Hamilton Island State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

2013 to 2015

1. Purpose

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

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

2. Consultation and data review

Hamilton Island State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2011-2013 also informed the development process.

The transitioning of Year 7 into secondary school in 2015 was taken into account, as we liaised with the local high school principal at cluster meetings to ensure our behaviour plan was consistent and allowed for a seamless transition for Year 7 students.

The Plan was endorsed by the Principal, the President of the Parents and Citizens Association and Assistant Regional Executive Director in September 2013, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Hamilton Island State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours which aligns with the school’s Learning and Wellbeing Framework. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Hamilton Island 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:
At Hamilton Island State School we are Proud Learners who are:

- Respectful
- Responsible
- & Safe

Our school rules have been agreed upon and endorsed by all staff and our school Parents & Citizens Association. 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 Hamilton Island State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
### Hamilton Island State School: Behaviour Expectations Matrix

<table>
<thead>
<tr>
<th>I am....</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Verandah</th>
<th>Eating Times</th>
<th>Toilets</th>
<th>Playground</th>
</tr>
</thead>
</table>
| **Safe** | • Keep bodies calm in line  
• Report any problems  
• Ask permission to leave any setting  
• Maintain personal space  
• Use furniture properly  
• Enter and exit rooms calmly  
• Keep bodies calm in line  
• Report any problems  
• Ask permission to leave any setting | • Maintain personal space  
• Use furniture properly  
• Enter and exit rooms calmly  
• Walk  
• Line up on white seats | • Walk  
• Stay in eating area to eat  
• Sit on chairs/floor  
• Place rubbish in the right bin | • Wash hands with soap and water  
• Keep water in the sink  
• One person per cubicle | • Use equipment for intended purpose  
• Mulch is for the garden  
• Participate in school approved games only  
• Stay in approved areas  
• Keep body to self (hands and feet to yourself) |
| **Respectful** | • Treat others the way you want to be treated  
• Be an active listener  
• Follow adult direction(s)  
• Use polite language (please and thank you)  
• Help keep the school orderly  
• Look after your property and the property of others  
• Be honest  
• Take care of yourself  
• Walk quietly so others can continue learning | • Be honest  
• Take care of yourself | • Eat only your food  
• Use a peaceful voice  
• Wait in line for tuck shop  
• Respect others personal space | • Allow for privacy of others  
• Clean up after yourself | • Line up when bell rings  
• Invite others who want to join in  
• Share materials  
• Use positive language  
• Take care of equipment |
| **Responsible** | • Be an active participant  
• Give full effort  
• Be a team player  
• Do your job  
• Be accountable for your choices  
• Be prepared for all activities  
• Be responsible for your learning  
• Be a risk taker – challenge yourself  
• Be organised  
• Make good choices  
• Do your own work  
• Be on time  
• Return to class promptly  
• Walk directly to intended destination  
• Plan ahead (what do I need?) | • Be a risk taker – challenge yourself  
• Be organised  
• Make good choices  
• Do your own work  
• Be on time  
• Return to class promptly  
• Walk directly to intended destination  
• Plan ahead (what do I need?) | • Use proper manners  
• Leave when adult excuses  
• Keep track of your belongings  
• Tidy up before you leave... lunch box away before playing | • Follow toilet procedures  
• Return to class promptly  
• Turn off the taps – be water wise  
• Use toilets for intended purposes | • Be a problem solver  
• Learn new games and activities  
• Report issues  
• Think before acting  
• Share play spaces |
| **A Proud Learner** | • I am proud of who I am  
• I come prepared for school  
• I represent my school with pride  
• I make good choices  
• I always report any problems  
• I am resilient, setbacks are part of learning  
• I try my best in every class  
• I participate in all classroom activities  
• I model appropriate behaviours for others to follow | • I try my best in every class  
• I participate in all classroom activities  
• I model appropriate behaviours for others to follow | • I always model appropriate behaviours  
• I make healthy choices | • I am honest about asking to go to the toilet | • I am a good team member |
These expectations are communicated to students via a number of strategies, including:

- behaviour lessons conducted by classroom teachers; and
- reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

Hamilton Island 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 Hamilton Island State School Responsible Behaviour Plan for Students 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.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1); and
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
  - Process for students to deal with low level Bullying incidents (Appendix 3).

Reinforcing expected school behaviour

At Hamilton Island 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 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.

Hamilton Island State School Positive Behaviour Badges

Staff members use behaviour charts in each classroom to monitor student behaviour throughout the day. At the end of each day students who finish on the top of their classroom chart are awarded with a positive behaviour sticker/stamp, collected in their personal behaviour books. When they collect 50 stickers/stamps they receive a silver badge on assembly. If they receive 100 stickers/stamps they receive a gold badge on assembly.

Hamilton Island State School Learner tokens

If students are successful in their school work or meeting the teacher’s expectations they receive a learner token. Students can use these tokens to get positive rewards.

Hamilton Island State School – Proud Learner Awards

At each assembly teachers present Proud Learner awards to students who have achieved personal learning goals and displaying consistent commitment to improvement.

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 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.
Targeted behaviour support:
The School Wide Positive Behaviour committee meets monthly to recommend and monitor targeted behaviour support strategies. The committee has a range of representatives including:
- Principal
- Teacher representing lower primary
- Teacher representing middle primary
- Teacher representing upper primary
- Teacher aide lower primary
- Teacher aide middle primary
- Teacher aide upper primary

Where targeted behaviour support is recommended by the committee, it may recommend that:
- an individual management plan be created by the Teacher, Parent and Principal
- the Teacher works with other staff members to develop appropriate behaviour support strategies
- the Teacher monitors the impact of support for individual students through continuous data collection
- Teacher makes adjustments as required for the student.

Intensive behaviour support
Hamilton Island 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.
- Teachers work together to develop appropriate behaviour support strategies;
- Teachers monitor the impact of support for individual students through continuous data collection;
- Teachers make adjustments as required for the student; and
- works with the Principal to achieve continuity and consistency.

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

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Principal.

Level 1 **Minor** behaviours are those that:
- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- 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;
• a re-direction procedure:
  1. name moves down the classroom behaviour chart
  2. names the behaviour that student is displaying;
  3. asks student to name expected school behaviour;
  4. states and explains expected school behaviour if necessary; and
  5. gives positive verbal acknowledgement for expected school behaviour.

**Level 1 Minor** behaviours result in a rule reminder from the teacher. 3 consecutive rule reminders result in the student being removed to timeout to reflect on the 3 reminders that occurred. (Appendix 7) The student then returns the reflection to the teacher and joins back in the lesson.

**Major** behaviours are those that:
• Significantly violate the rights of others;
• Put others/self at risk of harm; and
• Require the involvement of the Principal.

**Level 2 Major** behaviours result in the student being sent to buddy class with the ‘make a plan’ sheet. (Appendices 8 and 9) Student misses next playtime and completes a level 2 refection with the Teacher/Principal. (Appendix 5)

**Level 3 Major** behaviours result in the student being removed to meet with the Principal. Student completes a reflection, parent contact is made and meeting is arranged. The following actions may occur:
• Referral to Guidance Officer
• Level 3 reflection with the Principal (Appendix 6)
• Suspension from school

Students who engage in very serious problem behaviours such as major violent physical assault or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

All children who are suspended from Hamilton Island State School have Behaviour Support Plans constructed collaboratively with the teacher, child, parent/caregiver.

**Relate problem behaviours to expected school behaviours**
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
• Articulate the relevant expected school behaviour;
• Explain how their behaviour differs from expected school behaviour;
• Describe the likely consequences if the problem behaviour continues; and
• Identify what they will do to change their behaviour in line with expected school behaviour.

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

**Ensuring consistent responses to problem behaviour**
At Hamilton Island State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.
Students also receive training about how to respond when other students display problem behaviour and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. A Principal or staff member of Hamilton Island State School has the power to temporarily remove property from a student as per the procedure Temporary Removal of Student Property by School Staff.

Professional Development Essential skills for classroom management (ESCM) – Classroom Profiling (Teacher strategies)

Essential skills for Classroom Management (ESCM), created by Mark Davidson, are the skills teachers at Hamilton Island State School use to shape their classroom teaching and learning environment. These strategies require teachers to use positive reinforcement as a means to re-direct student behaviour and recognise and praise positive student behaviour. Teachers at Hamilton Island State School are profiled once a term by an Advanced Classroom Profiler to reflect on their practice and management skills.
Hamilton Island State School Inappropriate Behaviour Levels and Consequences

<table>
<thead>
<tr>
<th>Minor Behaviours</th>
<th>Major Behaviours</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management steps</strong></td>
<td><strong>Buddy Class &amp; Reflection Centre (No Lunch time Play)</strong></td>
<td><strong>Referred to the Principal</strong></td>
</tr>
<tr>
<td>Warning/verbal redirection</td>
<td>Level 1</td>
<td>Level 3</td>
</tr>
<tr>
<td>Persistent minor behaviours - cooling off strategy (timeout)</td>
<td>Student sent to buddy class with the ‘make a plan’ sheet. Student misses next play and completes a level 2 reflection with the Teacher/Principal</td>
<td>Parents called, meeting arranged, student removed from classroom and/or school</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
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<tr>
<td>• Calling out</td>
<td>• Low level teasing</td>
<td>• Offensive language at staff</td>
</tr>
<tr>
<td>• Talking while teachers talking</td>
<td>• Offensive language at students (Written/Verbal)</td>
<td>• Consistent bullying</td>
</tr>
<tr>
<td>• Interrupting</td>
<td>• Minor Graffiti/Vandalism – usually with pencil/pen</td>
<td>• Wilful property damage – school, staff or student equipment</td>
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<tr>
<td>• Unnecessary noises</td>
<td>• Disrespectful towards teacher</td>
<td>• Consistent cultural demeaning comments made towards students</td>
</tr>
<tr>
<td>• Low level teasing</td>
<td></td>
<td></td>
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<tr>
<td>• Swearing to yourself</td>
<td></td>
<td></td>
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<tr>
<td>• Winging</td>
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<tr>
<td>• Petty theft</td>
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<tr>
<td><strong>Be Safe</strong></td>
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<td></td>
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<tr>
<td>• Swinging on your chair</td>
<td>• Intentional low level harm to another student</td>
<td>• Non intentional high level harm causing physical injury</td>
</tr>
<tr>
<td>• Tapping/swinging equipment</td>
<td>• Leaving classroom without permission.</td>
<td>• Intentional physical harm towards a student or staff member causing physical injury</td>
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<tr>
<td>• Running in the classroom</td>
<td>• Intentionally throwing low risk objects that is considered dangerous</td>
<td>• Threatening</td>
</tr>
<tr>
<td>• throwing objects around the room at students</td>
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<td></td>
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<tr>
<td>• Touching other students or their property (game)</td>
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<td></td>
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<tr>
<td><strong>Be Responsible</strong></td>
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<tr>
<td>• Sharpening pencils constantly</td>
<td>• Continually not following the rules in the playground after several reminders</td>
<td>• Intentionally running away outside of school grounds to disobey staff instructions.</td>
</tr>
<tr>
<td>• Out of seat (disruptive)</td>
<td>• Low level Incident during time in Buddy class</td>
<td>• Refusing to go to Buddy class</td>
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<tr>
<td>• Cheating</td>
<td>• Refuse to go to buddy class</td>
<td>• High level incident during buddy class or Reflection time.</td>
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<tr>
<td>• Lying</td>
<td>• Uncontrolled tantrum</td>
<td></td>
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<tr>
<td>• Poor attitude</td>
<td>• Running away outside of school grounds</td>
<td></td>
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<tr>
<td>• returning late to class after a break</td>
<td>• Stealing</td>
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<tr>
<td>• Sulking</td>
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<tr>
<td>• Encouraging other students to break the rules</td>
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<tr>
<td>• Not following directions</td>
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<tr>
<td>• Task refusal of work at appropriate level</td>
<td></td>
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<tr>
<td>• Bring technology equipment to school</td>
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<tr>
<td><strong>Be a Proud Learner</strong></td>
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<td></td>
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<tr>
<td>• Not on task</td>
<td>• Restorative reflection (Teacher/Principal)</td>
<td>• Parents/Carers contacted</td>
</tr>
<tr>
<td>• Off task talking</td>
<td>• Possible contact with parents/carers on repeat offenses</td>
<td>• Plan developed</td>
</tr>
<tr>
<td>• Not listening</td>
<td>• Missing out on play/privileges/excursion</td>
<td>• Suspension</td>
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<td></td>
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<td>• Detention with the principal</td>
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</table>
6. Emergency or critical incident responses
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. All staff members receive training each year in handling emergency or critical incidences appropriately. Formal debriefing for staff and students is led by a staff member trained in the process who has not been involved in the event.

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

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

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

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

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member; and/or
- posing an immediate danger to him/herself or to others.

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

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

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

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

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

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

- incident report (OneSchool);
- Health and Safety incident record (link); and
- Debriefing report (for student and staff) (Appendix 4).

**7. Network of student support**
Students at Hamilton Island State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Principal
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain.

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
- Local Council

**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.

Hamilton Island State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state;

recognising the rights of all students to:
- express opinions in an appropriate manner and at the appropriate time;
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
- receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- 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
- Invasion of Privacy Act 1971 (Queensland Legislation)

11. Some related resources

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

Endorsement

Principal

P&C President

Assistant Regional Director

Effective Date: 1 July 2013 – 1 July 2015
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 discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

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 Hamilton Island State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination, among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the
purpose of bullying\(^1\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur. Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

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

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.

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 2

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

Purpose
1. Hamilton Island State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
   - raising achievement and attendance;
   - promoting equality and diversity; and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Hamilton Island 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 Hamilton Island 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; and
   - young carers or children in care.

5. At Hamilton Island 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 Hamilton Island State School are an addition to our already research-validated school wide 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 school wide 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; and
- 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. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. 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.

11. 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.

12. 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 Hamilton Island 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’.

13. Hamilton Island 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.
Anti-Bullying Strategy – Hi 5

What is Hi 5?
- It is an effective strategy to develop problem-solving strategies for our students.
- A whole campus approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

Values and Hi 5
- Values - used to foster better relationships, personal achievement and improved student wellbeing.
- Hi 5 - used to build student’s social skills and resilience.
- Creates a safe and disciplined learning environment.

Core Beliefs
- A safe, happy school
- Use build-ups (nice talk)
- No put downs (Yelling Verbal Abuse)
- No Bullying, No Violence

<table>
<thead>
<tr>
<th>Build Ups</th>
<th>Put Downs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive, supportive words you can say to people about their behaviour contribute to:</td>
<td>Can be a habit, a quick reply without thinking or a conscious mean, nasty response.</td>
</tr>
<tr>
<td>• Positive outcome</td>
<td>• Verbal/Non verbal</td>
</tr>
<tr>
<td>• Establishment of positive relationships</td>
<td></td>
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<tr>
<td>• Positive self-image</td>
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</tbody>
</table>

Zero tolerance to bullying, harassment, physical assault.
As a School Community:
- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying.

Do the High 5:
STEP 1 - Stop it I don’t like it (CALM)
STEP 2 - Ignore
STEP 3 - Stop it I don’t like it (FIRM)
STEP 4 - Tell a teacher
STEP 5 - Report to the Principal

**Step 1 – Stop It I don’t like it (CALM)**
Use a calm voice.
- Describe the behavior you want them to stop
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.

**Step 2 - Ignore**

- Pretend you didn’t hear or see it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- **USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.**

**Step 3 – Stop It I don’t like it (FIRM)**

- Use a firm voice.
- Describe the behavior you want them to stop
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.

**Step 4 – Tell a teacher**

- Tell a teacher.
- Bystanders - support and report.
- Teacher

**Step 5 – Report to the principal**

- If the bully is being persistent after a teacher has told them to stop report to the principal
- These are only for serious cases of bullying

**Reporting Vs Dobbing:**

- Children need to know the difference between reporting and dobbing.
- **Reporting** is helping/getting yourself out of trouble.
- **Dobbing** is trying to get someone in trouble using a whiny voice.

**Asking the teacher for support:**

Teacher dialogue should take the following format:
- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Have you tried the Hi 5?)
- Do you want a solution?
- What sort of solution do you want?

**Reporting straight away**

- If the issue involves **health** or **safety**- children to report straight away to a teacher.
They are not to solve problem themselves. e.g. Incidents of physical danger - Child running out of school gates

**Reporting Phase**

Role of Teacher:

- Investigate and discuss incident with child.
- Refer to detention/advise Class Teacher
- Serious refer to Administration

Success occurs when children can not only *talk the talk* but *walk the walk.*
High 5 – Anti-Bullying Strategy

When someone does something that may get you upset do the High 5

**STEP 1** - Stop it I don’t like it (CALM)
**STEP 2** - Ignore
**STEP 3** - Stop it I don’t like it (FIRM)
**STEP 4** - Tell a teacher
**STEP 5** - Report to the Principal
Appendix 4

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

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

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
# Appendix 5

## Level 2 - Inappropriate Behaviour Reflection (Teacher or Principal)

<table>
<thead>
<tr>
<th>Name: _________________</th>
<th>Date:_________</th>
<th>OneSchool Report: Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you do?</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Where does what you did sit on the unacceptable behaviours and consequences matrix outlined in the school’s Responsible Behaviour Plan for Students?</td>
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<td></td>
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<table>
<thead>
<tr>
<th>Negative outcome</th>
<th>Positive outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did your actions affect others/yourself/environment?</td>
<td>What could you have done?</td>
</tr>
<tr>
<td>How did you feel at the time?</td>
<td>How would this make others feel?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative consequences</th>
<th>Positive Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you fix things?</td>
<td></td>
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<th></th>
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<tbody>
<tr>
<td>What will happen if you make the same negative decision again?</td>
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<th></th>
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<tbody>
<tr>
<td>Do you feel like this has been a fair session? Yes or No (Why?)</td>
<td></td>
</tr>
<tr>
<td>What have you learnt, What will you do in the future?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal/Teacher sign: _________________</th>
<th>Student sign: _________________</th>
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</thead>
</table>

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*Queensland Government*
Level 3 - Inappropriate Behaviour Reflection (Principal Only)

Name: _______________ Date:_________ OneSchool Report: Yes

<table>
<thead>
<tr>
<th>Situation?</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Your Decision “Did it”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative outcome</td>
</tr>
<tr>
<td>How did your actions affect others/yourself/environment?</td>
</tr>
<tr>
<td>What could you have done?</td>
</tr>
<tr>
<td>Positive outcome</td>
</tr>
<tr>
<td>How did you feel at the time?</td>
</tr>
<tr>
<td>How would this make others feel?</td>
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<table>
<thead>
<tr>
<th>Negative consequences</th>
<th>Positive Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Sad Face]</td>
<td>![Happy Face]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How can you fix things?</th>
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</tr>
</tbody>
</table>

Principal sign: _______________ Student sign: _______________ Parent sign: _______________
Appendix 7

Timeout to Re-Think
Calm Down
Now you’re calm
What did you do?

What was your first warning for?
____________________________________

What was your second warning for?
____________________________________

What was your third warning for?
____________________________________

Q2. What do you need to do to improve your behaviour?

Q3. What will happen if you continue to break the classroom rules?

When you’re ready to join in and work hard show your teacher your reflection
Hamilton Island State School - Lower Buddy Class Plan

Name ................................ Teacher ............................ Class .......... Date .............

I have interrupted classroom learning by:

1st warning

2nd warning

3rd warning

After Time-out

What better choices will I make when I go back to class? Circle

BE SAFE    BE RESPECTFUL    BE RESPONSIBLE    BE A PROUD LEARNER

Draw a picture of what better choices will look like in the classroom.

Student Signature ______________ Teacher Signature ______________
Appendix 9

Hamilton Island State School - Upper Buddy Class Plan

Name ……………………… Teacher ……………………… Class ………. Date …………

I have interrupted classroom learning by:

1st warning

___________________________________________________________________________

2nd warning

___________________________________________________________________________

3rd warning

___________________________________________________________________________

After time-out

___________________________________________________________________________

What should I have been doing? (Highlight from campus rules and expectations)

___________________________________________________________________________

___________________________________________________________________________

What better choices will I make when I go back to class?

BE SAFE      BE RESPECTFUL      BE RESPONSIBLE      BE A PROUD LEARNER

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

What will happen if I disrupt classroom learning again?

___________________________________________________________________________

I need to have an interview with my teacher and show them my plan. If the teacher is happy with my plan, I can return to class. If my plan is not followed I will be sent to the Principal.

Student Signature ______________ Teacher Signature ______________