Hilder Road State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
The vision at Hilder Road State School is ‘Success - embedded in a culture of care’ To this end we are 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
Hilder Road State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through facilitated meetings held during term four 2012. A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying was used to inform the development of this plan. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process. The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
All areas of Hilder Road 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. We have linked our Behaviour Management philosophy to Marzano’s ‘Habits of Mind’ as well as our school Social Skills and Values Program.

Our Responsible Behaviour Plan outlines our process 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 Hilder Road 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 expectations to teach and promote our high standards of responsible behaviour:
- Be safe
- Be responsible
- Be respectful.

Our school community has also identified; ‘ONLY build-ups, NO put-downs’ and ‘Keep your hands and feet to yourself’, as consistent rules from Prep – Year 7.

The school also consistently implements the Bully Bustin’ High 5 strategies.
This learning process aligns with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Hilder Road State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. At the beginning of each year classroom rules and expectations of behaviour are negotiated between students and their teacher/s. These are documented, visually displayed, distributed to parents and the Administration and reinforced each term.

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

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL AREAS</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
</tr>
<tr>
<td>▪ Respect others’ personal space and property</td>
</tr>
<tr>
<td>▪ Care for equipment</td>
</tr>
<tr>
<td>▪ Clean up after yourself</td>
</tr>
<tr>
<td>▪ Use polite language</td>
</tr>
<tr>
<td>▪ Wait your turn</td>
</tr>
<tr>
<td>▪ Raise your hand to speak</td>
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<tr>
<td>▪ Respect others’ right to learn</td>
</tr>
<tr>
<td>▪ Talk in turns</td>
</tr>
<tr>
<td>▪ Be a good listener</td>
</tr>
<tr>
<td>▪ Use resources as they are intended</td>
</tr>
<tr>
<td>▪ Play fairly – take turns, invite others to join in and follow rules</td>
</tr>
<tr>
<td>▪ Care for the environment</td>
</tr>
<tr>
<td>▪ Walk quietly and orderly so that others are not disturbed</td>
</tr>
<tr>
<td>▪ Respect privacy of others</td>
</tr>
<tr>
<td>▪ Wait your turn</td>
</tr>
<tr>
<td>▪ Keep your belongings nearby</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
</tr>
<tr>
<td>▪ Ask permission to leave the classroom</td>
</tr>
<tr>
<td>▪ Be on time</td>
</tr>
<tr>
<td>▪ Be in the right place at the right time</td>
</tr>
<tr>
<td>▪ Follow instructions straight away</td>
</tr>
<tr>
<td>▪ Be prepared</td>
</tr>
<tr>
<td>▪ Complete set tasks</td>
</tr>
<tr>
<td>▪ Take an active role in classroom activities</td>
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<tr>
<td>▪ Keep work space tidy</td>
</tr>
<tr>
<td>▪ Be honest</td>
</tr>
<tr>
<td>▪ Be a problem solver</td>
</tr>
<tr>
<td>▪ Return equipment to appropriate place at the end of play bell</td>
</tr>
<tr>
<td>▪ Move peacefully in single file</td>
</tr>
<tr>
<td>▪ Use toilets during breaks</td>
</tr>
<tr>
<td>▪ Leave school promptly</td>
</tr>
<tr>
<td>BE SAFE</td>
</tr>
<tr>
<td>▪ Use equipment appropriately</td>
</tr>
<tr>
<td>▪ Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>▪ Walk</td>
</tr>
<tr>
<td>▪ Sit still</td>
</tr>
<tr>
<td>▪ Enter and exit room in an orderly manner</td>
</tr>
<tr>
<td>▪ Participate in school approved games</td>
</tr>
<tr>
<td>▪ Wear shoes and socks at all times</td>
</tr>
<tr>
<td>▪ Be sun safe; wear a broad brimmed hat</td>
</tr>
<tr>
<td>▪ Rails are for hands</td>
</tr>
<tr>
<td>▪ Walk one step at a time</td>
</tr>
<tr>
<td>▪ Carry items</td>
</tr>
<tr>
<td>▪ Keep passage ways clear at all times</td>
</tr>
<tr>
<td>▪ Wash hands</td>
</tr>
<tr>
<td>▪ Walk</td>
</tr>
<tr>
<td>▪ Use own bike/scooter only</td>
</tr>
<tr>
<td>▪ Walk bike/scooter to the gate</td>
</tr>
<tr>
<td>▪ Wait inside the gate until the bus stops</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.
Hilder Road State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

**Reinforcing expected school behaviour**

At Hilder Road State School communication of our key messages about behaviour is reinforced regularly providing students with prompt feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed to support these actions. This system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

As part of the development of classroom behavioural expectations, teachers and students negotiate consequences for both positive and negative behaviours. A variety of rewards and recognition strategies are then able to be used to give immediate feedback to students meeting behaviour expectations. Examples of these strategies include Hilder Heroes, referral to the Admin, contact with parents, completion of class “good choices charts” or nominations for Acts of Kindness. This reinforcement of expected positive behaviours should occur continuously.

**Responding to unacceptable behaviour**

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

**Re-directing 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 expected school behaviour, then have them identify how they will need 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.

Hilder Road State School also implements the High 5 strategies of Ignore, Friendly Talk, Firm Talk, Walk Away and Report to equip students with skills to deal with minor playground behaviours.

**Targeted behaviour support: Respond Program**

Each year a small number of students at Hilder Road State School are identified as requiring targeted behaviour 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’ (and others) learning and social success at risk if not addressed in a timely manner. These students need to be referred to the Special Needs Committee for consideration.
Students accepted into such a program of support attend their normal scheduled classes and activities with appropriate adjustments identified and implemented. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to their Program through academic support, adult mentoring or intensive social skills training.

The Respond Program is co-ordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with information consisting of an overview of the Program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in such a Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support: School Based Team**

Hilder Road 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. An Intensive Behaviour Support Team would be established for these students to:

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work with the Special Needs Committee to achieve continuity and consistency.

Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and/or district-based behavioural support staff.

**5. Consequences for inappropriate or unacceptable behaviour**

Hilder Road State School staff make every effort to prevent problem behaviour from accelerating by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences through a clearly defined school-wide process (Appendix 10). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Responsibility Room Referral form (Appendix 4) is used to record minor and major problem behaviour. Behaviour incidents are also recorded on OneSchool.

**Minor and major behaviours**

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:

- are minor breaches of the class or school rules
- do not seriously harm others
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours 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 for work completion, completion of Written Plan. (Appendix 5, 6)
• a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.
  5. referral to Responsibility Room (Appendix 4)

**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. The staff member completes a Responsibility Room Referral (Appendix 4), writes the incident in the Playground duty book, or speaks in person to the Administration team and escorts the student to Administration. Once referred to the Administration the Admin will decide on the consequences to ensure the good order and management of the school.

Major problem behaviours may result in the following consequences:
- **Level One:** Time in office, removal to Responsibility Room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning or referral to the Special Needs Committee for consideration for a Behavioural Respond Program and /or parent contact
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team or other appropriate outside agencies
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, the use or supply of weapons or drugs can expect to be recommended for suspension or exclusion from school following an immediate period of suspension.

**Definition of consequences**

| Time out | A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes. |
| Detention | A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed). |
| Temporary Removal of Property | A principal or staff member of Hilder Road State School has the power to temporarily remove property from a student, as per the procedure **Temporary Removal of Student Property by School Staff**. 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 (eg. illegal substance)
  - maintain and foster mutual respect (inappropriate material)
  - compliance with the school’s Responsible Behaviour Plan for Students (eg. Ipod)
  Confiscated property will be returned to the owner of the property under the direct supervision of a parent or guardian. Property will be held by the school for a period no longer than a 24hour period. If 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 police will be notified. If police state that they will come to the school to investigate matters relating to the property, the property will not be made available for collection until they do so. |
School Disciplinary Absences (SDA)

### Suspension
A principal may suspend a student from school under the following circumstances:
- disobedience by the student
- misconduct by the student
- other conduct that is prejudicial to the good order and management of the school.

### Behaviour Improvement Condition
A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.

A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:
- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour
- no longer than three months.

### Proposed exclusion or recommended exclusion
A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:
- disobedience
- misconduct
- other conduct that is prejudicial to the good order and management of the school, or
- breach of Behaviour Improvement Conditions.

### Cancellation of enrolment
The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

The following table outlines examples of minor and major behaviour incidents*

<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>Throwing objects</td>
</tr>
<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td>Possession of weapons</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Minor physical contact (eg: pushing and shoving)</td>
<td>Serious physical aggression</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>Not wearing a hat in playground</td>
<td>Fighting</td>
</tr>
<tr>
<td>Other</td>
<td>Not wearing shoes outside</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>Weapons including knives and any other items which could be considered a weapon being taken to school</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>Not being punctual (eg: lateness after breaks)</td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Low intensity failure to respond to adult request</td>
<td>Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>Minor dishonesty</td>
<td>Leaving school without permission</td>
</tr>
<tr>
<td>Rubbish</td>
<td>Littering</td>
<td>Major dishonesty that impacts on others</td>
</tr>
<tr>
<td>Mobile Phone or personal technology devices</td>
<td>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
</tbody>
</table>
**Language**
- Inappropriate language (written/verbal)
- Calling out
- Poor attitude
- Disrespectful tone

**Property**
- Petty theft
- Lack of care for the environment

**Others**
- Not playing fairly
- Minor disruption to class
- Minor defiance
- Minor bullying

- Offensive language
- Aggressive language
- Verbal abuse / directed profanity

- Stealing / major theft
- Willful property damage
- Vandalism

- Major bullying
- Major disruption to class
- Blatant disrespect
- Major defiance
- Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

**Relate inappropriate or unacceptable behaviour to expected school behaviours**

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour**

At Hilder Road State School staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Through the Social Skills and Values Program 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 when consequences are applied for problem behaviour.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

**6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.
Immediate Strategies

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

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

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

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Hilder Road State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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
- 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
    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 reduce the risk of harm to self or others
    take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
    School Incident Report (Appendix 8)
    Student Record of Incident (as per process for Natural Justice).

7. Network of student support
Students at Hilder Road State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
   - Parents
   - Teachers
   - Support Staff
   - Head of Special Education Services
   - Administration Staff
   - Guidance Officer
   - Behaviour Support Team
   - Senior Guidance Officer
   - School Chaplain
   - Advisory Visiting Teachers
   - Kids Hope Aus Mentors

Support is also available through the following government and community agencies:
   - Disability Services Queensland
   - Child and Youth Mental Health
   - Queensland Health
   - Department of Communities (Child Safety Services)
   - Police
   - Brisbane City Council
   - Local Support agencies

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.

Hilder Road 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 information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related procedures

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

11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
12. Endorsement

Principal _______________ P&C President _______________ Assistant Regional Director _______________

Effective Date: ......................... to ..............................
Appendix 1

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. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

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 turned off and brought to the office for the duration of the school day.

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 Hilder Road State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 within the school is not permitted unless express consent is provided by the class teacher or administration staff.

A school student 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\(^1\), 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 proposal/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 the Queensland Police Service.

**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, 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 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.

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\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Special Circumstances Arrangement
Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)

Purpose

1. Hilder Road State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 in Hilder Road 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 Hilder Road 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 Hilder Road 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. The anti-bullying procedures at Hilder Road State School are an addition to our already research-validated schoolwide 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.

**Prevention**

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

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

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety, for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

   ▪ Not to respond to messages but keep them to report to parents and/or teachers immediately
   ▪ Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Hilder Road State School will then investigate and respond to any incident of cyberbullying.

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

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Hilder Road State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Hilder Road State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Hilder Road State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

WORKING TOGETHER TO KEEP HILDER ROAD STATE SCHOOL SAFE

We can work together to keep knives out of school. At Hilder Road 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 school Principal can take 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.
- 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 Hilder Road 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 school Principal.
HILDER ROAD STATE SCHOOL

RESPONSIBILITY ROOM REFERRAL

STUDENT: ________________________  CLASS: __________
REFERRED BY: ____________________  DATE: ___________
REASON FOR REFERRAL:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
PREVIOUS ACTION TAKEN: (if any)
_________________________________________________________________
ISSUING STAFF MEMBER SIGNATURE: ________________
RESPONSIBILITY ROOM TEACHER SIGNATURE: ________________
PARENT SIGNATURE: _______________  DATE RETURNED: _________
Appendix 5
Written Plan Years 1-3

WRITTEN PLAN YRS 1-3
(Form for documenting inappropriate behaviour, and planning for future good behaviour.)
Teacher: ____________________________ Date: __________

MY PLAN TO SOLVE MY PROBLEM

Name: ____________________________ Class: ______________

1. What were you doing? ..........
..............................................
..............................................
..............................................

2. Was it the right thing to do? ..... 

3. Which rule was broken? ..........
............................................

4. What will you do next time?
...........................................
............................................

CONSEQUENCES

Student's signature: ____________________________

Supervising Teacher's signature: _______________________ 

Date: ____________________________ 

Office use only
☐ Already entered on One School
☐ Please enter on One School
Appendix 6

Written Plan Years 4-7

WRITTEN PLAN YRS 4-7

(Form for documenting inappropriate behaviour, and planning for future good behaviour.)

Teacher ___________________________ Date: ________________

__________________________________________________________

MY PLAN TO SOLVE MY PROBLEM

Name ________________________________ Date: ________________

1. What were you doing? ..................................................................................................................

....................................................................................................................................................

2. Was it the right/safe best/thing to do? .........................................................................................

Why? ...............................................................................................................................................

3. Which rule was broken? ..............................................................................................................

....................................................................................................................................................

4. What will you do next time? (Be positive eg I will...)

....................................................................................................................................................

....................................................................................................................................................

Student's signature: ______________________________

Supervising Teacher’s signature: ___________________

Date: _______________________

Office use only
☐ Already entered on One School
☐ Please enter on One School
Appendix 7

Responsibility Room Procedures

The Responsibility Room is a lunchtime detention supervised by the teacher who is rostered on for that day. The student will eat their lunch in their normal area and report to the supervising teacher by 1.15pm when duty teachers change over.

The procedures for managing students at these locations are as follows:

1. Students will wait outside the Responsibility Room until the supervising teacher arrives.

2. If a student is late for or does not attend detention, she/he will receive one extra day's detention unless a note from the class teacher is presented.

3. The Responsibility Room teacher must discuss the procedure with the students then the “Written Plan” is to be completed fully by the student. (Appendices 4 and 5)

4. The Written Plan is to be filled out using the school goals nominated by the teacher who sent the student to this location.

5. Causes are not discussed at this point, only consequences are discussed. (What will I do next time?)

6. After the Written Plan is completed, the student will be given time to reflect on his / her actions for the future. The consequence for inappropriate behaviour while on detention is one extra day's detention.

7. The Responsibility Room teacher must record the details of the students and incidents into the Responsibility Room register.

8. At the end of the session, the Responsibility Room teacher places the plans in the class teacher’s pigeon hole. The teacher then signs it and files it in the class student files.

9. If the teacher or Responsibility Room teacher realises a student has not appeared for detention, she/he should contact the referring teacher to follow up and Procedure 2 should be adhered to.

10. All students who do not visit the Responsibility Room all year will receive a letter of congratulations from the Principal and / or Deputy Principal.

11. If a child attends on three or more times in a four week period a letter will be sent home to their parents.
# Incident Report

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident Time incident started Time incident ended</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
</tr>
<tr>
<td>What occurred immediately before the incident? Describe the activity, task, event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
<tr>
<td>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</td>
</tr>
</tbody>
</table>
Debriefing Report

(for Major Problem Behaviours / Incidents as decided by the Administration)

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.
Appendix 10

Behaviour Consequences

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STEP 5: Go to the office

STEP 4: Go to another classroom

STEP 3: 5 minutes time-out

STEP 2: Name on board

STEP 1: Verbal warning