategies.

In particular, we aim to give students the visual and verbal cues and prompts they will need to build self-management strategies when in unstructured situation.
### School Wide Expectations Teaching Matrix

<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL</th>
<th>TOILETS</th>
<th>BUS LINES/BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use equipment appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask permission to leave the classroom</td>
<td>Be prepared</td>
<td>Be a problem solver</td>
<td>Move peacefully in single file</td>
<td>Use toilets during breaks</td>
<td></td>
</tr>
<tr>
<td>Be on time</td>
<td>Complete set tasks</td>
<td>Return equipment to appropriate place at the sports bell</td>
<td></td>
<td>Have your name marked on the bus roll</td>
<td></td>
</tr>
<tr>
<td>Be in the right place at the right time</td>
<td>Take an active role in classroom activities</td>
<td>Be a problem solver</td>
<td></td>
<td>Leave school promptly</td>
<td></td>
</tr>
<tr>
<td>Follow instructions straight away</td>
<td>Keep work space tidy</td>
<td>Be honest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect others’ personal space and property</td>
<td>Raise your hand to speak</td>
<td>Play fairly – take turns, invite others to join in and follow rules</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Wash hands</td>
<td></td>
</tr>
<tr>
<td>Care for equipment</td>
<td>Respect others’ right to learn</td>
<td>Care for the environment</td>
<td></td>
<td>Walk</td>
<td></td>
</tr>
<tr>
<td>Clean up after yourself</td>
<td>Talk in turns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use polite language</td>
<td>Be a good listener</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait your turn</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
**Universal Behaviour Support**

At Home Hill State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School Wide Expectations Teaching Matrix above outlines our agreed rules and specific behavioural expectations in all school setting.

This framework will be closely tied to the Social and Emotional Learning Program delivered across the school as part of Kids Matter. Staff have been provided with resources in order to teach and reinforce our valued behaviours.

Home Hill State School Expectations Framework is provided to each teacher at the start of the school year. The Expectations Framework is also available in hard copy from the Teacher Resource section of the school library.

**Classroom Behaviour Plan**

Every classroom has an established classroom behaviour plan (derived from the school's Responsible Behaviour Plan for Students) consisting of a framework of three areas - rules, positive recognition and consequences. Teachers and administrators apply this framework consistently and use support skills where appropriate to ensure productive learning occurs.

Every classroom behaviour plan is taught to students through the Home Hill State School Expectations Framework, augmented by classroom specific discussion, modelling and role play. This is done at the beginning of the school year and is regularly visited throughout the term, particularly when new students arrive.

**Classroom Rules**

Every classroom must have rules that:

- Identify precise observable behaviour
- Are applicable at all times
- Promote students’ best interests
- Are negotiated/formulated in consultation with students
- Are consistent with the Code of School Behaviour
- Are visually displayed and reinforced in the classroom programs.

These programs are offered to whole year levels, class groups, identified small groups and individuals as needed. Positive behaviours are actively taught and embedded within the curriculum framework through the Expectations Framework.

**Positive Recognition**

Pivotal to the success of our Behaviour Plan is the CONSISTENT application of Positive Recognition for good behaviour. Furthermore it is important that each child, parent and teacher associated with our school is made aware and understands the Code of School Behaviour.

As a part of each classroom's behaviour plan, a plan for positive recognition for good behaviour and school work must be clearly and visually articulated. It is important for each classroom to formulate positive recognition strategies which:

- The teacher finds comfortable and successful in implementing
- Are age appropriate
- Are valued by students
- Don't involve the taking away of positives for breaking rules
- Could involve individual / group / whole class recognition
- Are achievable for all students (within realistic and appropriate time frames)
- Are visually displayed and reinforced in the classroom

Examples include:
- Class rewards system (e.g. “Thank You Slips” in year 4)
- Monday Assembly Certificates and Class Awards
- Displays in our office foyer
- CRISP Student of the Month
- Happy Grams
- Stickers / Stamps
- Letters / phone calls home
- Positive behaviour recorded in One School

Positive Recognition Programs
To reinforce the classroom recognition program, Home Hill State School runs a system of token reinforcement to recognize students who are promoting the Code of School Behaviour through their actions. Students are awarded ‘Happy Grams’ for being caught doing the ‘right thing’ both in class and out of class. Students place their ‘Happy Grams’ in the appropriate ‘lucky dip’ box in the office. Prizes are awarded weekly on assembly.

Additionally, teachers award Class Certificates to students identified as significantly contributing to the well-being of the classroom and these awards are also presented on assembly.

Once a month a ‘Crisp Student’ is identified in each class and they are presented with a badge which they wear for the rest of the year. Year 6/7 use Work Habits Books as a strategy to share with parents and reward acceptable behaviour.

Anti-Bullying Program
Home Hill State School targets anti-bullying (Appendix 2: Bullying and Harassment including Cyber Bullying) to support students at a whole of school level. The school framework outlines our school’s approach following consultation with the school community while the parent strategies can assist children vulnerable to bullying and Cyber Bullying.

Social Skilling
At Home Hill State School, a systematic, detailed and developmentally appropriate program including a strong focus on positive relationships, relationship building, relationship restoration, bullying, harassment, violence and child protection is implemented through a broad range of school based and externally sourced.

Dress Code
The student dress code consists of an agreed standard and items of clothing that students wear when they are attending or representing their school and engaging in school activities out of school hours. At Home Hill State School we believe that wearing a school uniform is a powerful expression of our pride in our school. A school uniform helps to contribute to a safe and supportive teaching and learning environment by fostering a sense of belonging and by developing mutual respect among students by minimising visible evidence of economic or social differences. No jewellery is to be worn with the exception of one pair of sleepers or studs (ears), a watch, a medical bracelet or a religious medal. Our school is a Sunsafe school and parents are requested to ensure that their children wear hats to school every day.

We therefore ask that all children come to school neatly dressed in their school uniform and these expectations are clearly articulated in the Parents’ Handbook.

Targeted behaviour support
Each year a small number students at Home Hill State School are identified through our data as needing a little bit extra in the way of targeted 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. This support is provided through teacher support and extended support.

Teacher Support
Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of the Code of Behaviour are dealt with by the teacher.

Teachers employ targeted behaviour support to students who consistently breach the Code of Behaviour and the classroom rules in minor ways. These behaviours include but are not limited to:

- Inappropriate verbal language
- Inappropriate physical movement or positioning
- Physical contact (bumping, pushing)
- Disruption
- Littering
- Lateness

Teachers support students through the following targeted interventions.

- Targeted relationship building with student through one on one support with curriculum work, proximity in the classroom
- Use of the recognition program and ‘Happy Grams’, ‘Crisp Students and Class Certificates’ to target support and encourage on-task and appropriate behaviour.
- Teachers in Year 6/7 use Work Habits Books to identify and share with parents inappropriate classroom behaviours
- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

Teachers keep a record of both the student’s behaviour through One School and the targeted support in order to gauge when more intensive support is warranted.

Extended Support
When a student’s minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the Code of School Behaviour, more extensive support is put into place. These more serious breaches include:

- Constant inappropriate language
- Vandalism;
- Fighting and physical aggression;
- Continued defiance;
- Theft

Teachers use the Student Behaviour Profile in One School to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the Student Welfare Committee.

The Student Welfare Committee, along with the teacher and the parents, develop and implement an Individual Behaviour Support Plan (Appendix 3M; 3N). This plan documents aims, supportive strategies, timing, personnel, review and assessment. Support through this plan could include:

- Referral to Guidance Officer for assessment and preliminary counseling and behavioural support;
- Use of a buddy teacher or mentor to encourage positive behaviours or use as a ‘retreat’ area from the classroom;
- Structured break time play through organised activities;
- and modification of timetables;

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal or Deputy are focussed on a coordinated approach to setting a more positive pattern of behaviour.

**Intensive behaviour support**

Home Hill State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Once an Individual Support Plan is in place, it is regularly reviewed and assessed. Data analysis of behaviours displayed is used to monitor students on an Individual Support Plan.

If, after several reviews, unacceptable behaviours persist or behaviours escalate, a student is considered to be ‘seriously at risk’ of significant educational underachievement due to their inappropriate behaviours. More serious behaviours include:

- Consistent breaches of the Code of School Behaviour despite support offered in an Individual Behaviour Support Plan;
- Use of drugs;
- Serious and continued bullying;
- Continued truancy.

These students are supported using a proactive problem solving approach. The Student Welfare Committee is able to access outside support agencies to further refine the Individual Behaviour Support Plan and offer support to the student, the family and the school. This approach involves adopting a system assessment approach which looks at the ‘whole’ child. Each student who is identified as ‘seriously at risk’ is provided with a case manager who manages intervention and the Individual Support Plan. In addition to targeted behaviour support, further support through the refined more intensive Individual Behaviour Plan could include:

- Functional Behavioural Assessment carried out;
- Referral of the family to outside agencies such as Child Youth Mental Health Services;
- Recommendation to participate in programs such as Management of Young Children Program (MYCP) or Triple P;
- Further individual counseling from Guidance Officer;
- Trialing of classroom strategies offered through Advisory Visiting Teacher advice;
- Further modification of timetable.

The following supports may be put in place in the Individual Behaviour Support Plan:

- Work with the Advisory Visiting Teacher – Behaviour / Autistic Spectrum Disorder;
- Counselling with the school Guidance Officer;
- Access to peer support/mentoring;
- Timetable or attendance;
- Teacher Aide support through school or district behaviour funding;
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner;
- Referrals made by school to psychologist or other health professionals and assistance by school in ensuring families have access to these services; and
- Use of the Restorative Justice process (see below).
- There is also a school Critical Incident Management Plan in place to deal with any incidents of extreme behaviour.
Restorative Justice
Restorative justice is used when the school’s Responsible Behaviour Plan is violated and relationships are strained between any members of the school community, students, staff and/or parents. Skilled mediators from within this school, the District Behaviour Management Teacher if required are used for the restorative justice process. This process may be carried out when a need for this process is identified, even when there is no Individual Management Plan.

Suspension Support Program
When on a 10-20 day suspension, or suspension with recommendation to exclude,
- The student receives an individualised program of instruction and support.

Students suspended for 1 – 10 days will be provided with Literacy Numeracy work which will be accessed via the internet or mailed to parent/caregiver.

5. Consequences for unacceptable behaviour
Home Hill State School 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. OneSchool is used to record both positive and negative student behaviours and School Administration staff, in consultation with the reporting staff member then determine the appropriate consequence for the unacceptable behaviour.

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding as per the school’s Responsible Behaviour Plan Focus:
- **Minor** problem behaviours are generally handled by staff members at the time it happens
- **Major** problem behaviours are referred directly to the school Administration team

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 generally require involvement of specialist support staff or Administration.

Minor problem behaviours are those that may result in the following consequences:
- 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.
- Are to be written up on OneSchool by the classroom teacher unless further investigation has been undertaken by admin that changes the information.
- Sometimes they will result in a yellow behavioural slip which is sent to the office and the child may be referred to detention by admin.
- a re-direction procedure.

The staff member takes the student aside and:
1. Asks student - **What are you doing?**
2. Asks student - **What should you be doing?**
3. Staff member states and explains expected school behaviour if necessary.
4. Staff member gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to 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. Administration notified and support processes put in place.

Major problem behaviours may result in the following consequences:
- **Level One**: Time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, 
  AND/OR
  Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school
- **Level Two**: Students are individually case managed. Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

It should be noted that suspension/exclusion is only considered after all other responses have been explored. However, the welfare and safety of other students and staff is also taken into consideration when the decision to suspend or exclude arises.

**Relate problem behaviours to expected school behaviours**
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.
The Home Hill State School Behaviour Matrix below provides examples of expected behaviours. This table will assist in determining minor and major problem behaviours.

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td>• Possession of weapon - Knives</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (e.g.: pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not wearing correct uniform</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wearing jewellery / makeup</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (e.g.: lateness after breaks)</td>
<td>• Deliberately refusing to follow instructions repeatedly</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Leaving class without permission</td>
<td></td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Electronic Equipment</td>
<td>• Electronic equipment used/ switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>• Use of electronic equipment in any part of the school for voicemail, email, cyber bullying, and text messaging, filming or general use purposes without authorisation.</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Class</td>
<td>• Minor disruption to class</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Major defiance</td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not completing homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Resource borrowing</td>
<td></td>
</tr>
</tbody>
</table>
Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

**Ensuring consistent responses to problem behaviour**
Home Hill State School staff members can issue consequences for minor problem behaviour and are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

- names the behaviour that student is displaying; asks student to name expected school behaviour

**CONSEQUENCES for MINOR BEHAVIOURAL BREACHES**
- Class teacher sanctions;
- Restitution;
- No Sport;
- No Play;
- Thinking Place – 15 minutes detained under teacher supervision.

**CONSEQUENCES for MAJOR BEHAVIOURAL BREACHES**
- Suspension 1-10 days;
- Suspension 10-20 days;
- Exclusion

**Relate problem behaviours to expected school behaviours**
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- Articulate the relevant expected school behaviour:
- Explain how their behaviour differs from expected school behaviour;
- Describe the likely consequences if the problem behaviour continues; and
- Identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

**6. Emergency or critical incident responses**

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 (Appendix 4. Knives)
Basic defusing strategies

- Avoid escalating the problem behaviour (Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing 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, with the agenda, acknowledge cooperation, withdraw the situation).
- 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; and/or
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Home Hill State School’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:

- 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; and
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; or
- 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.

Training
Staff who are trained in physical restraint:
• Respect for rights of the student and to keep risks to a minimum;
• Reduce the need for restraining as far as practicable;
• Hold the view that restraining students is for their safety and never about discipline or punishment;
• Are trained by appropriately trained personnel;
• Understand their training is ethical and complies with legal requirements;
• Are appropriate to the particular needs of the students within school community;
• Have the skills they need to effectively support students;
• Review and update their training regularly to take into account new research findings and evidence considering:
  • Departmental policies and procedures;
  • How staff behaviour can affect behaviour of students;
  • De-escalation strategies; and
• Care for students and staff following incidents involving physical restraint.

Debriefing after an incident
Debriefing (Appendix 5A) occurs after a critical or emergency situation. It is for staff and students.
Formal debriefing is 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; and
• Address organisational problems and make appropriate changes

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

• Incident report (Appendix 5B);
• Health and Safety incident record; and
• Debriefing report for student and staff (Appendix 5A).

Temporary Confiscation of Student Property
The principal or staff member of a state school has the power to temporarily remove property from a student and have set procedures to follow when property is temporarily removed. If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances, a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to
search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an Epi Pen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk. A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

**Responsibilities**

**Principals:**
- Staff are aware of their powers and responsibilities to temporarily remove property from students;
- Ensure parents and students are informed of the powers and responsibilities of staff to temporarily remove property from students; and
- Are aware of the expectations in relation to property students may bring to school; Include within their Responsible Behaviour Plan for Students [http://education.qld.gov.au/studentservices/behaviour/bm-plans.html](http://education.qld.gov.au/studentservices/behaviour/bm-plans.html) examples
- Property that may be temporarily removed include: mobile phones, inappropriate magazines, toys, electronic devices, weapons, illegal substances and anything that causes disruption to learning or threatens the safety of students and staff.

**Staff members (including principals):**
- Follow appropriate processes regarding:
- Confiscation of property;
- Return of confiscated property;
- Circumstances where confiscated property need not be made available for collection; and
- Deciding on a reasonable time to make property available for collection.

**Students:**
Ensure they do not bring property onto school grounds that:
- Is illegal;
- Puts at risk the safety or wellbeing of other students or staff;
- Does not preserve a caring, safe, supportive or productive learning environment;
- Does not maintain and foster mutual respect;
- Is prohibited according to the school’s Responsible Behaviour Plan for Students; and
- Collect their property when advised by staff.

**Parents:**
- Ensure children do not bring property onto schools grounds that:
- Is illegal to possess;
- Puts at risk the safety or wellbeing of other students or staff;
- Does not preserve a caring, safe, supportive or productive learning environment;
- Does not maintain and foster mutual respect;
- Is prohibited according to the school’s Responsible Behaviour Plan for Students;
- Collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.
Confiscation of property
Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- Preserve the caring, safe, supportive and productive learning environment of the school;
- Maintain and foster mutual respect among staff and students at the school;
- Encourage all students to take responsibility for their own behaviour and the consequences of their actions;
- Provide for the effective administration of matters about the students of the school;
- Ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated property

- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
  - Its condition, nature or value; and/or
  - To ensure the safety of the student or staff; and/or
  - For the good order and management, administration and control of the school.
- Where the child is an independent student it may not be appropriate to make the property available for collection by the student’s parents and the property should be returned to the student.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection

When the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:

- Notify police about the removal of the property (http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx); and
- If police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so; or
- If the police seize the property under the Police Powers and Responsibilities Act2000(Qld), the property need not be made available by the school for Collection (http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePowResA00.pdf);
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student’s Parents that the property is available for collection but has not been able to make contact, then staff need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the Property, staff need not make the property available for collection. In this case, Staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection

- Consider, in deciding a reasonable time for making property available for collection:
  - The condition, nature or value of the property;
  - The circumstances in which the property was removed;
• The safety of the students from whom the property was removed, other students or staff members;
• Good management, administration and control of the school.

Related Policies
• Police Powers and Responsibilities Act 2000 (Qld)
• The Code of School Behaviour
• Safe, Supportive and Disciplined School Environment
• Appropriate Use of Mobile Telephones and Other Electronic Equipment by Students
• Police Interviews and Police or Staff Searches at State Educational Institutions
• Disclosing Student Personal Information to the Queensland Police Service
7. Network of student support

Students at Home Hill State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

<table>
<thead>
<tr>
<th>School Based</th>
<th>District Office and Other EQ Services</th>
<th>Community Services</th>
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</thead>
<tbody>
<tr>
<td>SCHOOL BASED</td>
<td>COMMUNITY-BASED</td>
<td>OUTSIDE AGENCIES</td>
</tr>
<tr>
<td>• Parents</td>
<td>• Principal Education Officer Student Services</td>
<td>• Police Liaison Officer</td>
</tr>
<tr>
<td>• Teaching / support staff</td>
<td>• Advisory Visiting Teacher – Behaviour</td>
<td>• Paediatrician</td>
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<tr>
<td>• Guidance Officer</td>
<td>• Positive Learning Centre</td>
<td>• Qld Health</td>
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<tr>
<td>• Special Education Teacher</td>
<td>• Technology Support e.g. Learning Place</td>
<td>• Child Health</td>
</tr>
<tr>
<td>• Advisory Visiting Teachers-Speech Language, Intellectual Impairment, and Early Childhood</td>
<td>• Ayr High School Nurse Learning &amp; Engagement Centre</td>
<td>• ATSI Hearing</td>
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<tr>
<td>• Behaviour Management Teacher</td>
<td>• Senior Guidance Officer</td>
<td>• Triple P</td>
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<tr>
<td>• Technology Programs e.g. Ollie Up</td>
<td>• Alternative Education Plan</td>
<td>• Doctors and Paediatricians</td>
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<td>• Access to Emotional Intelligence Programs e.g. – Mindsets</td>
<td>• Physiotherapist</td>
<td>• Qld Health</td>
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<tr>
<td>• Liaison Officer</td>
<td>• Occupational Therapist</td>
<td>• Child Health</td>
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<tr>
<td>• Speech Language Pathologist</td>
<td>• Speech Pathologist</td>
<td>• Aboriginal and Torres Strait Islander hearing</td>
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<tr>
<td>• Special Needs Committee</td>
<td>• Gifted &amp; Differentiated Teacher</td>
<td>• Triple P Parenting Program</td>
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<tr>
<td>• Peer Mediation</td>
<td>• ESL Advisory Teacher</td>
<td>• Burdekin Commumnity Association</td>
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<tr>
<td>• Buddy programs Inclusion programs</td>
<td>• Access to BMST funds</td>
<td>• Kids Help Line</td>
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<tr>
<td>• Student Leaders/Council</td>
<td>• Education Support Plans &amp; Funding</td>
<td>• PCYC</td>
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<td>• Closing the Gap Funding</td>
<td>• Rural Health</td>
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<td>• Alternative Education Plan</td>
<td>• CYMHS</td>
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<td>• Contact House</td>
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<td></td>
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<td>• Disability Services Qld</td>
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<td>• CPIU</td>
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<td>• Adopt-A-Cop / Police</td>
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<td>• Autism Qld</td>
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<td></td>
<td></td>
<td>• Department of Child Safety</td>
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<td>• Relationships Australia</td>
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</table>

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.

Home Hill State School 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, socio-economic 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, and
  - 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- Safe Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
  http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions
- Acceptable Use of Department’s Information Communication and Technology (ICT) Network and Systems
11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

**Endorsement**

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President</th>
<th>Regional Executive Director or Executive Director (Schools)</th>
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</thead>
</table>

Effective Date: 1 January 2013 – 31 December 2015
THE USE OF PERSONAL TECHNOLOGY DEVICES* AT SCHOOL

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
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. If brought to school, such devices should be handed in to the classroom teacher or they 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 to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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 will 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 handed in to the classroom teacher when initially entering the classroom. The use of electronic devices on the school grounds is prohibited.

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 Home Hill State School. 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 unless express consent is provided by the class teacher.

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 bullying\(^1\) 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; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- 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.

This policy also applies to parents/caregivers when they are at school or attending a school function.

**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 unless expressly permitted by staff. 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 and Parents/Caregivers 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.

*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.*

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\(^1\) *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Appendix 2

A. PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

Purpose

1. Home Hill State School 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 and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying at Home Hill State School. 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.

3. Bullying behaviours that will not be tolerated at Home Hill State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. 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.

5. At Home Hill State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. Understanding anti-bullying procedures at Home Hill State School are part of our positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
### B. INFORMATION FOR TEACHERS ON BULLYING AND HARASSMENT

#### Why do Children Bully?

What can we do to stop this Bullying?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Common Explanations and Assumptions</th>
<th>Response Emphasised</th>
</tr>
</thead>
</table>
| **Academic**            | Students bully because curriculum is irrelevant or inaccessible and thus the main avenue for achievement during schooling years is denied to them.  
When students fail, they find other ways to meet their needs.  
Bullying provides a way to achieve by exercising power over others. | Remedial support for learning and behaviour needs.  
Modified classroom curriculum or alternative academic programs. |
| **Therapeutic or Psychological** | Students bully because of psychological factors, trauma and or emotional distress they are experiencing.  
Bullies who have not developed empathy will be unable to appreciate the harm they have caused.  
Responsibilities are variously seen to lie with the bully who is not in control of the behaviour or the victim who is seen to trigger the event. | Counselling.  
Special units with therapy.  
Social skills focus.  
Anger management.  
Adventure-based activities.  
Medication.  
Encourage victims to stay out of the way. |
| **Socialisation or Social Control (Punishment)** | Students learn to bully through role models in family, school and popular culture.  
Bullies are considered to be responsible for their own behaviours.  
Students who bully are troublemakers who should be firmly dealt with.  
Punishment is an effective deterrent. | Provide more appropriate role models.  
Provide punishment through: time-out rooms  
detention  
special units or programs for exclusion from the mainstream |
| **Socio-Cultural**      | Power and dominance are unchallenged and hence taken for granted.  
Students’ behaviour reflects gender, race and/or class relations through some groups having greater power in various social contexts. | Differential resourcing.  
Policy to encourage inclusion.  
Programs to increase students’ self-knowledge in relation to social and cultural practices, e.g. understanding racism, sexism and the price of conformity to social models such as masculinity. |
| **Organisation or System** | Behaviour is constructed and maintained by the ethos of the school community and a range of social contexts through multiple and often contradictory messages.  
The system influences a person’s status, level of participation and aspirations.  
Students bully because the system is unable or unwilling to meet their needs. | Flexible timetabling and school hours, multi- age grouping.  
Social objectives of schooling focus.  
Authentic partnerships.  
Supportive school environment.  
Quality schooling approaches. |
C. PROCEDURES FOR STUDENTS – CLASSROOM CHART

ARE YOU BEING BULLIED?

Can I deal with this problem using our 4 steps?
1. Ignore/walk away/talk to someone else.
2. Tell them nicely that you don't like what they are doing. Tell them to stop.
3. Ask a friend to support and witness the problem.
4. Ask a teacher to help sort out the problem.

YES

Solve it by yourself
Ask a friend
Find a teacher
Explore your options

NO

Tell someone who will care:
- Trusted adult
- Teacher
- Parent
- Friend

TO DEAL WITH BULLYING:
- Ignore it
- Walk away
- Don't give them satisfaction
- Call their bluff
- Talk your way out
- Personal script
- Negotiate

TO AVOID BULLYING:
- Examine own behaviour
- Network of friends
- Avoid location/people
- Assertiveness training

Ignored, teased or threatened?
Pushed, hit or kicked?
Belongings stolen or damaged?

What Else Can You Do
## Appendix 3

### MANAGEMENT OF UNACCEPTABLE BEHAVIOURS

A. BEHAVIOUR MANAGEMENT COLLATION SHEET  
B. IN THE PLAYGROUND  
C. IN THE CLASSROOM  
D. POSITIVE BEHAVIOUR NOTICE  
E. CLASS BEHAVIOUR RECORDING SLIP – “BLUE SLIP”  
F. PLAYGROUND INCIDENT REPORT -“YELLOW SLIP”  
G. TIME OUT PROCEDURES AND ROLL  
H. THE 4W FORM  
I. SAMPLE 6 POINT LETTER  
J. SAMPLE 10 POINT LETTER  
K. SAMPLE 20 POINT LETTER  
L. SUSPENSION / EXCLUSION INFORMATION AND FLOW CHART  
M. BEHAVIOUR SUPPORT TEACHER – STUDENT REFERRAL FORM  
N. BEHAVIOUR SUPPORT TEACHER: REFERRAL FOR SCHOOL PROFESSIONAL DEVELOPMENT/ GROUP PROGRAM  
O. PEER MEDIATION REQUEST FORM
A. BEHAVIOUR MANAGEMENT COLLATION SHEET

<table>
<thead>
<tr>
<th>DATE PUPIL’S</th>
<th>INCIDENT</th>
<th>ACTION TAKEN</th>
<th>POINTS</th>
<th>SIGNATURE</th>
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Notes:

a) All children start at “0” points each term
b) Children who have not received any points for a semester will be recognised with an outing/celebration
c) Teachers may discuss child’s behaviour with parents and admin at any stage
d) When 10 points are reached teachers must send collating sheet to the principal. Principal to photocopy sheets and return original to the teacher. Principal will contact parents. Admin will organise the development of a written Behaviour Management Plan. A case manager will be appointed for each child (usually principal).
e) After reaching 10 points all additional inappropriate behaviour gathering points must be brought to the attention of the principal.
f) When 20 points are reached the teacher must send the collating sheet to the principal. The principal will contact the parents.
### B. MANAGEMENT OF UNACCEPTABLE BEHAVIOUR IN THE PLAYGROUND

#### LEVEL 1

<table>
<thead>
<tr>
<th>EXAMPLES OF INAPPROPRIATE BEHAVIOUR</th>
<th>SUGGESTED STRATEGIES</th>
<th>POSSIBLE CONSEQUENCES</th>
<th>SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ No Hat</td>
<td>▪ Question Strategy</td>
<td>▪ Send to shaded area</td>
<td>▪ Reinforce School Rules with the class.</td>
</tr>
<tr>
<td>▪ No Shoes</td>
<td>e.g. What are you doing?</td>
<td>▪ No play</td>
<td>▪ Let children know what your expectations are.</td>
</tr>
<tr>
<td>▪ Being in wrong play area</td>
<td>▪ What rule did you break?</td>
<td><strong>Loss of playtime for that period</strong></td>
<td>▪ Try to find reasons for bullying and respond accordingly (see Appendix for suggestions).</td>
</tr>
<tr>
<td>- Running under buildings / through gardens</td>
<td>▪ What should you be doing?</td>
<td>e.g. * sit under tree/building</td>
<td></td>
</tr>
<tr>
<td>- Playing in toilets</td>
<td>▪ What will you do now?</td>
<td>* walk around with teacher</td>
<td></td>
</tr>
<tr>
<td>▪ Littering</td>
<td>▪ Question to find reason for bullying</td>
<td>▪ Pick up litter (Up to 50 papers)</td>
<td></td>
</tr>
<tr>
<td>▪ On verandas/in classrooms without permission</td>
<td>▪ Give a clear message that the behaviour is unacceptable</td>
<td>▪ Supervised by the teacher who apprehended them</td>
<td></td>
</tr>
<tr>
<td>▪ Not sitting until dismissed from area</td>
<td>▪ Support the victim by</td>
<td>▪ Verbal Apology</td>
<td></td>
</tr>
<tr>
<td>▪ Non compliance with school dress code</td>
<td>- acknowledging what has happened</td>
<td>▪ Detention / loss of play</td>
<td></td>
</tr>
<tr>
<td>▪ Breaches of Personal Technology Devices Policy</td>
<td>- arranging a buddy if needed</td>
<td>▪ Confiscation of Personal Technology Device until the end of the day</td>
<td></td>
</tr>
<tr>
<td>▪ Low Level Bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pushing/Shoving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teasing/Annoying</td>
<td></td>
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</tbody>
</table>

**1 POINT**
**LEVEL 2**

<table>
<thead>
<tr>
<th>EXAMPLES OF INAPPROPRIATE BEHAVIOUR</th>
<th>SUGGESTED STRATEGIES</th>
<th>POSSIBLE CONSEQUENCES</th>
<th>SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of Behaviour in Level 1</td>
<td>Send away audience</td>
<td>Loss of playtime for that period e.g. “sit under tree”</td>
<td>Try to find reasons for bullying and respond accordingly (see Appendix 2B for suggestions).</td>
</tr>
<tr>
<td>Continued non-compliance with school dress code</td>
<td>Wait and demand the children talk with respect</td>
<td>Detention / loss of playtime for that period</td>
<td></td>
</tr>
<tr>
<td>Swearing in general</td>
<td>Both sides of the story heard</td>
<td>Written apology to the teacher</td>
<td></td>
</tr>
<tr>
<td>Disobedience</td>
<td>Support the victim by</td>
<td>Apology to each other</td>
<td></td>
</tr>
<tr>
<td>- Insolence</td>
<td>- Talking about the problem and possible solutions</td>
<td>- Pick up litter</td>
<td></td>
</tr>
<tr>
<td>Spitting</td>
<td>- Talk about right to feel safe and the need to approach certain people for support</td>
<td>- Clean the area</td>
<td></td>
</tr>
<tr>
<td>Throwing Objects</td>
<td></td>
<td>- e.g. sticks / bean pods</td>
<td></td>
</tr>
<tr>
<td>Continued Breaches of Personal Technology Devices Policy</td>
<td></td>
<td>Items confiscated and held at the Office for collection by parents</td>
<td></td>
</tr>
<tr>
<td>Medium Level Bullying</td>
<td></td>
<td>Peer Mediation for persistent offenders of Medium Level Bullying</td>
<td></td>
</tr>
<tr>
<td>- Fighting / Hitting / Pushing /</td>
<td></td>
<td>Time Out Room – Little Lunch / Big Lunch</td>
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<tr>
<td>- Teasing</td>
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</tbody>
</table>

Consequences for infringements will comply with Education Queensland’s procedures (e.g. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)

**2 POINTS**
<table>
<thead>
<tr>
<th>EXAMPLES OF INAPPROPRIATE BEHAVIOUR</th>
<th>SUGGESTED STRATEGIES</th>
<th>POSSIBLE CONSEQUENCES</th>
<th>SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Continuation of Behaviour in Levels 1 &amp; 2</td>
<td>▪ Send away audience</td>
<td>▪ Child to write a letter of apology to victim</td>
<td>▪ Peer Mediation (Refer to Peer Mediation Procedures see Appendix 4C)</td>
</tr>
<tr>
<td>▪ Continued non-compliance with school dress code</td>
<td>▪ Wait and demand the children talk with respect</td>
<td>▪ If objects are broken, restitution may be sought</td>
<td>▪ Try to find reasons for the bullying and respond accordingly (see Appendix 2B for suggestions)</td>
</tr>
<tr>
<td>▪ Refusing to follow a direct instruction</td>
<td>▪ Both sides of the story heard</td>
<td>▪ Detention / Time-out Room</td>
<td>▪ Selection of Social Skills lessons programs such as “Bullying, No way!” kit.</td>
</tr>
<tr>
<td>▪ Insolence</td>
<td>▪ Support the victim by:</td>
<td>▪ Suspension 1-5 days</td>
<td></td>
</tr>
<tr>
<td>▪ Vandalism</td>
<td>- Admin to contact parents</td>
<td>▪ Involvement of Police</td>
<td></td>
</tr>
<tr>
<td>▪ Explicit / printed material in written / illustrated / photographic / electronic form</td>
<td>- Possible counselling by qualified personnel</td>
<td>- Refer to Admin; Parents to be contacted by telephone or posted a letter</td>
<td></td>
</tr>
<tr>
<td>▪ Inappropriate use of Personal Technology Devices Policy</td>
<td>- Possible release time for the abused staff member</td>
<td>- Administration to organise the development of written Behaviour Management Plan.</td>
<td></td>
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<tr>
<td>▪ Truancy</td>
<td>- Referral to personnel such as the SHRO</td>
<td>- Involvement of Behaviour Management Support Teacher</td>
<td></td>
</tr>
<tr>
<td>▪ High Level Bullying</td>
<td></td>
<td>- Items confiscated and held at the Office for collection by parents</td>
<td></td>
</tr>
<tr>
<td>- dacking</td>
<td></td>
<td>Consequences for infringements will comply with Education Queensland’s procedures (e.g. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)</td>
<td></td>
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<tr>
<td>- fighting causing physical injury</td>
<td></td>
<td></td>
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<tr>
<td>- abusing/threatening staff</td>
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</table>

10 POINTS
<table>
<thead>
<tr>
<th>EXAMPLES OF INAPPROPRIATE BEHAVIOUR</th>
<th>SUGGESTED STRATEGIES</th>
<th>POSSIBLE CONSEQUENCES</th>
<th>SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of all inappropriate Behaviours in Levels 1, 2 &amp; 3</td>
<td>H.R.E. Program</td>
<td>Detention / Time Out</td>
<td>Try to find reasons for the bullying and respond accordingly (see Appendix 2B for suggestions).</td>
</tr>
<tr>
<td>Prohibited substances (cigarettes /drugs / alcohol)</td>
<td>“QUIT” Program</td>
<td>Suspension 1-10, 6-20 days</td>
<td>Provide opportunities for students to critically examine hypothetical social constructions which shape bullying and harassment. e.g.: race, gender, class. Refer to “Bullying, No Way!” package.</td>
</tr>
<tr>
<td>Serious vandalism and theft</td>
<td>Contact Police</td>
<td>Suspension with Recommendation of Exclusion</td>
<td>Involvement of Support Personnel</td>
</tr>
<tr>
<td>High Level Bullying Serious</td>
<td>Support the victim by:</td>
<td>Behaviour Improvement</td>
<td>Social Skills lessons</td>
</tr>
<tr>
<td>- Verbal Abuse</td>
<td>- Admin to contact parents</td>
<td>Condition</td>
<td></td>
</tr>
<tr>
<td>- Assault</td>
<td>- Possible counselling by qualified personnel</td>
<td>Restitution</td>
<td></td>
</tr>
<tr>
<td>- Violence</td>
<td>- Possible release time for the abused staff member</td>
<td>Involvement of Police</td>
<td></td>
</tr>
<tr>
<td>- Threats to Staff</td>
<td>- Referral to personnel such as the SHRO</td>
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<tr>
<td>Principal to follow EPPR Guidelines e.g. – Police, CJC, Child Safety</td>
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<td>20 POINT</td>
<td>Consequences for infringements will comply with Education Queensland’s procedures (e.g. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)</td>
<td></td>
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</tr>
</tbody>
</table>
C. MANAGEMENT OF UNACCEPTABLE BEHAVIOURS IN THE CLASS

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>EXAMPLES OF INAPPROPRIATE BEHAVIOUR</th>
<th>SUGGESTED STRATEGIES</th>
<th>POSSIBLE CONSEQUENCES</th>
<th>SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Calling out</td>
<td>Workable classroom rules displayed and adhered to</td>
<td>Extra work</td>
<td>Reinforce appropriate classroom Rules and School Rules.</td>
</tr>
<tr>
<td></td>
<td>Tilting on chairs</td>
<td>Students made aware of classroom rule</td>
<td>- Physical work (pick up papers)</td>
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<tr>
<td></td>
<td>Deliberate excessive noise</td>
<td>e.g. calling out and aware of alternatives for attracting the teachers’ attention</td>
<td>- School work</td>
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<td></td>
<td>Homework not completed</td>
<td>Non-verbal signals (eye contact standing close to offender)</td>
<td>- Record of misbehaviour (anecdotal records)</td>
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<td></td>
<td>Failure to complete set tasks</td>
<td>Talk to student individually</td>
<td>- Detention during lunch / after school</td>
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<td></td>
<td>appropriately</td>
<td>Ascertain agenda (reason)</td>
<td>- Written / verbal apology to Class / Teacher</td>
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<td></td>
<td>Failure to adhere to classroom rules</td>
<td>Warning</td>
<td>- Remove from privileges and pleasures e.g. class activities, art, sport</td>
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<td></td>
<td>Disobedience</td>
<td>Direct student back to task</td>
<td>- Time-Out in classroom</td>
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<td></td>
<td>Inappropriate computer use</td>
<td>Consider seating plans</td>
<td>- Confiscation of Personal Technology Device until the end of the day</td>
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<td></td>
<td>Noncompliance with school dress code</td>
<td>If appropriate ignore and draw attention to correct behaviour</td>
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<tr>
<td></td>
<td>Breaches of Personal Technology Devices Policy</td>
<td>Remove object (chair, ruler, rubber, etc.)</td>
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<td></td>
<td>Low Level Bullying</td>
<td>Be consistent, act after one warning</td>
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<td></td>
<td>- Pushing/Shoving</td>
<td>Student to identify why their behaviour is inappropriate</td>
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<td></td>
<td>- Teasing</td>
<td>Discussion on how the students can handle situations appropriately (classroom meetings)</td>
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<td></td>
<td>- Annoying Others</td>
<td>Questioning Strategy:</td>
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<tr>
<td></td>
<td>- Cyber bullying</td>
<td>“What are you doing?”</td>
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<td>“What rule did you break?”</td>
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<td></td>
<td>“What should you be doing?”</td>
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<td>“What will you do now?”</td>
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<td>Support the victim by acknowledging what has happened.</td>
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1 POINT

2013
# Level 2

<table>
<thead>
<tr>
<th>Examples of Inappropriate Behaviour</th>
<th>Suggested Strategies</th>
<th>Possible Consequences</th>
<th>Suggested Follow Up for the Class/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of Behaviour in Level 1.</td>
<td>Teacher talk to Senior Teacher &lt;br&gt; Teacher talk to Administration / possible parental involvement &lt;br&gt; Contact made with Learning Support Teachers and Guidance Officer</td>
<td>Clean up their own damage &lt;br&gt; Detention/Time-Out in classroom &lt;br&gt; Loss of class privileges &lt;br&gt; Documentation (record of misbehaviour) &lt;br&gt; Making restitution &lt;br&gt; Communication with parents &lt;br&gt; - notes &lt;br&gt; - telephone &lt;br&gt; Visit to Administration &lt;br&gt; Items confiscated and held at the Office for collection by parents &lt;br&gt; Peer Mediation &lt;br&gt; Time Out</td>
<td>Try to find reasons for bullying and respond accordingly (see Appendix 2B for suggestions). &lt;br&gt; Teacher to ask students questions such as:- &lt;br&gt; - What is the School Rule? &lt;br&gt; - Why do we have this rule? &lt;br&gt; - What should have happened? &lt;br&gt; - What should we do next time? &lt;br&gt; - How could this problem be avoided? &lt;br&gt; - What should you do as a bystander? &lt;br&gt; - What should you do as a victim?</td>
</tr>
<tr>
<td>Interfering with others' right to learn</td>
<td>- Insolence&lt;br&gt; - Inappropriate talk in class (swearing)&lt;br&gt; - Lack of respect for others’ feelings and property&lt;br&gt; - Disobedience&lt;br&gt; - Stealing&lt;br&gt; - Deliberate interruption of teacher’s presentation&lt;br&gt; - Damaging property&lt;br&gt; - Unsafe actions&lt;br&gt; - Continued misuse of computers&lt;br&gt; - Continued Breaches of Personal Technology Devices Policy&lt;br&gt; - Medium Level Bullying&lt;br&gt; - Threatening behaviour&lt;br&gt; - Cyber bullying</td>
<td>2 Points</td>
<td></td>
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</tbody>
</table>

Support the victim by:<br> - Talking about the problem and possible solutions.<br> - Talking about the right to feel safe and approaching people for support.
# Level 3

## Examples of Inappropriate Behaviour
- Continuation ofBehaviour in Levels 1 & 2
- Endangering students
- Persistent refusal to follow a direction / instruction
- Continued non-compliance with school dress code
- High level misuse of computers
- Explicit printed material in written / illustrated / photographic / electronic form
- Inappropriate use of Personal Technology Devices Policy
- Truancy
- **High Level Bullying**
  - Verbal abuse
  - Violence
  - Threats to Staff
  - Cyber bullying

## Strategies
- Keep calm
- Protect yourself and students

**Support the victim by:**
- Talking about the problem and possible solutions.
- Administration contacting parents.
- Possible counselling by qualified personnel.
- Release time for abused staff member.
- Referral to personnel such as SHRO

## Possible Consequences
- Student withdrawn from regular class
- Detention / Time-out Room
- Refer to Learning Technology Acceptable Use Agreement
- Persistent cases may involve Suspension 1-5 Days
- Involvement of Police

**Definite Consequences**
- Referred to administration and parents contacted by administration
- Items confiscated and held at the Office for collection by parents
- Administration or Support Staff to develop a written Behaviour Management Plan involving strategies for:
  - Teacher
  - Student
  - Parents
  - Support Teacher Behaviour Management

Consequences for infringements will comply with Education Queensland's procedures (e.g. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)

## Suggested Follow Up for the Class/School
- Peer Mediation (Refer to Peer Mediation procedures see Appendix 4 O)
- Selection of social skills lessons “Bullying - No Way!” kit.
- Try to find reasons for bullying and respond accordingly (see Appendix 2B for suggestions).

## 10 Points

- Peer Mediation
- Selection of social skills lessons
- Try to find reasons for bullying and respond accordingly
## LEVEL 4

<table>
<thead>
<tr>
<th>EXAMPLE OF INAPPROPRIATE BEHAVIOUR</th>
<th>SUGGESTED STRATEGIES</th>
<th>POSSIBLE CONSEQUENCES</th>
<th>SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL</th>
</tr>
</thead>
</table>
| - Continuation of all inappropriate Behaviour in Levels 1, 2 & 3:  
  - Prohibited substances (drugs / alcohol / cigarettes)  
  - Serious vandalism and theft  
  - **High Level** Bullying  
    - Verbal Abuse  
    - Assault  
    - Violence  
    - Threat to Staff  
    - Cyber bullying | - Social Skills Program  
  - Contact Police  
  - **Support the victim by:**  
    - Talking about the problem and possible solutions.  
    - Administration contacting parents.  
    - Possible counselling by qualified personnel.  
    - Release time for abused staff member.  
    - Referral to personnel such as SHRO | - Detention / Time Out  
  - Suspension 1-5, 6-20 Days  
  - Suspension with Recommendation of Exclusion  
  - Behaviour Improvement Condition  
  - Involvement of Police | - Involvement of support personnel  
  - Social Skills Lessons  
  - Alcohol Lessons  
  - Drug Education  
  - Bullying and Harassment Lessons  
  - Crime Prevention  
  - Discrimination  
  - Try to find reasons for bullying and respond accordingly (see Appendix for suggestions). |
|  | - Principal to follow EPPR guidelines e.g. Police, CJC Child Safety. | | |

### DEFINITE CONSEQUENCES

- Interview with parents  
- Administration or Support Staff to develop a written Behaviour Management Plan involving strategies for:  
  - Teacher  
  - Student  
  - Parents  
  - Support Teacher  
- Behaviour Management Consequences for infringements will comply with Education Queensland’s procedures (e.g. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)

### 20 POINTS
D. POSITIVE BEHAVIOUR NOTICE

Positive Behaviour Slip:

HOME HILL STATE PRIMARY SCHOOL

- Child writes his/her name and class on the card before placing it into their classroom collection pocket.
- Assigned Peer Mediators fill out the class collection sheets.

<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
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</tbody>
</table>

- Peer Mediators issue a certificate, a Tuckshop voucher and add names to the Office Chart for each 10 points.

HOME HILL STATE PRIMARY SCHOOL

HAPPY GRAM

CHILD’S NAME

-----------------------------------------------------------------
You have been caught – being good! Your responsible behaviour is appreciated. Keep up the good work.

DATE……………………………..SIGNED……………………………..

-----------------------------------------------------------------

Home Hill State School
Positive Behaviour Certificate 2013

Issued for following school rules

Congratulations

_____________________________ of _______________ has received __________ Positive Behaviour Cards so far this year.

Issued by _______________ Date ________

2013
Office Positive Behaviour Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>10 Points</th>
<th>20 Points</th>
<th>30 Points</th>
<th>40 Points</th>
<th>50 Points</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

- Office staff add names from the office chart to the Newsletter each fortnight.
- Certificate for Each 10 Points:
**E. CLASS BEHAVIOUR RECORDING (BLUE SLIP)**

**P – 7 STUDENT BEHAVIOUR (IN CLASS REPORT)**

To be completed by class teacher

<table>
<thead>
<tr>
<th>Date:</th>
<th>______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td>___________________________</td>
</tr>
<tr>
<td>Class:</td>
<td>_______</td>
</tr>
</tbody>
</table>

### Session:
- [ ] Before School
- [ ] 1st session
- [ ] 2nd session
- [ ] 3rd session

### Area:
- [ ] Classroom
- [ ] toilet
- [ ] other

### Behaviour reported:
- [ ] Hitting, Pushing
- [ ] immoral
- [ ] other
- [ ] Throwing objects
- [ ] kicking
- [ ] Stealing
- [ ] answering back
- [ ] Punching
- [ ] bullying
- [ ] Swearing
- [ ] running out of class

**Brief recount of incident** (staff member to record what student did, heard, had happen to them and list witnesses where appropriate)

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Consulted with: (List students):

____________________________________________________________________________

____________________________________________________________________________

**Action taken:**
- [ ] Warning: the student has been spoken to about behaviour choices.
- [ ] Minor Incident, the teacher has applied behavioural consequences: Recorded by teacher on OneSchool.
- [ ] Parent Meeting
- [ ] Completed Behaviour Referral Form to Craig
- [ ] Major Incident: refer to administration immediately
- [ ] Other …………………………………………………

Teacher: _______________________  Principal: __________________

2013
F. HHSS PLAYGROUND INCIDENT REPORT (YELLOW SLIP)

Student Name: __________________________________ Class: _____________ Date: ________________

Duty Teacher/Aide: ______________________ Witness/s to incident: ______________________

- ☐ Before school  ☐ Morning tea  ☐ Lunch time  ☐ After school

<table>
<thead>
<tr>
<th>Area</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Toilets</th>
<th>Library</th>
<th>Computer Lab</th>
<th>CPA</th>
</tr>
</thead>
</table>

**Minor Behaviour Category**

- Incorrect area
- Littering
- Toilet misbehaviour
- Unsafe/rough play
- Running around buildings or in walkways
- Not following instructions
- Minor bullying
- Running up/dpwn stairs
- Minor physical contact (eg: pushing and shoving)
- Not wearing a hat in playground
- Not wearing shoes outside
- Not being punctual (eg: lateness after breaks)
- Not in the right place at the right time.
- Low intensity failure to respond to adult request
- Unco-operative behaviour in play
- Minor dishonesty
- Electronic equipment used/ switched on
- Inappropriate language (written/verbal)
- Calling out
- Poor attitude
- Disrespectful tone to others
- Taking other students property
- Lack of care for the environment

**Major Behaviour Category**

- Serious physical aggression
- Physical Aggression – hitting, kicking, fighting, spitting
- Leaving school without permission
- Deliberately refusing to follow instructions repeatedly
- Major dishonesty
- Offensive language/swearing
- Aggressive language/threats
- Verbal abuse / directed profanity
- Blatant disrespect
- Stealing / major theft
- Wilful property damage
- Vandalism
- Major bullying / harassment
- Avoidance behaviour
- Bullying/harassment
- Non Compliance – insolence, answering back, swearing with intent
- Use of electronic equipment in any part of the school for voicemail, email, cyber bullying, text messaging, filming or general use purposes without authorisation.

**Immediate Consequences given (please tick)**

- ☐ Litter duty
- ☐ Sit out quietly
- ☐ Apology (verbal)
- ☐ Walk with duty Staff
- ☐ Other …………………………………..

**Further Consequences required (please tick)**

- ☐ 3 minors recorded to OneSchool
- ☐ Referal to administration
- ☐ Parent meeting
- ☐ Other …………………………………

Note: This report must be given to the students classroom teacher

Class teacher Initials:

FILE IN YOUR BEHAVIOUR FOLDER
BEHAVIOUR RECORDING SLIP

NOTES:

1. The above slips are to be filled out for all incidents e.g.; Classroom, Playground Duty, Library, LOTE, Physical Education, Music and Instrumental Music Lessons, Religious Education, Excursions and Interschool Sport.
2. The slips are handed to the Class Teacher or placed in their pigeonhole.
3. The person giving the behaviour slip MUST give a consequence and then they administer/supervise the consequence.
4. Suggested points MAY be changed by the class teacher but this should be done in consultation with the reporting person.
5. Classroom Teacher MUST enter the “Blue and Yellow Slips” onto One School as soon as possible and send a referral to the Principal and other identified staff e.g.; Behaviour Management Support Teacher.
6. All major incidences must immediately be sent to the Principal by the classroom teacher.
7. All “Slips” WILL be kept in the Responsible Behaviour Plan for Students folder along with the current Behaviour Record print out.

NOTES:

1. All Behaviour incidents receiving one or more points will be entered on “One School” and referred to the Principal
2. Teachers are to print out a “Behaviour Record after each entry. This will replace the previous print out which will be destroyed
3. Teachers are to collate and highlight the “points” for the current term
4. Students will sign the up to date Behaviour Record print out
5. Up to date Behaviour Record print out for the current year will be kept in the Responsible Behaviour Plan for Students folder along with all Yellow Slips
6. All Students start with 0 points at the beginning of each term
7. Students who have 0 points on their Behaviour Record at the end of each semester will receive an “Exemplary Behaviour Certificate” that will go home with the end of Semester Report
8. When a student reaches 6 points on their Behaviour Record a letter will be sent along with a copy of the Student’s Behaviour Record
9. When a student reaches 10 points on their Behaviour Record a 10 point letter will be sent home. An Individual Behaviour Plan will be developed by the classroom Teacher in consultation with the Behaviour Management Support Teacher. Parents will attend an interview with the case manager (Principal), student and the Classroom Teacher to discuss the Individual Behaviour Plan.
10. After reaching 10 point all additional inappropriate behaviour gathering points must be brought to the attention of the case manager
11. When a student reaches 20 points on their Behaviour record a 20 point letter will be sent home requesting a meeting with the Parents, Student, Classroom Teacher, Principal and the Behaviour Management Support teacher
G. TIME OUT

TIME OUT ROLL

Term: _____  Week: _____  Day__________  Supervisor ____________

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Reason</th>
<th>Attendance</th>
<th>Comments</th>
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TIME OUT PROCEDURES

1. Time Out **may** be a possible consequence for Levels 2, 3, and 4 inappropriate behaviours in both Classroom and Playground.

2. Before using the strategy of sending students to the Time Out the Teacher **must** discuss the situation with Principal.

3. The Principal or Staff Member with the permission of the Principal **will** complete the Time Out Roll indicating the date/s of detention, student’s name, class and reason for referral to Time Out.

4. The Time Out Roll will be kept in Principal’s office.

5. Students to report to Office

**Responsibilities of Students**
- Students must arrive on time
- Students to complete set work
- Students sit quietly until time out is completed

**Responsibilities of Supervisor of Time Out**
- Collect Time Out Roll
- Mark in arrival
- Complete whether Time Out was satisfactory or unsatisfactory
- Return Time Out Roll to Principal’s Office.

**Teachers on Time Out are not responsible for:**
- Sending for students who have not arrived
- Providing work for students
- Supervising, marking or correcting Time Out student’s work
H. THE 4W FORM

Student’s Name: ______________________ Date: _____________

1. What I did against our class or school rules.
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. What rules (or rights) I broke or infringed.
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

3. What could / should I have done?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

4. What I will do next time.
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

5. How will I make up for the work I have missed out on?
   Pick one option:
   • Take it home for homework
   • Complete it during my next lunch break
   • Have a friend help me to do it
   • Complete it before the end of the week

Teacher’s Comments
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

Student’s Signature: ______________________ Teacher’s Signature: ______________________

Parent’s Signature: ______________________

2013
I. SAMPLE LETTER TO PARENTS – 6 POINTS

(Date)

(Name)
(Address)
(Address)

Dear ____________________________

_________________________________ behaviour has not been satisfactory. Your child has reached 6 points on our Responsible Behaviour Plan for Students. A copy of _____________________ Behaviour Record for this term is attached for your reference.

If you would like to discuss your child’s behaviour with their Teacher please contact the School Office on 47905555 to make an appointment.

Our Policy states that if 10 points are reached in a Term a meeting will take place involving the parents, a member of the school Administration staff and the classroom Teacher to discuss the formation of an Individual Behaviour Plan for your child.

With support from the Parents and the Teacher these steps may not be necessary.

Yours faithfully

____________________________
Teacher
J. SAMPLE LETTER TO PARENTS – 10 POINTS

(Date)

(Name)
(Address)
(Address)

Dear ________________

________________________ behaviour has not been satisfactory. Your child has reached 10 points on our Responsible Behaviour Plan for Students.

We will now be organizing an Individual Behaviour Plan for your child. The aim of this plan is to bring about desirable changes in your child’s behaviour. For this plan to be successful we will need co-operation and support from a number of people including the parents and the class teacher.

If 20 points are reached during this Term, then the following action will be taken:

- Your child could be excluded from extra-curricular activities. This could include School Camps, Excursions, Interschool Sports and visiting performances.

- A continuation of inappropriate behaviour after 20 points could lead to a suspension or a suspension with the recommendation of exclusion.

Please make an appointment with the Principal to discuss your child’s behaviour by contacting the School Office on 47905555

Yours faithfully

______________
Principal
(Date)

(Name)
(Address)
(Address)

Dear

__________________________

 behaviour has not been satisfactory. Your child has reached 20 points on our Responsible Behaviour Plan for Students. The following action is now in effect.

We will now need to formulate an Individual Behaviour Management Plan or review the current plan. The aim of this plan is to bring about desirable changes in your child’s behaviour. For this plan to be successful, we will need co-operation and support from a number of people including the parents and the class teacher.

Please make an appointment with the Principal to discuss _________________ behaviour by contacting the Office on 47905555

Yours faithfully

__________________________

Principal
L. SUSPENSIONS AND EXCLUSION INFORMATION
AND FLOWCHART RATIONALE

The Management of Behaviour in a Supportive School Environment policy, (EPPR SMS-PR-021) provides the procedures and guidelines for implementing school behaviour management plans within a Supportive School Environment.

The following principles provide the rationale for the use of a range of strategies including suspension, exclusion and the cancellation of enrolment in school behaviour management plans:

- students have a right to learn in a safe and supportive environment where they are given the opportunity to develop their talents, interests and ambitions.
- parents can expect their children to be educated in a safe and supportive environment which encourages care, courtesy and respect for the rights of all school community members.
- school staff can expect that they will be able to work in an orderly and cooperative environment.

NATURAL JUSTICE

Students who are faced with the possibility of suspension, exclusion or cancellation of enrolment have the right to natural justice, which includes being advised that such action is being considered; why it is being considered and being given the opportunity to present their view of the matter.

DEFINITIONS

Suspend means to prohibit a student from attending a State educational institution for a stated number of days (ranging from 1 to 20 school days)

Exclude means to prohibit a student from attending any number of or all state educational institutions for a stated period or permanently.

Cancel means to prohibit a student who is more than the age of compulsory attendance from attending that State educational institution whether for a stated period or permanently.

Parent means the recognised adult caregiver of a student who is under 18 years of age.

Principal means the person in charge of a State Educational institution.

The Responsible Behaviour Policy is a set of published procedures for managing behaviour in the school.

Submission - an oral and/or written appeal against a decision to the Principal’s supervisor or the Director-General which allows students/parents to fairly and fully present their view of the situation.

Notices are communications to students and/or parents in language that is understandable and translated, if necessary, into languages other than English.

Natural justice - means procedural fairness in the context of administrative decision-making. The two fundamental rules of natural justice are:

- the hearing rule - this rule requires that persons must be allowed an adequate opportunity to present their case where certain interests and rights may be adversely affected by a decision maker; and
- the bias rule - this rule requires that the decision maker must be unbiased when conducting the hearing or making the decision.
FAIR AND EQUITABLE PRACTICES
Schools need to use strategies which take account of the different abilities, skills and life experiences of their students through their curriculum, interpersonal relationships and organisational practices.

There are a range of significant factors which should be considered when choosing responses to student behaviour. These include context, emotional wellbeing, culture, gender, race, socio-economic situation and disability, all of which can influence the way in which students act and react to adult responses.

In circumstances where a student and/or a parent of the student would be disadvantaged if not assisted or supported by a friend and/or an interpreter, the Principal may approve that the student and/or parent be accompanied by such a person to discuss a suspension, and recommended exclusion, or cancellation of enrolment.

A knowledgeable friend is a person who can aid, advocate for, or give support to a student or a parent to assist with understanding, communication and explanation.

JUDICIAL REVIEW
As with all decisions made by the principal, any decision made under this amendment to the act must be consistent with the requirements of the Judicial Review Act 1991 and are subject to appeal. This process is outlined in LLO3: JUDICIAL REVIEW (Policy and Procedures) in the Department of Education Manual.
ACTION FLOW CHART

Code of School Behaviour

School Behaviour Plan Developed and Implemented

Appropriate whole school support strategies implemented
Appropriate targeted and intensive support strategies implemented

Student and parents made aware of unacceptable behaviour and consequences, early positive support sought from parents

Student and parent made aware that suspension/exclusion/cancellation imminent and advised of procedures

- Appropriately investigate all circumstances and document all evidence and findings.
- Ensure process of natural justice through opportunity for student to put forward their case.

- Try other strategies e.g. Intensive support, Individual Behaviour Plan, Behaviour Improvement Condition*

- Decision to Take Disciplinary Action

- Suspension (1-5 days)
- Suspension (6-20 days)
- Recommendation for Exclusion
- Cancellation of Enrolment

Schoolwork (1-5 days) or education program (6-20 days/recommendation for exclusion) provided.

- Notice of suspension (1-5 days) forwarded to student and parent/carer
- Notice of Suspension (6-20 days), and Submission Guide** forwarded to student and parent/carer
- Notice of Recommendation to Exclude, and Submission Guide** forwarded to student and parent/carer
- Notice of Cancellation of Enrolment, and Submission Guide* forwarded to student and parent/carer

- Enter all appropriate data onto One School Data Collection System

- Complete Record of SDA and file.
- Complete Record of SDA and file.
- Complete Record of SDA then attach completed investigation report and forward to District Office for decision
- Complete Record of SDA and file

- If submission is made to principal’s supervisor, attach Record of SDA to completed investigation report and forward to District Office for decision

- District Office to inform school, student and parent/carer regarding exclusion decision within 20 days

- If submission is made to principal’s supervisor, attach Record of SDA to completed investigation report and forward to District Office for decision.

- School to record decision by principal’s supervisor regarding exclusion on One School Central Data Collection System

*A Behaviour Improvement Condition is an option to be used only when the student’s behaviour warrants grounds for an exclusion.

**In the event of suspension (6-20 days), recommendation for exclusion or cancellation of enrolment, student or parent may send a submission appealing against the decision to the principal’s supervisor.
M. BEHAVIOUR SUPPORT TEACHER – STUDENT REFERRAL FORM

Date:

Student Details:
Name: ___________________________ D.O.B. ___________ Cluster group: ___________________________
EQ IQ Number: ____________________ Address: ___________________________
Contact Phone: ____________________ MB Phone: ___________________________
Parent/Guardian: ___________________ School: ___________________________
Grade: ___________________________ Class Teacher: ___________________________
Guidance Officer: ___________________ Cultural Identity: ___________________________
SWD: Yes/No In Care: Yes/No
Case Manager/School Contact: ___________________________
Student Plans: (IEP etc) (please attach with referral) ___________________________

Referral for:

- Specialised student group program
- FBA
- One on one student behaviour support
- Parenting (behaviour)
- Case Management
- Suspension support
- Risk management support
- Support plan review/assistance
- Involvement in school base programs eg Peer Support, Leadership
- Behaviour Improvement Conditions (BICS)

- How long has student been attending this school ___________________________
- Student’s social situation (who lives at home, extra curricula activities etc) ___________________________
- What strengths does the student demonstrate? ___________________________
- What are the Preferred Activities of this student? (hands on activities, reading) ___________________________
- What are Non – Preferred activities for this student that tends to cause inappropriate behaviours? ___________________________
- What are the long term goals for this student? ___________________________

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<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>What happens before the behaviour occurs?</td>
<td>What is the behaviour - Describe</td>
<td>What happens straight after the behaviour has occurred?</td>
</tr>
<tr>
<td>(activity, student grouping, classroom layout, activity transition, directions etc)</td>
<td>(Observable - look like, sound like, feel like) How often does the behaviour occur?</td>
<td>(walks outs, fights, Disruption to class, obtains objects etc)</td>
</tr>
</tbody>
</table>

- What does the student sound like, look like when calm?

- Possible Functions of Behaviour: Gain/Avoid/Obtain/Escape – thing/place/person/object/sensation/activity

- What actions have been tried and what has been successful? (Mark X – attempted, XX – attempted & successful)

- Any known specialist involvement? GO/OT/Speech/CYMHS etc.

- Whole School Resilience Programs at school? (MM, KM, Peer support, friends)

- Have the concerns been discussed with parents? Yes/No

- Have the parents/guardians given written permission for the Behaviour Support Teacher involvement? Yes/No (if yes attach with referral)

Referral received __________________________ Date ________________
Action ____________________________________________
N. BEHAVIOUR SUPPORT TEACHER: REFERRAL FOR SCHOOL PROFESSIONAL DEVELOPMENT/ GROUP PROGRAM

<table>
<thead>
<tr>
<th>ADMINISTRATION SUPPORT:</th>
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<tbody>
<tr>
<td>☐ Development/Review of Responsible Behaviour Plan for Students</td>
</tr>
<tr>
<td>☐ Coach in School wide Positive Behaviour Support</td>
</tr>
<tr>
<td>☐ Whole school processes</td>
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<td>☐ Mediation</td>
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<td>☐ Restorative Justice</td>
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<td>☐ Classroom Profiling</td>
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<td>☐ Other</td>
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<tr>
<th>SCHOOL GOAL OR PRIORITY:</th>
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<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT:</th>
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<tr>
<td>☐ Whole school</td>
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<td>☐ Teaching staff only</td>
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<td>☐ Other:</td>
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<tr>
<td>☐ Essential Classroom Management Skills</td>
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<td>☐ Team Teach – Restraint Training</td>
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<td>☐ OTHER:</td>
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<tr>
<th>School goal or priority:</th>
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<tr>
<th>INDIVIDUAL TEACHER SUPPORT:</th>
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<td>YEAR LEVEL/SUBJECT AREA:</td>
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<tr>
<td>SCHOOL GOAL OR PRIORITY:</td>
</tr>
</tbody>
</table>

| INDIVIDUAL/GROUP SKILLING PROGRAMS: (ANGER MANAGEMENT, FRIENDSHIP, ROCK AND WATER, LEADERSHIP PROGRAMS, BULLYING, RESILIENCE ETC) |
| YEAR LEVEL/SUBJECT AREA: |
| SCHOOL GOAL OR PRIORITY: |

Principal’s comment’s and school support team (include school support team members and any time frame)

__________________________________________________________

__________________________________________________________

__________________________________________________________

Referrers Name/Signature __________________________ Date ______________

Principals Name/Signature __________________________ Date ______________

Referral received __________________________ Date ______________

2013
BACKGROUND INFORMATION FROM REFERRING TEACHER

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

NAMES OF STUDENTS IN CONFLICT

___________________________    Year  _______    _____________________    Year  _______    _____________________    Year  _______

SESSION PROCEDURES

1. Open the session. Set out the rules.

2. Gather information. (What is the problem?)

3. Focus on **common interests**. (What do the students **want** from the mediation session?)

   ___________________________ Create options. **Brainstorm ideas. (RULES FOR BRAINSTORMING)** Think of as many ideas as you can that may solve your problem and write them down - Do not judge or discuss the ideas

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

   **Evaluate Options. (Which of the above ideas will work for you both?)**

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

   **Agreement**
Appendix 4
KNIVES

KNIVES
We can work together to keep knives out of school. At Home Hill State School, every student has the right to feel safe and be safe at school.

- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.
- If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences (eg. Parent contact, referral to Guidance Officer, referral to Diversity Support Team, suspension from school, recommendation for exclusion from school following an immediate period of suspension)
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Home Hill State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.
A. 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 your 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 be modified to accommodate their specific receptive and expressive needs.
B. INCIDENT REPORT

INFORMATION SYSTEM

*Required Fields

 Incident ID (generated on save)

 Incident Status

 New

 Reporting Details

 *Reported Date

 04/03/14

 Reported by Staff

 Reported by Student

 Entered By

 White, Judith Ann, 2158459, Female, One School Rate, PR-Primary, Hom

 Reported Time (24 hour HH:MM)

 18:36

Queensland Government

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