Hendra State School

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

1. Purpose
Hendra 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.

Hendra State School = Quality education in a caring, supportive learning environment

STATEMENT OF PURPOSE
Our purpose at Hendra State School is to ensure “that every day, in every classroom, every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.”

2. Consultation and data review
Hendra State School developed this plan in collaboration with our school community. The following process was used for the development of this plan:

- Review of RBPS advertised to whole community in school newsletter
- Discussions with staff and parents representatives to identify strengths and weaknesses of RBPS
- Draft document presented to both staff and parent community for feedback
- Suggestions incorporated into final document

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. 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 Hendra State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Hendra 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

Hendra State School – School Rules

- Be SAFE
- Be RESPECTFUL
- Be RESPONSIBLE
- Be a LEARNER
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*.

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 Hendra 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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
Hendra State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Hendra State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- 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)

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
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<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
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<tr>
<td>Use equipment appropriately</td>
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<td>Keep hands, feet and objects to yourself</td>
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<td>Ask permission to leave the classroom</td>
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<td>Be on time</td>
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<td>Be in the right place at the right time</td>
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<td>Follow instructions straight away</td>
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<tr>
<td>Respect others’ personal space and property</td>
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<tr>
<td>Care for equipment</td>
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<td>Clean up after yourself</td>
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<tr>
<td>Use polite language</td>
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<td>Wait your turn</td>
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</table>

Hendra State School – Responsible Behaviour Plan for Students
Hendra State School – Responsible Behaviour Plan for Students

- Training all staff in Essential Skills in Classroom Management
  - Establishing expectations
    - Giving instructions
    - Waiting and scanning
    - Cueing with parallel acknowledgment
    - Body language encouraging
    - Descriptive encouraging
    - Selective attending
    - Redirecting to the learning
    - Giving a choice
    - Following through
  - Explicit behavioural expectations
    - School rules displayed in classrooms and common areas
    - Newsletter items highlighting behavioural expectations
    - Parade
    - Class discussions

- Consistent behaviour management – school wide approach – Responsible Thinking Process
  - Classroom Management Plan
  - Playground Management Plan

- Social skilling of students
  - You Can Do It Program to develop the skills of persistence, resilience, organisation, confidence and getting along
  - Virtues lessons
  - High Five problem solving techniques of
    1. Speak friendly
    2. Ignore
    3. Move away
    4. Speak firmly
    5. Talk to an adult
  - HSS social skills program and manners e.g. Raising a hand to speak, Listening to the speaker, Following instructions, Asking for help, Taking turns, Sharing resources, Speaking appropriately - Excuse me, Please, Thank you, Knock and wait

- Structured school environment – designated eating and play areas, line up procedures
- Building supportive and positive relationships based on mutual respect:
  - Positive classroom environments
  - Effective and inclusive teaching
  - Relevant and engaging curriculum that caters for the needs of individual students within a Multi-Age setting
  - Promoting school values and culture
  - Building strong community relationships to help foster a sense of pride in Hendra State School
  - Open communication between staff, students, parents and the community
  - Wider community involvement in school based activities
  - Comprehensive induction programs in the Hendra State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
  - Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.

Reinforcing expected school behaviour
At Hendra State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement
Hendra State School – Responsible Behaviour Plan for Students

The 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.

We also use:
- Praise and encouragement of positive lunch time behaviour choices - Gotchas
- Class and individual behaviour awards
- Principal awards
- Reward and celebration activities
- Lunchtime activities

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 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 use the Responsible Thinking Process Question Sequence:

- verbal redirect / direct - What are you doing? What should you be doing? What is the rule? What will happen if you continue?
- remind student of the class expectations and OFFER CHOICE - Your choices are…
- remind student of the logical consequence of repeated behaviour

These questions encourage 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.

Targeted behaviour support and Intensive behaviour support:

Each year a small number students at Hendra State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour 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.

Due to the small size of Hendra State School, all staff are aware of and may be involved in the support of students who may need more targeted behaviour support to change persistent unacceptable behaviours.

Students are supported by:
- Formal Communication with Parent (positive and negative)
- Formal and informal discussions between a range of personnel including: class teacher, Principal, learning support teacher, guidance officer, behaviour support specialist, Education QLD personnel
- Professional Development for staff
- Behaviour agreements which clearly articulate the inappropriate behaviours that have occurred and the consequences if these behaviours continue.
- Individual Behaviour Support Plans which include specific goals and support strategies for student. These plans are prepared in consultation with class teachers, school principal, parents and specialist behaviour support personnel
- Individual Education Plans which include specific goals and support strategies for student. These plans are prepared in consultation with class teachers, learning support and guidance personnel.

5. Consequences for inappropriate or unacceptable behaviour

Hendra State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents
Hendra State School – Responsible Behaviour Plan for Students

occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Behaviour incidents may also be 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 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 inappropriate 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 inappropriate 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.
- a re-direction process where a 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.

**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 school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student’s behaviour is recorded on OneSchool.

**Major** unacceptable behaviours may result in the following consequences:
- **Level One**: Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral for support AND/OR
- **Level Two**: Parent contact, referral to Guidance Officer, referral support, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three**: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.
### Hendra State School – Responsible Behaviour Plan for Students

#### 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 rejoin 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 Hendra State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff.* |

#### 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>
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<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings&lt;br&gt;• Running in stairwells&lt;br&gt;• Not walking bike in school grounds</td>
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<tr>
<td>Play</td>
<td>• Incorrect use of equipment&lt;br&gt;• Not playing school approved games&lt;br&gt;• Playing in toilets</td>
<td>• Throwing objects&lt;br&gt;• Possession of weapons</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Serious physical aggression&lt;br&gt;• Fighting</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground&lt;br&gt;• Not wearing shoes outside</td>
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<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs&lt;br&gt;• Weapons including knives and any other items which could be considered a weapon being taken to school&lt;br&gt;• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td>Be Safe</td>
<td></td>
<td></td>
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<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)&lt;br&gt;• Calling out&lt;br&gt;• Poor attitude&lt;br&gt;• Disrespectful tone</td>
<td>• Offensive language&lt;br&gt;• Aggressive language&lt;br&gt;• Verbal abuse / directed profanity</td>
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<tr>
<td>Property</td>
<td>• Petty theft&lt;br&gt;• Lack of care for the environment</td>
<td>• Stealing / major theft&lt;br&gt;• Wilful property damage&lt;br&gt;• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly&lt;br&gt;• Minor disruption to class&lt;br&gt;• Minor defiance&lt;br&gt;• Minor bullying</td>
<td>• Major bullying&lt;br&gt;• Major disruption to class&lt;br&gt;• Blatant disrespect&lt;br&gt;• Major defiance&lt;br&gt;• 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>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)&lt;br&gt;• Not in the right place at the right time.</td>
<td>• Leaving class without permission (out of sight)&lt;br&gt;Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request&lt;br&gt;• Non compliance&lt;br&gt;Unco-operative behaviour</td>
<td>• Deliberate refusal to follow instructions - defiance</td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty&lt;br&gt;</td>
<td>• Major dishonesty that impacts on others</td>
</tr>
<tr>
<td>Rubbish</td>
<td>Littering</td>
<td></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&lt;br&gt;• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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Hendra State School – Responsible Behaviour Plan for Students

<table>
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<tr>
<th>Be a Learner</th>
<th>Class tasks</th>
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<td></td>
<td>▪ Not completing set tasks that are at an appropriate level</td>
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<td></td>
<td>▪ Refusing to work</td>
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<td></td>
<td>▪ Interfering with the rights of teachers to teach</td>
</tr>
<tr>
<td></td>
<td>▪ Interfering with the rights of students to learn</td>
</tr>
</tbody>
</table>

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

**Ensuring consistent responses to inappropriate or unacceptable behaviour**

At Hendra 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.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

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 Hendra 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
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support
Students at Hendra State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by
- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- Youth Support Coordinator.

Support is also available through the following government and community agencies:
Hendra State School – Responsible Behaviour Plan for Students

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

Hendra 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 ..........................
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 week, 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 out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Hendra 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 in class is not permitted unless express consent is provided by the class teacher.

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.
Hendra State School – Responsible Behaviour Plan for Students

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 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 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.

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Hendra State School – Responsible Behaviour Plan for Students

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

Purpose

1. Hendra 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 Hendra 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 Hendra 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 Hendra 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.
Hendra State School – Responsible Behaviour Plan for Students

7. The anti-bullying procedures at Hendra 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 4 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.

Hendra 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 3-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. Hendra 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.
Hendra State School – Responsible Behaviour Plan for Students

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 Hendra 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. Hendra 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.
WORKING TOGETHER TO KEEP HENDRA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Hendra 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 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 – School Disciplinary Absences
- 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 Hendra 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.
## Hendra State School
### Responsible Behaviour Plan for Students

### Hendra State School
#### Internal Behaviour Referral Form (Optional)

<table>
<thead>
<tr>
<th>Problem Behaviour</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name:</strong></td>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Time:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Class:</strong></td>
</tr>
<tr>
<td><strong>Defiance/Disrespect</strong></td>
<td><strong>Playground</strong></td>
</tr>
<tr>
<td>Low intensity brief failure to follow directions</td>
<td><strong>Specialist Lesson</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Classroom</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Other</strong></td>
</tr>
<tr>
<td><strong>Defiance/Disrespect</strong></td>
<td><strong>Continued refusal to</strong></td>
</tr>
<tr>
<td><strong>Physical Contact</strong></td>
<td><strong>focus directions, talking back</strong></td>
</tr>
<tr>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td>or socially rude interactions.</td>
</tr>
<tr>
<td></td>
<td><strong>Physical Aggression</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Actions involving</strong></td>
</tr>
<tr>
<td></td>
<td><strong>serious physical</strong></td>
</tr>
<tr>
<td></td>
<td><strong>contact where</strong></td>
</tr>
<tr>
<td></td>
<td><strong>injury may occur</strong></td>
</tr>
<tr>
<td></td>
<td><strong>(e.g. hitting, punching, hitting with</strong></td>
</tr>
<tr>
<td></td>
<td><strong>an object, using</strong></td>
</tr>
<tr>
<td></td>
<td><strong>weapons (including knives)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>kicking, scratching</strong></td>
</tr>
<tr>
<td><strong>Inappropriate language</strong></td>
<td><strong>Repeated verbal</strong></td>
</tr>
<tr>
<td>Low intensity language (e.g. shut up, idiot etc)</td>
<td><strong>messages that involve</strong></td>
</tr>
<tr>
<td></td>
<td><strong>swearing or use of</strong></td>
</tr>
<tr>
<td></td>
<td><strong>words in an inappropriate way directed</strong></td>
</tr>
<tr>
<td></td>
<td><strong>at other individual or group</strong></td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td><strong>Disruption</strong></td>
</tr>
<tr>
<td>Low intensity but inappropriate disruption.</td>
<td><strong>Repeated behaviour</strong></td>
</tr>
<tr>
<td></td>
<td><strong>causing an interruption</strong></td>
</tr>
<tr>
<td></td>
<td><strong>in a class or playground.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>(e.g. yelling or screaming,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>noise with material,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>disrupting games,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>sustained out of seat behaviour etc)</strong></td>
</tr>
<tr>
<td><strong>Property Misuse</strong></td>
<td><strong>Vandalism</strong></td>
</tr>
<tr>
<td>Low intensity misuse of property.</td>
<td><strong>Student engages in</strong></td>
</tr>
<tr>
<td></td>
<td><strong>an activity that results</strong></td>
</tr>
<tr>
<td></td>
<td><strong>in substantial destruction or disfigurement of property</strong></td>
</tr>
<tr>
<td><strong>Bringing/using personal property at school</strong></td>
<td><strong>Bringing/using</strong></td>
</tr>
<tr>
<td>Access social media website such as Facebook during school hours</td>
<td><strong>personal property at school</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Possess items</strong></td>
</tr>
<tr>
<td></td>
<td><strong>(e.g. weapons including knives) that</strong></td>
</tr>
<tr>
<td></td>
<td><strong>could potentially affect the safety and wellbeing of</strong></td>
</tr>
<tr>
<td></td>
<td><strong>students and staff.</strong></td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td><strong>Dress Code</strong></td>
</tr>
<tr>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school.</td>
<td><strong>Refusal to comply with school dress code.</strong></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td><strong>Safety</strong></td>
</tr>
<tr>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
<td><strong>Student engages in</strong></td>
</tr>
<tr>
<td></td>
<td><strong>frequent unsafe activities</strong></td>
</tr>
<tr>
<td></td>
<td><strong>where injury may occur.</strong></td>
</tr>
<tr>
<td><strong>Dishonesty</strong></td>
<td><strong>Major Dishonesty</strong></td>
</tr>
<tr>
<td>Student engages in minor lying/cheating not involving any other person.</td>
<td><strong>Student delivers message that is untrue and / or deliberately violates rules and/or harms others</strong></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td><strong>Bullying</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Repeated teasing,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>physical and verbal intimidation of a student.</strong></td>
</tr>
</tbody>
</table>

### School Expectation Category

<table>
<thead>
<tr>
<th>Be SAFE</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be a Learner</th>
</tr>
</thead>
</table>

### Others involved in incident

<table>
<thead>
<tr>
<th>None</th>
<th>Peers</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
</table>
## Incident Report

**Student Name:**

**Person Completing Form:**

**Date:**

### PROBLEM BEHAVIOUR

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

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).
Be SAFE
Be RESPECTFUL
Be RESPONSIBLE
Be a LEARNER
Hendra State School – Consequence Level
Hendra State School – Consequence Level

Time Out
Hendra State School – Consequence Level

Hendra State School Consequence Level

Behaviour Plan
Hendra State School – Consequence Level

Hendra State School Consequence Level

Principal
What are you doing?
What should you be doing?
What will happen if you continue?
Hendra State School – Responsible Behaviour Plan for Students

Central to Hendra State School’s - Responsible Behaviour Plans for Students is our school rules:

- Be SAFE  - Be RESPECTFUL  - Be RESPONSIBLE  - Be a LEARNER

These rules apply at all times and in all situations at while students are attending Hendra State School or associated activities. These rules are publicised around the school and used in discussion with students about behaviour expectations.

The following table contains a number of “I will” statements that elaborate on the four basic school rules. Some statements appear under multiple rules.

<table>
<thead>
<tr>
<th>Be SAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I will keep my hands and my feet to myself.</td>
</tr>
<tr>
<td>• I will play safely and sensibly at school.</td>
</tr>
<tr>
<td>• I will wear an appropriate hat when I am outdoors.</td>
</tr>
<tr>
<td>• I will not enter an out of bounds area or classroom without the permission of a staff member.</td>
</tr>
<tr>
<td>• I will walk on all concrete pathways and at the adventure playgrounds.</td>
</tr>
<tr>
<td>• I will keep all sharp or dangerous objects at home e.g. knives and ring-pull cans.</td>
</tr>
<tr>
<td>• I will make good behaviour choices when coming to school or going home from school.</td>
</tr>
<tr>
<td>• I will arrive to class on time in the mornings and after first and second breaks.</td>
</tr>
<tr>
<td>• I will not bring to school or use at school, cigarettes, alcohol or non-prescribed drugs.</td>
</tr>
<tr>
<td>• I will sit and eat my food in the correct eating areas.</td>
</tr>
<tr>
<td>• I will not jump up to, or hang on to walkway beams or slide on seats.</td>
</tr>
<tr>
<td>• I will walk my bicycle within the school grounds.</td>
</tr>
<tr>
<td>• I will not wear facial make-up, fingernail polish or decorative jewellery to school. I am permitted to wear only studs or sleepers in my ears.</td>
</tr>
<tr>
<td>• I will give my mobile phone to a staff member when I arrive at school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be RESPECTFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I will use good manners, speak appropriately, show respect and cooperate with all students and adults.</td>
</tr>
<tr>
<td>• I will not swear or use inappropriate language at school.</td>
</tr>
<tr>
<td>• I will speak kindly and not hurt anyone’s feelings.</td>
</tr>
<tr>
<td>• I will wear my school uniform to school each day.</td>
</tr>
<tr>
<td>• I will care for all school property and equipment.</td>
</tr>
<tr>
<td>• I will take care of my belongings and not interfere with the belongings of others.</td>
</tr>
<tr>
<td>• I will arrive to class on time in the mornings and after first and second breaks.</td>
</tr>
<tr>
<td>• I will take pride in school environment.</td>
</tr>
<tr>
<td>• I will put all food scraps, food wrappings and other litter in the wheelie bins and do my best to make Hendra a tidy school.</td>
</tr>
<tr>
<td>• I will keep toys, swap cards and electronic equipment at home e.g. Tamagotchis and MP3 players</td>
</tr>
<tr>
<td>• I will not photograph or record the voice of students or staff members without their permission.</td>
</tr>
<tr>
<td>• I will give my mobile phone to a staff member when I arrive at school.</td>
</tr>
<tr>
<td>• I will sit and eat my food in the correct eating areas.</td>
</tr>
<tr>
<td>• I will not bring chewing gum or bubble gum to school.</td>
</tr>
</tbody>
</table>
Hendra State School – Responsible Behaviour Plan for Students

Be RESPONSIBLE
- I will take responsibility for my actions and accept the consequences of my behaviour.
- I will not interfere with the rights of teachers to teach and students to learn.
- I will take care of my belongings and not interfere with the belongings of others.
- I will take pride in school environment.
- I will put all food scraps, food wrappings and other litter in the wheelie bins and do my best to make Hendra a tidy school.
- I will arrive to class on time in the mornings and after first and second breaks.
- I will take pride in my appearance.
- I will give my mobile phone to a staff member when I arrive at school.
- I will not photograph or record the voice of students or staff members without their permission.
- I will make good behaviour choices when coming to school or going home from school.
- I will arrive to class on time in the mornings and after first and second breaks.
- I will keep toys, swap cards and electronic equipment at home e.g. Tamagotchis and MP3 players.
- I will keep my hands and my feet to myself.
- I will not bring chewing gum or bubble gum to school.

Be a LEARNER
- I will not interfere with the rights of teachers to teach and students to learn.
- I will take pride in my school work.
- I will try my hardest to complete all school and homework tasks.
- I will take care of my belongings and not interfere with the belongings of others.
- I will arrive to class on time in the mornings and after first and second breaks.
- I will give my mobile phone to a staff member when I arrive at school.
- I will keep toys, swap cards and electronic equipment at home e.g. Tamagotchis and MP3 players.
School Manners

The following list of manners represents the minimum that children are expected to display in their daily interactions at Hendra State School. Children who fail to use manners at school will be required to demonstrate the necessary behaviour and if appropriate, apologise for impolite behaviour.

“Excuse Me” then... Wait

Always say “Excuse me” and then wait when interrupting people who are talking or if you have to walk between people who are talking.

“Please” and “Thank you”

Always say “Please” and “Thank you” when asking for or receiving something from another person.

Knock & Wait

When you visit another room, it is polite to knock and wait until you are invited in or spoken to.

Use Correct Manners

When addressing or speaking to people, it is polite to use their name.
Essential Skills in Classroom Management Process

**Acknowledgement**
1. Non-verbal
   - Body language encouraging
2. Verbal
   - Descriptive encouraging
   - Praise
3. Visual representation of feedback e.g. sign work, tick work, draw star on paper, sticker, class determined reward etc

**Student behaviour**
- On Task / Appropriate
  - Yes
  - No
- Safe / Manageable
  - Yes
  - No

**Correction plan**
1. Selective attending
2. Redirect to the learning
3. Redirect, offer of teacher assistance
4. Give take-up time, use peripheral vision to monitor
5. Give 1st choice then follow through
6. Give 2nd choice then follow through
7. Implement school’s responsible behaviour plan for students.

**Crisis plan**
1. Observe for danger
2. Seek assistance
3. Harm reduction for:
   - other students
   - focus student (s)
   - self
4. Debrief
5. Restorative justice
Hendra State School – Responsible Behaviour Plan for Students

Hendra State School’s Classroom Management Plan

<table>
<thead>
<tr>
<th>Phase</th>
<th>Detail</th>
</tr>
</thead>
</table>
| Establish the environment | – Learn about members of the classroom to become sensitive to their individual needs  
– Establish a classroom environment where the needs of the students are met. These needs being survival, belonging, power, freedom and fun  
– Establish a physical classroom learning environment that is safe, comfortable and allows for minimal distractions and easy access to resources  
– Establish supportive, positive teacher-student relationships based on mutual respect  
– Establish with the students a list of democratically developed CLASS BEHAVIOUR EXPECTATIONS (class rules based on school rules)  
– Class discussion of reward system for appropriate behaviour  
– Develop and teach classroom procedures and routines to allow the class to function effectively during the year  
– Explicit SOCIAL SKILLS lessons  
– Develop a list of LOGICAL consequences, so the students knows what to expect for poor behaviour choices  
– OVER KILL IN THE FIRST FEW WEEKS AFTER A HOLIDAY RULES, PROCEDURES AND CONSEQUENCES, HOW TO BEHAVE AND WORK IN THE CLASS  
– Separate the deed from the doer  
– Assist students to take responsibility of their own behaviour – Responsible Thinking Process  
– ALWAYS RECOGNISE GOOD BEHAVIOUR  
– Use available support personnel to assist in supporting students academically and behaviourally, e.g. teacher aides, parent helpers, administration |
| Before | – Treat pupils with respect by listening to students opinions  
– Personally reviewing the methods used previously to determine the positives and negative aspects of the current behaviour management plan  
– Be very well prepared before the beginning of a class  
– Remain in charge of the classroom, but not in a hostile or authoritarian manner  
– Learn about members of the classroom to become sensitive to their individual needs  
– Stimulate the entire class to learn by planning fun, relevant learning experiences for all students  
– Analyse the appropriateness of the provided curriculum to infer whether it may lead to behaviour  
– Explicit SOCIAL SKILLS lessons  
– Remain calm and maintain the students’ dignity  
– Prevent misbehaviour ‘with-it-ness’ – BE AWARE OF WHAT IS GOING ON  
– ALWAYS RECOGNISE GOOD BEHAVIOUR  
– Involve all students by providing responsibilities within the classroom  
– Be encouraging at all times  
– Discuss with students the logical consequences for misbehaviour  
– BE POSITIVE  
– RUN A BUSINESS LIKE CLASSROOM  
– ALWAYS RECOGNISE GOOD BEHAVIOUR  
– Maintain momentum in lessons, keeping students interested, keeping students accountable for learning and making students feel monitored  
– Scan, move and think about position in the classroom  
– Be CONSISTENT  
– Maintain expectations for ALL students in ALL circumstances |
Hendra State School – Responsible Behaviour Plan for Students

**During**

<table>
<thead>
<tr>
<th>Inappropriate behaviour occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ALWAYS GIVE A WARNING – DO NOT USE THREATS - DO NOT BE DISTRACTED BY SECONDARY BEHAVIOURS</td>
</tr>
<tr>
<td><strong>Inappropriate behaviour continues</strong></td>
</tr>
<tr>
<td>• Step 1</td>
</tr>
<tr>
<td>▪ use non verbals: body language, physical proximity</td>
</tr>
<tr>
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<td>• Step 3 – TIME OUT (classroom withdrawal to cool-off area - student given the opportunity to rejoin the class in intervals of no more than 10 minutes) – Hendra State School LEVEL 1b Classroom Management [RECORD IN TIME OUT/DETENTION FOLDER]</td>
</tr>
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<tr>
<td>▪ STUDENT TO COMPLETE A MINIMUM 10 MINUTE DETENTION AT NEXT BREAK – STUDENT TO WORK ON RESTITUTION TASK</td>
</tr>
<tr>
<td>▪ TEACHER TO COMPLETE TIME OUT NOTE - time out note sent home, signed and to be returned to school – [RECORD ON ONE SCHOOL]</td>
</tr>
<tr>
<td><strong>Inappropriate behaviour continues</strong></td>
</tr>
<tr>
<td>• Step 4 - BEHAVIOUR PLAN – “Working it out” plan (student sent to buddy class and/or principal)– Hendra State School LEVEL 2 Classroom Withdrawal [RECORD IN TIME OUT/DETENTION FOLDER AND ONE SCHOOL]</td>
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<td>▪ remind student of logical consequence of repeated behaviour</td>
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<tr>
<td>▪ STUDENT TO COMPLETE A MINIMUM 1 X 20 MINUTES DETENTION AT NEXT BREAK – STUDENT TO WORK ON RESTITUTION TASK</td>
</tr>
<tr>
<td>▪ STUDENT TO COMPLETE WORKING IT OUT FORM DURING DETENTION - Teacher to contact (phone) parent and Behaviour Plan to be sent home, signed and returned – [RECORD ON ONE SCHOOL] A behaviour plan may be issued for repeated TIME OUTs.</td>
</tr>
<tr>
<td><strong>Inappropriate behaviour continues/ Serious incident</strong></td>
</tr>
<tr>
<td>• Step 5 - PRINCIPAL – Hendra State School LEVEL 3 Serious Incident - [RECORD IN ONE SCHOOL – REFER TO ADMIN]</td>
</tr>
<tr>
<td>▪ INCIDENT REPORT, SERIOUS INCIDENT LETTER SENT HOME, PRINCIPAL TO ARRANGE FORMAL MEETING WITH PARENTS - Behaviour Agreement developed and agreed to by all parties – [RECORD IN ONE SCHOOL], CONTACT EXTERNAL SUPPORT AGENCIES IF NECESSARY</td>
</tr>
<tr>
<td>▪ Student informed of logical consequence – minimum 1 x 20 minutes detention to complete restitution tasks and possible exclusion from extra-curricula activities, withdrawal from classroom/playground</td>
</tr>
</tbody>
</table>

**After**

<table>
<thead>
<tr>
<th>INFORM PARENTS AS NECESSARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allow students the opportunity to explain</td>
</tr>
<tr>
<td>• Apply logical consequences for misbehaviour</td>
</tr>
<tr>
<td>• Always deal with behaviour directly</td>
</tr>
<tr>
<td>Only sanction carefully targeted misbehaving students</td>
</tr>
<tr>
<td>Always a clean slate tomorrow</td>
</tr>
<tr>
<td>Communicate with student after incident welcome them back to the classroom</td>
</tr>
<tr>
<td>Evaluate behaviour management plan</td>
</tr>
</tbody>
</table>
Hendra State School’s Playground Management Plan

- Students need to be aware of the behaviour expectations upon which their playground behaviour will be judged by teachers on duty.
- Prevention is always more effective than correction in promoting appropriate behaviour, and one of the best preventive tools is positive reinforcement - Hand out Playground Gotchas for positive behaviour choices

Staff are on playground duty to ensure that the playground is a safe environment and that students in the playground are safe, respectful and responsible.

Key priorities for staff on playground duty
Focus on the primary behaviour rather than be diverted by the secondary behaviours
- Keep it simple and as unobtrusive as possible
- Control your proximity
- Be consistent but flexible
- Think relationships: watch, listen and laugh
- Move, move and move.
- Lead by example

*Always remind student of the playground expectations and OFFER CHOICE - Your choices are…
*Always remind student of consequence of repeated behaviour

<table>
<thead>
<tr>
<th>Before</th>
<th>Step 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Tactical ignoring</td>
<td>- remind student of the playground expectations and OFFER CHOICE</td>
</tr>
<tr>
<td>- Selective attending</td>
<td>- remind student of logical consequence of repeated behaviour</td>
</tr>
<tr>
<td>- Proximity</td>
<td>-</td>
</tr>
<tr>
<td>- Body language encouraging</td>
<td>-</td>
</tr>
<tr>
<td>- Waiting and scanning</td>
<td>-</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>WARNING – Hendra State School LEVEL 1a Playground Management</th>
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<tbody>
<tr>
<td>- Non-verbal redirection</td>
<td>- remind student of the playground expectations and OFFER CHOICE</td>
</tr>
<tr>
<td>- Distraction or diversion</td>
<td>- remind student of logical consequence of repeated behaviour</td>
</tr>
<tr>
<td>- Non-verbal directional action (e.g. whistle)</td>
<td>-</td>
</tr>
<tr>
<td>- Calling the student’s name</td>
<td>-</td>
</tr>
<tr>
<td>- Questioning to redirect</td>
<td>-</td>
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</tbody>
</table>

<table>
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<tr>
<th>Step 3</th>
<th>TIME OUT – Hendra State School LEVEL 1b Playground Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Description of reality</td>
<td>- remind student of the playground expectations and OFFER CHOICE</td>
</tr>
<tr>
<td>- Individual close talk</td>
<td>- remind student of logical consequence of repeated behaviour</td>
</tr>
<tr>
<td>- Verbal redirection — directive question</td>
<td>-</td>
</tr>
<tr>
<td>- Verbal redirection — directive statement</td>
<td>-</td>
</tr>
<tr>
<td>- Verbal redirection — directive statement</td>
<td>-</td>
</tr>
<tr>
<td>- Follow through — enforce consequences</td>
<td>-</td>
</tr>
<tr>
<td>- Move student to time out area</td>
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</tr>
</tbody>
</table>

- Student to complete restitution task – apology – if necessary

<table>
<thead>
<tr>
<th>Step 4</th>
<th>BEHAVIOUR PLAN – “Working it out” plan – Hendra State School LEVEL 2 Playground Withdrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Move student to detention room</td>
<td>-</td>
</tr>
<tr>
<td>STUDENT TO COMPLETE A MINIMUM 1 X 20 MINUTES DETENTION – DETENTION MAY OCCUR THE AT NEXT BREAK</td>
<td></td>
</tr>
<tr>
<td>STUDENT TO COMPLETE WORKING IT OUT FORM DURING DETENTION AND RESTITUTION TASK</td>
<td></td>
</tr>
<tr>
<td>Contact (phone) parent and Behaviour Plan to be sent home, signed and returned – [RECORD ON ONESCHOOL]</td>
<td></td>
</tr>
<tr>
<td>Step 5</td>
<td>PRINCIPAL – (Serious Incident) – Hendra State School LEVEL 3 Serious Incident</td>
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</table>

- Remove student from playground
- Have third party remove student from playground – refer to admin
- Remove audience from area
- Physical restraint (conditional)

INCIDENT REPORT, SERIOUS INCIDENT LETTER SENT HOME, PRINCIPAL TO ARRANGE FORMAL MEETING WITH PARENTS - Behaviour Agreement developed and agreed to by all parties – [RECORD IN ONESCHOOL]

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<tr>
<th>During</th>
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<tbody>
<tr>
<td>STUDENT TO COMPLETE – MINIMUM 1 X 20 MINUTES DETENTION TO COMPLETE RESTITUTION TASKS. POSSIBLE EXCLUSION FORM EXTRA-CURRICULA ACTIVITIES AND WITHDRAWAL FROM PLAYGROUND MAY BE A NATURAL CONSEQUENCE</td>
<td></td>
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</table>
Time out note
Date: ______________________
Dear: ______________________

Unfortunately _____________________________ has made some inappropriate behaviour choices in class today, disrupting his/her learning and the learning of others.

_________________________________________________________

_________________________________________________________

He/she received the following consequence/s for choosing this behaviour.

o 10 minutes time out during play time

Hopefully he/she will make the right choice tomorrow, so that everyone will be able to learn in a happy and enjoyable environment.

Regards,

______________________      ______________
Parent Signature      Date

(Please sign and return this note to Hendra State School)
Hendra State School
Behaviour Plan – “Working it out” plan

Name:___________________________________ Class:________________
Teacher:________________________________ Teacher:________________
What have I done?
__________________________________________________________________
__________________________________________________________________

Did I stop the teacher from teaching? Yes/No
Did I stop other students from learning? Yes/No
Did I cause others to feel unsafe? Yes/No
What rule have I broken?
__________________________________________________________________

What should I have done?
__________________________________________________________________
__________________________________________________________________

How am I going to solve the problem? (Restitution)
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
I have discussed this behaviour with ______________________ on
____________________ (day) at ______________ (time)
I, the parent/guardian of ______________________________ have sighted this plan and
discussed it with my son/daughter.
Comments:
__________________________________________________________________
__________________________________________________________________

____________________
Parent/guardian signature Date