Humpybong State School’s

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

1. Purpose
Humpybong 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
Humpybong 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 2013 - 2014. A review of school data sets from 2012-2014 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement
All areas of Humpybong 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 school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Humpybong 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 values to teach and promote our high standards of responsible behaviour:
- Consideration
- Appreciation
- Respect
- Effort

These are articulated under these focus areas of:
- Self
- Others
- Learning
- Property

Care Expectations (Appendix 1)

Our school expectations 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 Humpybong 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been developed for each of our four school expectations. The Schoolwide Expectations Teaching Matrix below outlines our agreed specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
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<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td><strong>CLASSROOM &amp; LEARNING ENVIRONMENTS</strong></td>
</tr>
<tr>
<td><strong>ONLINE</strong></td>
</tr>
<tr>
<td><strong>PLAYGROUND &amp; UNDER COVERED AREAS</strong></td>
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<tr>
<td><strong>EATING TIMES &amp; TUCKSHOP</strong></td>
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<tr>
<td><strong>TOILETS</strong></td>
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<td><strong>BEFORE/ AFTER SCHOOL &amp; OFF CAMPUS</strong></td>
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<tr>
<td><strong>TRANSITIONS</strong></td>
</tr>
<tr>
<td>▪ Be on time</td>
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<tr>
<td>▪ Follow instructions straight away</td>
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<tr>
<td>▪ Clean up after yourself</td>
</tr>
<tr>
<td>▪ Own your own behaviour</td>
</tr>
<tr>
<td>▪ Wear the school uniform with pride</td>
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<tr>
<td>▪ Be a positive role model</td>
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<tr>
<td>▪ Be prepared and organised for school and learning every day</td>
</tr>
<tr>
<td>▪ Ask permission to leave the classroom and sign out with a lanyard</td>
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<tr>
<td>▪ Take an active role in classroom activities</td>
</tr>
<tr>
<td>▪ Be honest</td>
</tr>
<tr>
<td>▪ Follow classroom routines and expectations</td>
</tr>
<tr>
<td>▪ Keep any usernames or passwords private</td>
</tr>
<tr>
<td>▪ Follow all teacher instructions about keeping private information off online sites</td>
</tr>
<tr>
<td>▪ Be courteous and polite in all online communications</td>
</tr>
<tr>
<td>▪ Post only appropriate content online</td>
</tr>
<tr>
<td>▪ Participate in school approved games</td>
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<tr>
<td>▪ Wear shoes and socks at all times</td>
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<tr>
<td>▪ Be sun safe; wear a broad brimmed hat</td>
</tr>
<tr>
<td>▪ Stay dry during wet weather breaks</td>
</tr>
<tr>
<td>▪ Stay in correct play area</td>
</tr>
<tr>
<td>▪ Walk on concrete</td>
</tr>
<tr>
<td>▪ Place Tuckshop orders before school and collect lunches according to year level</td>
</tr>
<tr>
<td>▪ Money is kept in a labelled safe, zipped or closed pocket</td>
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<tr>
<td>▪ Wash hands before eating</td>
</tr>
<tr>
<td>▪ Go quickly and quietly to the toilet with feet on the correct path</td>
</tr>
<tr>
<td>▪ Wash hands after using the toilet and before eating food</td>
</tr>
<tr>
<td>▪ Follow before school procedures – bikes, late slips, arrive no earlier than 8.15am and no later than 8.45am and be seated in the correct area</td>
</tr>
<tr>
<td>▪ Use own bike/scooter only</td>
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<tr>
<td>▪ Wait in orderly lines until the bus stops</td>
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<tr>
<td>▪ Represent the school with pride and always wear the school uniform</td>
</tr>
<tr>
<td>▪ Enter and exit room in an orderly manner</td>
</tr>
<tr>
<td>▪ Wait quietly for the teacher</td>
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</tbody>
</table>
### Care for Others
- Use polite language
- Wait your turn
- Use SOL’s 5 to solve problems
- Keep hands, feet and objects to yourself
- Respect others and treat them the way you wish to be treated
- Encourage and support others

- Be a cooperative class member
- Talk in turns
- Appreciate others’ contributions
- Speak respectfully

- Report any unacceptable behaviour to a teacher
- Respect others’ rights to use online resources free from interference or bullying

- Be a problem solver
- Use SOL’s 5
- Play fairly – take turns, invite others to join in and follow rules
- Look after friends and those left out

- Wait for teacher dismissal before leaving eating area
- Respect the privacy of others
- Travel to and from the toilet in a group of two or three and always wear a lanyard during class time

- Respect others’ rights to use online resources free from interference or bullying
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### Care for Learning
- Practise whole body listening
- Respect the rights of others to learn and teachers to teach
- Be in the right place at the right time
- Always have a go to do my best
- Ask for help when needed

- Raise your hand to speak
- Be a good listener
- Follow the bookwork policy and take pride in everything
- Stay on task and complete set work
- Submit completed homework on time
- Know Learning goals and work towards achieving them

- Participate in the use of approved online sites and educational games only
- Learn the playground expectations
- Eat healthy food first

- Return to the classroom in good time
- Go to the toilet during breaks and before and after school
- Have your bus pass ready
- Hand in all forms for off campus activities by due date
- Follow directions and stay with the group
- Complete excursion tasks neatly and with best effort

- Move peacefully in single file
- Walk to the left along pathways

- Walk quietly and in an orderly way so that others are not disturbed during learning times
As the model depicts, the creation of a supportive school (or classroom) environment depends on effective management of three elements:

- Relationships
- Organisation
- Curriculum

This management focus extends throughout all levels of behaviour support, from prevention through to intensive intervention.
These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies;
- Reinforcement during active supervision by staff during classroom and non-classroom activities.

Exemplar of SOL Lessons (Appendix 2)
Behaviour Rubric (Appendix 3)
Front Ended Lunches (Appendix 4)
Class Profile Document (Appendix 5)

Humpybong State School implements the following proactive and preventative processes and strategies to support student behaviour:
- School Wide Positive Behaviour Support (SWPBS) Team and the provision of a SWPBS Coach
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- School wide processes include: use of lanyard for students exiting classrooms; buddies for new students; classroom buddy program; front ending play at first lunch;
- School Behaviour Leadership team members regularly provide information to staff and parents, and support others in sharing successful practices;
- Comprehensive induction programs in the Humpybong State School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- Individual Behaviour Support Plans are 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.

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School (Appendix 6);
- Mobile Phone Policy and Agreement (Appendix 7);
- School Policy for Preventing and Responding to Incidents of Bullying Behaviour (Appendix 8);
- SOL’s 5 Response to Bullying Behaviour (Appendix 8a);
- Appropriate Use of Social Media (Appendix 9);
- Internet/Intranet/Email Student Agreement (Appendix 10);
- Excursion/Interschool Sport/Camping Policy (Appendix 11);
- Dress Code (Appendix 12);
- Evacuation Policy (Appendix 13a)
- Lockdown Policy (Appendix 13b)

Reinforcing expected school behaviour
At Humpybong State School, communication of our key messages about behaviour is supported 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 and rewards.

Humpybong State School Positive Acknowledgement Systems:
- SOL Gotcha Tickets:
  Staff members hand out SOL Gotcha tickets each day to students when they observe them following our school behaviour expectations in both classroom and non-classroom settings. This reinforcement occurs continually throughout the day. Students collect these tickets and glue them into their SOL Lesson books to keep a tally of how many tickets in each C.A.R.E area they have earned. Tickets are never taken off students as a consequence for problem behaviour.
- SOL Ten Club:
  The SOL Gotcha Tickets are tallied by students and a record kept in their SOL lesson books. When a student has earned 10 SOL Gotcha tickets from any area, they are entitled to join the SOL
Ten Club. The class teacher checks that the student has 10 tickets, completes a SOL Ten Club certificate for the student and forwards it to the Deputy Principal to be awarded on assembly.

SOL Wrist Bands:
When a student has collected ten SOL Gotcha tickets in a particular C.A.R.E focus area, they are eligible to receive the matching coloured SOL wrist band. The class teacher checks the student has 10 tickets from one C.A.R.E focus area, and notifies the Deputy Principal who organises for the student to be awarded the matching coloured wrist band on assembly.

SOL Starfish:
At the end of each term, students with no behaviour infringements will receive a SOL Starfish award to recognise their constant adherence to school behaviour expectations.

Students of the Week:
Each fortnight, teachers select two students to receive a Student of the Week award at the relevant assembly. Students are selected on the basis of demonstrating either the C.A.R.E focus area for the fortnight or outstanding examples of another C.A.R.E focus area that fortnight. Phone contact or note is sent home to parents the Friday prior to the assembly, notifying them of the award and inviting them to attend the assembly.

SOL Library Trophies – Junior and Senior
The SOL Library Trophies for the Junior and Senior schools are awarded at each Assembly. It is based on the students’ Sports House Groups where points are awarded for borrowing and returning Library Books, positive behaviours seen in the Library by Staff and a method to award reliable Library Computer Monitors. It allows an affirmative recognition of appropriate behaviours, a way the Library can be seen in a positive light and engenders enthusiastic competition amongst the students for their House Groups.

Attendance Certificates:
Four times a year, attendance certificates are awarded to students with 100% and 96% (with explained absences) attendance during the previous term and at the end of each semester.

Principal’s Commendation Award:
Each semester, the Principal’s Commendation Award is issued to students who meet the following criteria:
- As and Bs for effort in their report cards for the semester
- An A grade for overall behaviour in their report card for the semester
- 94%+ attendance overall for the semester
This award is presented on assembly.

Classroom Reward Systems:
Each teacher has developed their own classroom reward systems to further acknowledge and reinforce the expectations of the school, classroom and non-classroom environments. These are often negotiated with students and regularly reviewed for engagement and effectiveness.

Responding to unacceptable behaviour
1. 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 C.A.R.E. for Self, Others, Learning and Property. 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.
Aligning to the school’s value of C.A.R.E. all staff are expected to be vigilant in responding to individual student needs (physical, social, emotional and intellectual). When a staff member identifies a student in need they are able to complete either:

- a confidential Teacher CARE Referral Form (Appendix 14a) and submit this to the class teacher for their follow up and action; or
- a confidential Principal CARE Fund Referral Form (Appendix 14b) and submit this to the Principal for follow up and action

2. Targeted behaviour support:

Each year a small number of students at Humpybong State School are identified through our data as requiring additional targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students identified for targeted behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

The targeted behaviour support is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an understanding of the behaviour, learning environment and curriculum adjustments, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Examples of some targeted support options:

This list is just a small sample of the range of targeted support options available to administration, school staff and parents. Each targeted support is individualised to support the need of the school, the students and the situation so as to maximise a safe and supportive environment for all.

<table>
<thead>
<tr>
<th>Level A Support</th>
<th>Level B Support</th>
<th>Level C Support</th>
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<tbody>
<tr>
<td>Regular communication with parents</td>
<td>Regular communication with parents</td>
<td>Regular communication with parents</td>
</tr>
<tr>
<td>Referral to Student Support Services</td>
<td>Individualised Daily Feedback Cards (Appendix 16)</td>
<td>Individualised daily feedback card</td>
</tr>
<tr>
<td>Chaplaincy Support</td>
<td>Supported Play</td>
<td>Referral to Student Support Services</td>
</tr>
<tr>
<td>Social Skills Program (Friends/Team Up etc)</td>
<td>Social Skills Program</td>
<td>Guidance Support</td>
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<tr>
<td>Behaviour Travel Card (Appendix 15)</td>
<td>Transition Support between environments</td>
<td>Individualised Timetable Support</td>
</tr>
<tr>
<td>Referred to DP or HOSES</td>
<td>Guidance Support</td>
<td>Supported Play</td>
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<td></td>
<td>Data gathering processes</td>
<td>Intensive teacher/teacher aide support</td>
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<td></td>
<td>(Individualised Behaviour Support Plan if appropriate)</td>
<td>Individualised Behaviour Support Plan</td>
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Students whose behaviour does not improve through targeted behaviour support intervention, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
3. Intensive behaviour support: Behaviour Support Team
Humpybong 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. The Intensive Behaviour Support Team:
- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- works with the School Behaviour Leadership Team to achieve continuity and consistency; and
- accesses support from other EQ provided services and external agencies where relevant.

Individual Behaviour Support Plan (IBSP) Blank Template – (Appendix 17)
Re-Entry Template (Appendix 18)

5. Consequences for unacceptable behaviour
Humpybong 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. A One School Behaviour Referral Form (Appendix 19) is used to record all minor and major problem behaviour. The recording of three repeated minor behaviours constitutes a major behaviour.

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

Minor behaviours are those that:
- are minor breaches of the school expectations;
- do not seriously harm the student or cause harm to others;
- 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 re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence that is 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.

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

Major behaviours are categorised according to a ‘red zone’ or an ‘orange zone’. Red Zone behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members remain calm. Immediate contact is made with administration for support. Orange Zone behaviours may be managed by the staff member. When appropriate the staff member states the major problem behaviour to the student and reminds them of the school expectations and follows the applicable Responsible Behaviour Process. The staff member then completes the One School referral form and refers to Administration.
Major problem behaviours may result in the following consequences:

- **Orange Zone**: Parent notification, Time in office, removal to Chill Out class, referral to Time Out, alternate lunchtime activities, loss of privilege, restitution, loss of break times, be restricted from attending activities outside of the school grounds (such as excursions, interschool sport, camps), warning regarding future consequence for repeated offence, Targeted Behaviour Support strategies and intervention;

- **Red Zone 1**: Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school; and/or

- **Red Zone 2**: 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 suspended with a recommendation for exclusion.

*Students returning from suspension can expect to be supported through strategies at Orange Zone level.*

Definitions of Minor Problem Behaviours with examples and non-examples (Appendix 20a)
Definitions of Major Problem Behaviours with examples and non-examples (Appendix 20b)
Behaviour Incident Report – Checklist of Questions when following up an incident (Appendix 21)

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

**Ensuring consistent responses to problem behaviour** –

*Responsible Behaviour Process Flowchart – Classroom (Appendix 22);*
*Responsible Behaviour Process Flowchart - Playground (Appendix 23);*
*Self-Reflection Sheets and Letters:*
  - Classroom Self-Reflection Sheet Junior (Appendix 24a)
  - Classroom Reflection Sheet Senior (Appendix 24b)
  - Chill Out Classroom Letter from Principal (Appendix 24c)
  - Playground Self-Reflection Sheet (Appendix 24)
  - Playground Self-Reflection Sheet Senior (Appendix 24d)
  - Playground Time Out Letter from Deputy Principal (Appendix 24e)

At Humpybong 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 in how to respond appropriately 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.
6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

Working Together to Keep Humpybong State School Safe (Appendix 25);

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
1. Avoid escalating the problem behaviour: Relocate others from the immediate environment and call for administration support. 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.

2. 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.

3. 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.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct the student to an alternate location. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. 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.

6. Debrief Others: Provide others with an opportunity to share their concerns and feelings and acknowledge the impact of that event. Discuss possible ways to support restitution.

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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Humpybong 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 the student and 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.
See:
Recording Documentation - Use of Physical Restraint (Appendix 26)
Debriefing Report – After Emergency or Critical Incident (Appendix 27)

7. Network of student support
Students at Humpybong State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:
• Parents
• Teachers
• Support Staff
• Head of Curriculum
• Administration Staff
• Guidance Officer
Through:
• Bucket Filling
• Social Emotional Learning Activities
• New Friend Buddies
• Class Buddies
• Peer Mentors

External 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)
• Referral for Active Intervention (RAI)
• Youth At Risk Network (YARN)
• Police
• Local Council
• Encircle (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.

Humpybong 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:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o 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 Act 2011
• Workplace Health and Safety Regulation 2011
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

10. Related policies and procedures
• Statement of expectations for a disciplined school environment policy
• 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
• Working Together – Understanding Student Violence in Schools
• Working Together Toolkit – A Toolkit for Effective School Based Action Against Bullying

11. Some related resources
• Bullying. No Way!
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses
• www.kenringby.net

Endorsement

Principal

P&C President

Date: 12/11/14

Effective Date: 1 January 2015 – 31 December 2016
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### Appendix 1: C.A.R.E. Expectations

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<th>Staff</th>
<th>Parents/Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consideration</strong></td>
<td><strong>Appreciation</strong></td>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td>- Using manners – Please, Thank you, Excuse me; walk around people/groups talking together; wait your turn; knock on the door and wait to be invited in</td>
<td>- Using manners</td>
<td>- Using manners</td>
</tr>
<tr>
<td>- Acknowledge others when appropriate – Good morning; use names if possible</td>
<td>- Clear communication</td>
<td>- Booking appointments to discuss child’s progress</td>
</tr>
<tr>
<td>- Helping others</td>
<td>- Understanding of student/family/staff circumstances</td>
<td>- Communicating with the school and teacher/s when circumstances change and when situations arise that may affect the child’s performance, learning or concentration</td>
</tr>
<tr>
<td>- Recognise if someone is upset and ask if they are OK</td>
<td>- Acknowledgement of work and professionalism</td>
<td>- Attend parent information sessions and 3-way reporting</td>
</tr>
<tr>
<td>- Walking around the school – keeping noise levels down</td>
<td>- Working together – we all own all the students</td>
<td>- Volunteering time and support for school and class events</td>
</tr>
<tr>
<td>- Letting others learn by not interrupting or disrupting</td>
<td>- Providing assistance and sharing ideas to improve all student learning outcomes</td>
<td>- Supporting P&amp;C functions</td>
</tr>
<tr>
<td><strong>Consideration</strong></td>
<td><strong>Appreciation</strong></td>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td>- Fill another person’s bucket</td>
<td>- Fill another person’s bucket</td>
<td>- Fill another person’s bucket</td>
</tr>
<tr>
<td>- Acknowledge other people’s work and effort (‘well done’, ‘keep trying’, ‘good luck’, ‘thank you’, ‘congratulations’)</td>
<td>- Acknowledgement of peers, parents and students work and contributions</td>
<td>- Acknowledgement of other parents, staff and students work and contributions</td>
</tr>
<tr>
<td>- Including others in activities and games</td>
<td>- Working with peers and specialists to ensure all students can achieve to their potential</td>
<td>- Working with school staff and specialists to provide the best for their child’s learning</td>
</tr>
<tr>
<td>- Recognising that everyone is different and all have special qualities</td>
<td>- Recognising and making necessary adjustments to ensure all students are catered for</td>
<td>- Showing empathy</td>
</tr>
<tr>
<td>- Showing good sportsmanship</td>
<td>- Showing empathy</td>
<td>- Showing empathy</td>
</tr>
<tr>
<td>- Showing empathy</td>
<td><strong>Respect</strong></td>
<td><strong>Effort</strong></td>
</tr>
<tr>
<td>- Looking after own and others’ belongings</td>
<td>- Understanding of other people’s personal circumstances</td>
<td>- Understanding of other people’s personal circumstances</td>
</tr>
<tr>
<td>- Wearing the school uniform with pride</td>
<td>- Treating everyone with fairness and justice</td>
<td>- Treating everyone with fairness and justice</td>
</tr>
<tr>
<td>- Using nice words and speaking in a pleasant tone of voice</td>
<td>- Providing constructive criticism with solutions and without criticising the person</td>
<td>- Providing constructive criticism with solutions and without criticising the person</td>
</tr>
<tr>
<td>- Being genuine when saying ‘sorry’</td>
<td>- Using the right to disagree, without judgement</td>
<td>- Willing to work with admin, teachers and other parents for the best outcome for all</td>
</tr>
<tr>
<td>- Showing common courtesies</td>
<td>- Giving input and accepting feedback</td>
<td>- Contacting the classroom teacher first to discuss any concerns as they arise and if required contact the deputy to further discuss concerns to seek resolutions</td>
</tr>
<tr>
<td>- Following rules without having to be told</td>
<td><strong>Respect</strong></td>
<td><strong>Effort</strong></td>
</tr>
<tr>
<td>- Try your best</td>
<td>- Being prepared and organised and meeting deadlines</td>
<td>- Being prepared for parent/teacher meetings</td>
</tr>
<tr>
<td>- Be self-motivated and committed</td>
<td>- Be responsible and reliable</td>
<td>- Following up on forms, permissions and payments in a timely manner</td>
</tr>
<tr>
<td>- Be responsible and reliable</td>
<td>- Showing resiliency in conflict, communicating effectively</td>
<td>- Ensuring children are prepared and ready for school every day</td>
</tr>
<tr>
<td>- YOYOB: You Own Your Own Behaviour</td>
<td>- Sharing the work load, working in teams</td>
<td>- Contacting the school whenever their child is absent from school</td>
</tr>
<tr>
<td>- Show resiliency in conflict (use the SOL’s 5)</td>
<td>- Committing to Developing Performance Plan</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: Exemplar of SOL Lessons

Humpybong is a SWPBS, so that means:

- Our school spends a significant amount of time each year defining and teaching the social behaviour expectations to students. (Expectations Matrix, Weekly SOL lessons, Deputy Address on assembly, newsletter information sharing, regular SWPBS meetings for staff, PD sessions for staff)
- Our school acknowledges and rewards positive behaviour. (verbal recognition as per flow charts, SOL IO Club, SOL Cup, Students of the Week, Buddy classes)
- Our school regularly records and analyses discipline data to inform school systems improvement and responses to problem behaviour. (One School behaviour records,)
- Our school has a continuum of individualised support strategies for students with chronic high rates of behaviour referral. (Individual Behaviour Support Plan)

Chill Out Class:
Each class requires a designated chill out class for students to spend time 'chilling out'. The steps in the behaviour flow chart are as follows - verbal warning, thinking chair in room, chill out class, admin.

SOL Lessons
Weekly SOL lessons are conducted in each classroom on Mondays. Lessons focus on a school value with a narrow focus on a specific expectation from the Humpybong Expectations Matrix. The matrix is displayed in classrooms as a reference point. Students in years 5-7 have a black and white version of the matrix in their SOL book and colour the focus expectations each week and as situations arise in their class. Lessons follow the attached schedule. Suggested activities are provided and teachers select as appropriate for their class.

Students of the Week
Each class selects 2 students who have displayed our school values in the fortnight to be presented on sector assembly. Parents/Caregivers are informed of the assembly via the Student of the Week note by the Friday before assembly. Certificates are given to Deputy on Friday before assembly so that students’ names can be placed into the school newsletter. Following assembly, Students of the Week and their parents are invited to Principal’s Morning Tea in the StiC. Upon request, Deputies and Principal can visit your room to hand out certificates recognising academic achievement throughout the year.

SOL IO Club
Students earn themselves gotcha tickets in the classroom and playground. Tickets are glued in SOL books. When 10 tickets of the same value have been earned, students will be presented with the corresponding silicone wrist band. Eg 10 x Care for Learning tickets = 1 x Care for Learning wrist band. Students will be presented wristbands on assembly. Students are able to wear wristbands at school. Class teachers need to inform their deputy when students are eligible so contact can be made with parents regarding date for presentation on assembly. This achievement is to be placed on One School, by class teacher, as a positive behaviour record.
<table>
<thead>
<tr>
<th>Week</th>
<th>Value</th>
<th>SOL Lesson Focus and Activities</th>
<th>Other Sites for resource support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 Cs</td>
<td>- I follow the 4 Cs at all times.</td>
<td>Bullying! No Way! SOL’s 5</td>
</tr>
<tr>
<td></td>
<td>Care for Self</td>
<td>Brainstorm: What do the 4 Cs mean? Look like? Sound like? Feel like?</td>
<td>- I know and use SOL’s 5</td>
</tr>
<tr>
<td></td>
<td>Care for Others</td>
<td>Create student SOL books.</td>
<td>1. Ignore</td>
</tr>
<tr>
<td></td>
<td>Care for Learning</td>
<td>Discuss/display 4 coloured crests. (colour laminated set)</td>
<td>2. Talk friendly</td>
</tr>
<tr>
<td></td>
<td>Care for Property</td>
<td>Create posters/charts relevant to class</td>
<td>3. Walk away</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create class rules</td>
<td>4. Talk firmly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go through flow chart</td>
<td>5. Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show SOL tickets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year level routines/ expectations discussed and modelled on walking tour of school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take photographs of students demonstrating 4 Cs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Care for Others</td>
<td>- I respect others and treat them the way I want to be treated.</td>
<td>Have you filled a bucket today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Read story to class / share media clip</td>
<td>** Read story to class / share media clip</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Brainstorm ways you can fill a bucket</td>
<td>** Brainstorm ways you can fill a bucket</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q- Did I fill someone’s bucket today by being helpful, thoughtful or kind? How did it make them feel?</td>
<td>Q- Did I fill someone’s bucket today by being helpful, thoughtful or kind? How did it make them feel?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q- How does it feel when you fill someone else’s bucket?</td>
<td>Q- How does it feel when you fill someone else’s bucket?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q- Create a list of all the people in our school who carry a bucket (students, teachers, TAs, Mr Stacey, Principal, DPs, Office staff, lollipop ladies, parents, Chaplain, cleaners, tuckshop helpers) Can you fill any of their buckets during the week?</td>
<td>Q- Create a list of all the people in our school who carry a bucket (students, teachers, TAs, Mr Stacey, Principal, DPs, Office staff, lollipop ladies, parents, Chaplain, cleaners, tuckshop helpers) Can you fill any of their buckets during the week?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Create own Bucket filling posters.</td>
<td>** Create own Bucket filling posters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Create individual buckets (cups)</td>
<td>** Create individual buckets (cups)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Write comments about people in the class and add into class bucket, read out at end of the week.</td>
<td>** Write comments about people in the class and add into class bucket, read out at end of the week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Write a message, tell someone or leave ‘bucket filling (pop poms) in another bucket in the school (eg Lollipop lady, Edwina, tuckshop helpers</td>
<td>** Write a message, tell someone or leave ‘bucket filling (pop poms) in another bucket in the school (eg Lollipop lady, Edwina, tuckshop helpers</td>
</tr>
</tbody>
</table>

** Mon- Australia Day  
Wed- 11:30am Whole School Assembly  
-SOL re-launch  
-SOL 10 re-launch  
-SOL Cup  
Fri- Meet with buddy class to celebrate SOL and 2014.  

** Tues- 11:30am Whole School Assembly  
- Bucket filling
<table>
<thead>
<tr>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Care for Self</strong></td>
</tr>
<tr>
<td>Feb 10th – 14th</td>
</tr>
<tr>
<td>Tues- 11:30am</td>
</tr>
<tr>
<td>Assembly</td>
</tr>
<tr>
<td>- I am responsible for my own behaviour.</td>
</tr>
<tr>
<td>- I am a positive role model.</td>
</tr>
<tr>
<td>Have you filled a bucket today?</td>
</tr>
<tr>
<td>Be a bucket filler, not a bucket dipper!</td>
</tr>
<tr>
<td>- Use you lid... to keep bucket dippers out!</td>
</tr>
<tr>
<td>People only bucket dip because their buckets are empty and they feel sad inside.</td>
</tr>
<tr>
<td>We use our lids remembering that their actions don't have anything to do with us.</td>
</tr>
<tr>
<td>We understand this then it helps keep our lids on and our buckets full (see poster sets)</td>
</tr>
<tr>
<td>Q- Did anyone or anything try to dip into my bucket today?</td>
</tr>
<tr>
<td>Could I keep my lid on?</td>
</tr>
<tr>
<td>** Make a lid for class bucket/individual buckets</td>
</tr>
<tr>
<td>Consideration</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Using manners – Please, Thank you, Excuse me; walk around people/groups talking together; wait your turn; knock on the door and wait to be invited in. Acknowledge others when appropriate – Good morning; use names if possible. Helping others: Recognise if someone is upset and ask if they are OK. Walking around the school – keeping noise levels down. Letting others learn by not interrupting.</td>
</tr>
<tr>
<td>Use manners most of the time – Please, Thank you, Excuse me, wait your turn, knock before entering. Say Good morning when appropriate. Offer to help others sometimes. Recognise if a friend is upset and offer to help. Walking around the school – keeping the noise levels down. Letting others learn by not interrupting.</td>
</tr>
<tr>
<td>Fills another person’s bucket. Acknowledge other people’s work and effort (‘well done’, ‘keep trying’, ‘good luck’, ‘thank you’, ‘congratulations’) Including/offering to let others in activities and games. Recognising that everyone is different and all have special qualities.</td>
</tr>
<tr>
<td>Showing good sportsmanship</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Effort</strong></td>
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</tr>
</tbody>
</table>
## Lunch Breaks for Term 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.15am</td>
<td>Students are supervised in under-covered area by duty person. No student should be on the school grounds before 8.15am.</td>
</tr>
<tr>
<td>8.30am bell</td>
<td>Classrooms are opened and students are encouraged to get ready for the day ahead. Students to visit the toilet.</td>
</tr>
<tr>
<td>8.45am bell</td>
<td>Lessons begin</td>
</tr>
<tr>
<td>Between 9.30 – 10am</td>
<td>Children have their fruit/vegie snack – while work/learning continues</td>
</tr>
<tr>
<td>10.45am bell</td>
<td>Students take their lunch boxes out and place them in the designated space for lunch that day, then go to play or Time Out</td>
</tr>
<tr>
<td>11.10am bell</td>
<td>Children stop play and visit the toilet, wash their hands and return to their class line up area.</td>
</tr>
<tr>
<td>11.15am bell</td>
<td>Students eat in the classrooms (1 teacher is responsible for 2 class groups). This is a calm time with quiet talking. If there are unresolved playground issues, they can be discussed at this time.</td>
</tr>
<tr>
<td>11.25am bell</td>
<td>Lessons begin – middle session</td>
</tr>
<tr>
<td>1.15pm bell</td>
<td>Students move in orderly manner to eating area. Teachers escort students who have a Time Out or who have had a Chill Out during the last three sessions (afternoon before, morning or middle session of that day) to the Time Out Room. Chill Out time is spent completing work missed. Once they have eaten their snack and completed their work, they are excused by the Time Out teacher. The children sent to Time Out remain to eat and complete their reflection sheet.</td>
</tr>
<tr>
<td>1.25pm bell</td>
<td>When the bell goes, the area is clean the teacher on duty will let students go to play.</td>
</tr>
<tr>
<td>1.40pm bell</td>
<td>Children stop play and visit the toilet, wash their hands and return to their class line up area.</td>
</tr>
<tr>
<td>1.45pm bell</td>
<td>Lessons begin for last session</td>
</tr>
<tr>
<td>2.45pm bell</td>
<td>School finishes</td>
</tr>
</tbody>
</table>
# HUMPYBONG STATE SCHOOL
## CLASS PROFILE  Year ________________

### CURRICULUM DIFFERENTIATION

**Special Education Program (SEP)** – case manager: Phone Contact:  
(Student names and disability listed here)

**Learning Difficulties**

**Extension**

### BEHAVIOUR

**Classroom Rules**  
(negotiated with teacher and class)

**Students requiring support for their behaviour**  
(teacher details specifics here for reference: Student specific details and how they are supported in their behaviour – what is the management plan required for this child.  
(Place for flowcharts if there is one developed)

### HEALTH ALERTS

List names of students and their health concern

### OTHER CONSIDERATIONS

This is class specific – may include class organisation, responsibilities and procedures such as:

- **Line up area**
- **Noise level**
- **Owe a minute**
- **Early birds Rewards**
- **Any special before school procedures** –
Appendix 6: The Use of Personal Technology Devices at School

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.

Personal Technology Devices include, but are 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.

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

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

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

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and 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 being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Humpybong 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 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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.
Appendix 7: Mobile Phone Policy

MOBILE PHONE POLICY
Mobile phones and electronic devices are a part of modern society and the school accepts that many students will possess mobile phones and electronic devices. Mobile phones are a useful tool, especially where the issue of safety is concerned. However, teachers and students have a right to teach and to learn in a classroom environment free from interruption by mobile phones and other electronic devices. Mobile phones in schools present a number of challenges. These include:

• Interrupting lessons and disrupting the learning of others;
• Theft of mobile phones and music devices;
• Mobile phones with camera facilities presenting a real danger in terms of privacy and child protection;
• Disrupting examinations and assessment tasks;
• Being used inappropriately at excursions and other school related events;
• Downloading and transferring of inappropriate material;
• Mobile phones possibly being used to circumvent the normal contact procedures for parents and caregivers to attend the school;
• Mobile phones possibly being used to contact outsiders who may enter the school illegally;
• As a tool for bullying behaviour

Policy
While we prefer students not have mobile phones at school, Humpybong State School does accept that genuine safety concerns exist which require a phone to be in the property of some students as they travel to and from the school site; therefore, the school has adopted the following policy:

1. For those students who require a phone for safety reasons whilst travelling to and from school, the parent is required to book a meeting with the relevant deputy to discuss the need for the student to have a phone in their possession. At this meeting the Mobile Phone Policy will be discussed and the Mobile Phone Agreement will be signed by the parent, student and deputy;

2. The school accepts no responsibility for mobile phones or other electronic devices that are brought to school which are not handed in to the office; and undertakes no responsibility to investigate their misplacement, loss or alleged theft;

3. Mobile phones are to be switched off as the student enters the school grounds. Mobile phones equipped with camera facilities are not to have that facility accessed at ANY time whilst on school property;

4. Mobile Phones are to be signed into the office before 8:30am and stored by the office staff in the safe. They can be collected only by the student or parent at 2:45pm (or on departure from the school grounds in the case of an early departure). The phone must be off;

5. Where parents need to contact their children during the school day, the school's telephone phone number is the appropriate method.;

6. Where students need to contact their parent during the school day, the student is required to ask at the office for this contact to be made;

7. Mobiles phones or IPOD type music devices which double as storage devices for school work are prohibited. All electronic files need to be stored on a device designed specifically for the storage of computer files only;

8. No other electronic devices are allowed within the school grounds (ipods;MP3 players;CD/DVD; Cameras; etc - this is not an exhaustive list).
Breaches of the Policy:
Where a mobile phone or other electronic device is seen by a teacher in class, assembly, lunch breaks or during school hours the phone will be confiscated by the teacher and secured in the school office. The phone will be returned at the end of the day for the student to take home. The deputy will make contact with the parent to organise a meeting to discuss the breach of the policy and may incur consequences as part of the Responsible Behaviour Plan for Students.

Mobile Phone Agreement Form: Student Agreement

I have read the Mobile Phone Policy and I understand that:

- My phone is for my personal and safety use before and after school
- On arrival to school I need to turn my phone off
- My phone is to be handed in to the office before I go to class
- My phone is only to be collected by myself or my parent at the end of the school day

I understand that breaches of the rules will mean that appropriate action will be taken in line with the Responsible Behaviour Plan for Students. This may include the loss of my Internet access for some time.

I have read and understood this Mobile Phone Policy and the Code of School Behaviour. I agree to abide by the above rules in this Mobile Phone Agreement

Student Name: ____________________________ Date: ________

Student Signature: ________________________________________________

Mobile Phone Agreement Form: Parent Agreement

I have read and understood this Mobile Phone Policy and Agreement and the Code of School Behaviour.

I believe ____________________________ (name of student) understands this responsibility, and I hereby give my permission for him/her to carry a mobile phone to and from school for safety purposes. I understand that if my child breaches this policy, the school may commence disciplinary actions in line with this agreement and the Responsible Behaviour Plan for Students.

I agree to abide by the above rules in this Mobile Phone Agreement.

Parent/Guardian’s Name: ____________________________ Date: ________

Parent/Guardian’s Signature: ____________________________

Deputy Name: ____________________________ Deputy Signature: ____________________________
Appendix 8: School Policy for Preventing and Responding to Incidents of Bullying (incl. cyberbullying)

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Humpybong 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
- ensuring the safety and well-being of all members of the school community and
- providing a model for students to become contributors to the wider community.

There is no place for bullying behaviour in Humpybong State School. At Humpybong State School we expect Consideration, Appreciation, Respect and Effort (C.A.R.E.) in all interactions between members of the school community – staff, students, parents and visitors. All Staff, Students, Parents and other visitors to the school site have a right to be free of bullying behaviours within the school community. Those who are bullied and those who demonstrate bullying behaviour 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.

Bullying behaviours that will not be tolerated at Humpybong 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.

Bullying behaviour may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Humpybong State School there is broad agreement among students, staff and parents that bullying behaviour is observable and measurable behaviour. When considering whether or not bullying behaviour has occurred, we will therefore avoid speculation on the intent of the behaviour and the power of individuals involved. Whether bullying behaviour is observed between students of equal or unequal power 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
Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying behaviours 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 responses to all problem behaviour, including bullying behaviour, in such a way that those who bully are not socially reinforced for demonstrating it. We teach our students to be ‘Upstanders’.

The anti-bullying procedures at Humpybong State School are an addition to our 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 behaviours and how to prevent and respond to it is a subset of procedures to which our students are already accustomed.
Definitions

Bullying behaviour is deliberate, repeated oppression (psychological or physical) of a less powerful person by a more powerful person or group of persons that:

- is a repeated and unjustifiable behaviour
- is intended to cause fear, distress and/or harm to another
- may be physical, verbal or indirect/relational
- is conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist.

Cyberbullying behaviour is wilful and repeated harm inflicted through the use of computers, mobile phones, or other electronic devices.

What is and isn't bullying behaviour: (Student definitions)

*When someone says something or does something unintentionally hurtful and they do it once, that's rude.*
*When someone says or does something intentionally hurtful and they do it once, that’s mean.*
*When someone says or does something intentionally hurtful and they keep on doing it, even when you tell them to stop or show them that you’re upset – that’s BULLYING.*

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not classified as bullying, however will be responded to as they are unacceptable in the school community:

- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of Bullying Behaviours:

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<thead>
<tr>
<th></th>
<th>Direct</th>
<th>Indirect</th>
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<tbody>
<tr>
<td><strong>Physical</strong></td>
<td>• Hitting, slapping, punching</td>
<td>• Getting another person to harm someone</td>
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<tr>
<td></td>
<td>• Kicking</td>
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<td></td>
<td>• tripping</td>
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<td></td>
<td>• Pushing, strangling</td>
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<td>• Spitting, biting</td>
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<td></td>
<td>• Pinching, scratching</td>
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<tr>
<td></td>
<td>• Throwing things eg. Stones</td>
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<tr>
<td><strong>Verbal</strong></td>
<td>• Mean and hurtful name-calling</td>
<td>• Spreading nasty rumours</td>
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<td></td>
<td>• Hurtful teasing</td>
<td>• Trying to get other students to not like someone</td>
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<tr>
<td></td>
<td>• Demanding money or possessions</td>
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<td></td>
<td>• Forcing another to do homework or commit offences such as stealing.</td>
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<tr>
<td><strong>Non-Verbal</strong></td>
<td>• Threatening and/or obscene gestures</td>
<td>• Deliberate exclusion from a group or activity</td>
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<td></td>
<td>• Sending inappropriate, degrading and/or offensive images or text by phone or internet</td>
<td>• Removing and hiding and/or damaging other’s belongings</td>
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<td>• Tagging and following someone without consent</td>
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<td>• Passing on emails or images to other people</td>
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</tbody>
</table>

Harassment

Harassment is any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying. The terms are often used interchangeably; however it is important to acknowledge the differences and provide support and intervention accordingly.
Prevention

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 CAREs and have been taught the behaviours attached to each expectation 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
- All adults, including teachers, school staff and parents, should model positive upstander behaviour and intervene if they observe bullying behaviour occurring between students. Standing by and doing nothing, or leaving students to 'sort it out' themselves, sends the message to the whole school community that the bullying behaviour is being condoned.
- All adults, including teachers and school staff should be actively engaged in discussions with students in classroom and non-classroom areas around types of play and appropriate play and social interactions. Young people are still learning and practicing social skills and need intervention/teaching and support in how to play and interact appropriately which may be (in some circumstances) perceived as bullying behaviour. Everyone has the capacity to change their behaviour but being given a label can stick and make these changes much harder.

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.

An initial introductory lesson is delivered, which teaches the SOL’s 5 process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander/upstander.

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.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying behaviour 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 Humpybong 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’.
Humpybong State School records inappropriate behaviour and uses behavioural data for decision-making. One avenue for students to report incidents of bullying behaviour is through the ‘SOL’s 5’, Step 5: ‘Kids CARE Referral Form’. This form is located in a central spot for all students to access outside class learning sessions. It is recommended that the student take a friend with them and complete the details of the form:

- Their name and class
- The student/s who have been hurting them
- What has happened
- Who else has seen this
- What has already been done about it

A staff member who is appointed as the Kids CARE Referral Officer has the responsibility to follow up on and address the written reported incidents with each student and work with all students to ensure restorative practices are put in place and the bullying behaviours cease.

This information is recorded on One School, along with the incidents that are reported via Step 4 of the ‘SOL’s 5’ process.

This data is entered into the One School 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.

Responsibilities

Leadership Team through the SWPBS committee will:

- Support, promote, enact, maintain and review the anti-bullying policy and procedures;
- Provide relevant professional development for staff and
- Provide resources to support the program.

All Staff will:

- Support and follow the school’s anti-bullying policy and procedures;
- Be models of caring and tolerant behaviour;
- Listen to reports of bullying behaviour;
- Act upon these;
- Inform the Deputy Principal/Principal;
- Protect the person being bullied from further harm;
- Act to stop the behaviour recurring and
- Record identified bullying behaviour incidents on OneSchool

Students who are bullied need to:

- Report to a teacher/staff member/parents/trusted adults and give them full details

Student witnesses should:

- Use SOL’s 5
- Be an Upstander
- Report to a staff member
- Provide information if requested

Parents should:

- Listen sympathetically to reports of bullying behaviour
- Speak/Report to relevant school personnel (not the alleged student/s concerned)
- Speak/Report to relevant school personnel (not parent to parent of the alleged student/s concerned)
- Work with the school in seeking a permanent solution

Parent witnesses should:

- Be limited to verbal intervention
- Seek assistance from/Report to a staff member
- Provide information if requested by school staff
Responding to Bullying Behaviours
There are six methods of responding to bullying behaviours which could be utilised in different situations:

The Six Methods of Intervention are:

1. Mediation: This is a process in which students in conflict, including bully/victim conflicts, are invited to take part in a session with a mediator, a staff member or peer mediator, to help resolve their differences without any compulsion.

2. Strengthening the Target: systematically helping the victim/target to deal more effectively with the person or persons who seek to bully him/her

3. The Traditional Disciplinary Approach: use of direct consequential punishments – could include time out/referral to admin/parent meetings/IBSPs/suspension with or without recommendation for exclusion.

4. The Method of Shared Concern: This is a non-punitive multi-stage strategy used with groups of students who are suspected of bullying someone. Suspected bullies are first interviewed individually. The practitioner shares a concern for the bullied student and invites each of them to say what they will do to help. When it is clear that helpful actions have taken place, the suspected bullies meet as a group with the practitioner, plan what they propose to do next, and subsequently meet with the victim to finally resolve the problem.

5. Support Group Method: This is a process in which students who have offended against another attend a meeting together with the victim, at which the offender is required to reflect upon the harm that has been done, experience remorse and act restoratively towards the person or persons offended.

6. Restorative Practice: This is a non-punitive strategy used with groups of students who have engaged in bullying someone. Once identified by the target, the ‘bullies’ meet with the practitioner and other students who have been selected because they are expected to be supportive of the victim (who is not present). Knowledge of the distress experienced by the victim is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome is monitored.

*(this is directly from Ken Rigby’s site and Bully Stoppers Site)* [www.kenrigby.net](http://www.kenrigby.net) and [www.education.vic.gov.au](http://www.education.vic.gov.au)
Appendix 8a: SOL’s 5 and the Kid’s CARE Referral Form

What should you do if you are being bullied?

Do SOL’s 5

Ignore:

Stay calm;
Pretend you didn’t hear 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 your words:

Use a calm, firm voice;
Maintain eye contact;
Confident body language;
Maintain relatively close body proximity;
Say “Stop saying….” “Stop doing….”
Use "I" statements – “I feel… when you…”

Walk away to a friend (safe person and place)

Stand tall, head up high;
Mouth closed;
Look confident;
Do not use eye contact;
Walk to a friend or a safe place (preferably towards a congested area or to a safety zone - teacher);
Do not look back. Walk confidently, Don’t run.

Report to an adult:

Walk with your friend to report to a staff member (using a reporting voice);
Upstanders - support and report;

Report again if it continues (in writing)

Report until it stops:
  to another responsible person (class teacher; parent; administration)
in writing – Kid’s CARE Referral Form (with peer mediator support if needed)
Keep on reporting until someone listens to you and the bullying stops
Don’t blame yourself for what is happening
# Kid’s CARE Referral Form

<table>
<thead>
<tr>
<th>Date: ______________________</th>
<th>Time: __________</th>
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<tbody>
<tr>
<td>Student Name: ________________________________</td>
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<td>Class: ____________________</td>
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<th>Followed up by:</th>
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<th>Actions Taken:</th>
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Kid's CARE Referral Form
Appendix 9: Appropriate Use of Social Media

Appropriate use of social media

Humpybong State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Humpybong State School is committed to promoting the responsible and positive use of social media sites and apps.

It is illegal for students under the age of 13 to have a Facebook, Instagram or Social Media account. No student of Humpybong State School will face disciplinary action for simply having an account on Facebook or other social media site with their parent’s knowledge. However, should a student use their EQ user name, email address and password to create a social media account they will face disciplinary consequences.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 8, it is unacceptable for students to bully, harass or victimise another person whether within Humpybong State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Humpybong State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Humpybong State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Humpybong State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:
• Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

• Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

• Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Humpybong State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Humpybong State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

• Unlawful stalking.
• Computer hacking and misuse.
• Possession of child exploitation material.
• Involving a child in making child exploitation material.
• Making child exploitation material.
• Distribution of child exploitation material.
• Criminal Defamation.

There are significant penalties for these offences.
Humpybong State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Humpybong State School expects its students to engage in positive online behaviours.
Appendix 10: Internet, Intranet and Email Agreement

Internet, Intranet and Email Agreement

Student:
I understand that the school's information and communication technology (ICT) facilities and devices provide me with access to a range of essential learning tools, including access to the internet. As a student of Education Queensland I will be provided with a user name; password; email address; and access to the internet and emails. I understand that there are rules and expectations about how I can use these and I agree to use them in a responsible manner. I understand that the Internet can connect me to useful information stored on computers around the world.

When using the Internet or email provided by Humpybong State School I will:

- Only work on the web for the purposes specified by my teacher;
- Not undertake or look for anything that is illegal, dangerous or offensive;
- Not reveal my password or allow anyone else to use my school account;
- Not give our personal information such as my name, address, telephone number, parent's work address/telephone number, mine or anyone else’s information;
- Should any offensive pictures or information appear on my screen I will close the window and immediately inform my teacher quietly, or tell my parents/guardians if I am at home;
- If I receive any inappropriate emails at school I will tell my teacher. If I receive any at home I will tell my parents/guardians;
- Always have my teacher’s permission before sending email and not read, delete, copy or modify electronic mail of other users;
- Compose email messages using only language I understand is acceptable in my school;
- Not use the the school's ICT devices (including the internet) to frighten, harass or annoy any other person;
- Look in my own folders and files and only save, read or print with my teacher’s permission;
- Never use my EQ user name, password or email address to set up social media sites or any form of account in the Internet.

I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT facilities, user name provisions, and devices inside or outside of school hours.

I understand that breaches of the rules will mean that appropriate action will be taken in line with the Responsible Behaviour Plan for Students. This may include the loss of my Internet access for some time.

I have read and understood this Internet, Intranet and email Agreement and the Code of School Behaviour. I agree to abide by the above rules in this Internet/Email Agreement.

Student Name: _____________________________ Date: ___________

Student Signature: ______________________________________________________________________________________

Deputy Name: ___________________________ Deputy Signature: ______________________________
Parent/Guardian Agreement:

I understand that the school provides my child with access to the school's information and communication technology (ICT) facilities and devices(including the internet) for valuable learning experiences. In regards to internet access, I understand that this will give my child access to information on computers from around the world; that the school cannot control what is on those computers; and that a small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by students/my child. Additionally, I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT facilities, user name provisions, and devices. Furthermore I will advise the school if any inappropriate material is received by my student/child that may have come from the school or from other students. I will also advise the school if I am aware that my child has breached the use of ICT facilities, user name provisions and/or devices.

I understand that the school does not accept liability for any loss or damage suffered to personal mobile devices as a result of using the department's facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's/department's negligence.

I believe _________________________________________ (name of student) understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT facilities and devices (including the internet) under the school rules. I understand where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with this user agreement or the Behaviour Management Policy. This may include loss of access and usage of the school's ICT facilities and devices for some time.

I have read and understood this Internet, Intranet and email Agreement and the Code of School Behaviour.

I agree to abide by the above rules in this Internet/Email Agreement.

Parent/Guardian’s Name: ______________________________ Date: __________

Parent/Guardian’s Signature: ______________________________

Deputy Name: _________________________ Deputy Signature: _________________________

The Department of Education, Training and Employment through its Information Management (IM) Procedure is collecting your personal information in accordance with the Education General Provisions Act 2006 in order to ensure:

- appropriate usage of the school network
- appropriate usage of personal mobile devices within the school network.

The information will only be accessed by authorised school employees to ensure compliance with its Information Management (IM) Procedure. Personal information collected on this form may also be disclosed to third parties where authorised or required by law. Your information will be stored securely. If you wish to access or correct any of the personal information on this form or discuss how it has been dealt with, please contact your child's school. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact your child's school.
Appendix 11: Camps, Excursions and Inter-School Sports Policy

HUMPYBONG STATE SCHOOL POLICY FOR CAMPS, EXCURSIONS AND INTER-SCHOOL SPORTS

RATIONALE:

Students need to develop socially, physically, emotionally and intellectually. A variety of experiences outside the normal home and school environment such as camps and excursions help to extend these areas.

AIM:

- To enhance children’s learning through real experiences.
- To increase knowledge, understanding and appreciation of local area and other areas.
- To develop skills in observation, recording, reporting and problem solving.
- To develop confidence, independence and sense of adventure and responsibility, awareness of safety of self and others and tolerance.
- To develop socially in environments away from home/school.
- To promote positive interactions with others (students, parents and teachers).
- To develop team building, leadership and group membership skills.

GUIDELINES:

FOR CAMPS, INTERSCHOOL SPORT AND EXCURSIONS TEACHERS MUST COLLECT THE EXCURSION/CAMPING PACKAGE FROM THE BUSINESS SERVICES MANAGER, FOLLOW THE CHECKLIST AND COMPLETE REQUIRED DOCUMENTATION.

1. Excursions should provide a wide range of experiences supporting curriculum areas appropriate to children’s age and school programs. In addition to this, each year level will aim for at least one excursion per year with no more than four due to financial demands on families. Year levels may decide on more than this if it supports the curriculum areas they are studying. Year levels should first discuss proposed excursions with the Head of Curriculum.

2. The cost factor of excursions and camps must be considered within the economic background of the school and educational outcomes. Parents will be provided with a “Payment plan” type of payment opportunity for camps only. The School Refund Policy is available upon request.

3. An Excursion Planner is to be completed on OneSchool and submitted for approval to the following people: Curriculum Approval (all year level/class excursions, other curriculum-related excursions) – Head of Curriculum; Financial Approval (paid excursions only) – Business Services Manager; Final Approval – the Principal. Adequate time for P. & C. approval is essential. (Minimum four weeks for excursions and two months for Camps).

4. Students in the SEP are to be given access to camps, excursions and incursions. The HOSES and/or SEP staff must be included during the initial planning for excursions to ensure structures are put in place according to individual needs.

5. Where an excursion requires payment, the teacher organising the excursion must meet with the Business Services Manager to work out the final cost of the excursion. This information must be included in the Excursion Planner.

6. Parents should be informed in advance by letter of the purpose, cost and destination of the excursion or trip to be conducted by a year level, class or group. Where practical, this letter should go home during Week 1 of the relevant term, and at least 4 weeks prior to the closing of payments date.

7. The appropriate medical/consent forms must be obtained from parents. Students may not take part in an excursion without parental permission.

8. Exemplary student behaviour is expected at all times during off-campus activities. If, prior to an off-campus activity, a student's behaviour does not meet expected behaviour standards (e.g. suspension, time out, chill out), a discussion may take place between the student, their parents, the teacher and Administration to determine whether or not a student may participate in the off-campus activity.
9. Where student behaviour during an off-campus activity results in a major behaviour incident, consequences may include: immediate withdrawal from the activity and environment, suspension, time out, ongoing withdrawal from the activity and environment.

10. All excursions and camps are educational in nature. As such they require the children to undertake preparatory work before the event and follow-up activities afterwards within the school program.

11. Alternate work programs must be put in place for students who do not attend excursions and camps. Teachers are responsible for organising alternate work programs and locations for non-attending students, and advising the relevant Deputy Principal of these arrangements.

12. Supervision and safety - relevant documents (Risk Assessments are mandatory), are to be submitted to school administration for approval as a part of the planning process. This documentation is generated by OneSchool.

13. A private car must be onsite for transport in emergencies for overnight camps and excursions.

14. Teachers may be asked to stay at school to look after students who are not participating.

15. Teachers who are unable to participate on camps or excursions may be replaced by a teacher in another year level who shows an interest in going.

KEY INDICATORS OF SUCCESS:

- Student participation (enthusiasm) in excursions, interschool sport and/or camps.
- Parent response to participation
- Value in curriculum areas
- Student behaviour on excursions and camps and at interschool sport
Rationale:
The school uniform is accepted as normal attire for students attending Humpybong State School. Parents enrol their children at this school on the understanding that the full uniform will be worn at all times.
The student dress code at Humpybong State School promotes the objectives of the Education (General Provisions) Act 1989 and in particular it promotes:
- A safe environment by enabling identification of students and non-students of this school.
- An effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at this school.
- A supportive environment by fostering a sense of belonging.
- Mutual respect among individuals by minimising visible evidence of unconscious class or social differences.

The uniform also:
- Builds school spirit and promotes a positive image of the school in the community.
- Complies with Sun Safety. (i.e. have sleeves/have a collar/broadbrim hat)
- Promotes participation in all activities by both girls and boys.
- Ensures students will not be discriminated against by the quality of the fashion of their clothes.

Requirements:

<table>
<thead>
<tr>
<th>Uniform – General (Boys and Girls)</th>
<th>Sport and Physical Education Days</th>
<th>Non-compliance with the Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unisex royal blue collared polo shirt with the school emblem.</td>
<td>Royal blue shorts and a dolphin polo or school polo.</td>
<td>Approaches include:</td>
</tr>
<tr>
<td>Unisex royal blue/grey knee length shorts.</td>
<td>Appropriate closed-in footwear must be worn.</td>
<td>- Seeking Parental support for compliance e.g. letter or telephone call. This may include requesting a correct uniform be brought to school for the student to wear.</td>
</tr>
<tr>
<td>Girls: alternative is a royal blue wrap skirt, royal blue skorts. A dress is available in the school check.</td>
<td>A wide-brim hat, bucket hat or flap (legionnaires) cap.</td>
<td>- Assisting students with genuine economic hardship to acquire a uniform e.g. uniform loan.</td>
</tr>
<tr>
<td>Socks can be grey or white.</td>
<td>Hair</td>
<td>- Imposing a penalty i.e. Time out. Continued breaches may incur a higher penalty.</td>
</tr>
<tr>
<td>Year 6 Commemorative Polo Shirt.</td>
<td>Neat, clean, tidy, off the face, out of the eyes.</td>
<td>- Preventing the student from taking part in a school event outside of the school.</td>
</tr>
</tbody>
</table>

Winter Additions
- Navy blue rugby jumper and navy zip jacket with school emblem.
- Navy track suit pants.

Hats
- Blade 2 is the shortest blade acceptable for ‘all over’ cuts
- Hairstyles which draw attention to the student are not permitted

Non-compliance with the Code:
A number of approaches may be employed by the school staff in the event students are non-compliant with the school's mandatory Student Dress Code. These approaches will be compliant with the Education (General Provisions) Act 2006. Approaches include:
- Seeking Parental support for compliance e.g. letter or telephone call. This may include requesting a correct uniform be brought to school for the student to wear.
- Assisting students with genuine economic hardship to acquire a uniform e.g. uniform loan.
- Imposing a penalty i.e. Time out. Continued breaches may incur a higher penalty.
- Preventing the student from taking part in a school event outside of the school.
- Preventing the student taking part in a school activity that is not part of the essential education program of the school.

Whatever the approach the intention of the school Administration will be to ensure every student complies with the Student Dress Code.
Appendix 13a: Evacuation Policy

HUMPYBONG STATE SCHOOL

EVACUATION POLICY 2014

1. It is the responsibility of every staff member to read and familiarise themselves with the Evacuation and Lock Down policy. Staff must sign off each year on familiarisation with the policy.

2. Treat each Evacuation or Lock Down as real. (It just might be!)

3. Advise administration of any potential or ensuing problems following an Evacuation or Lock Down.

4. It is the responsibility of every classroom teacher to teach his/her students the procedures associated with Evacuation and Lock Down.

EVACUATION WARNING: ALARM WILL BE GIVEN BY CONTINUAL RING OF SIREN

In case of fire or other threat it will be necessary to EVACUATE. See the map for the evacuation of premises located in each room.

The Person who discovers fire or reason for evacuation (e.g. bomb scare) is to notify the office dial 9 and ensure that alarm is sounded. In the case of the phone system being disabled the notifier is to send 2 children as messengers to the office. Messengers will move quickly BUT MUST NOT RUN. (The alarm is operated from the public address system housed in the office. The appropriate button to activate the alarm is marked.)

(Messengers will not return to their classroom. They will remain at the office and be evacuated to their class area by Administration staff)

Fire brigade or police will be notified as soon as possible by Admin Officer or other person sounding the alarm.

All persons present on the grounds of Humpybong State School must move to the emergency evacuation assembly area. Procedures in relation to the safe and efficient evacuation to be followed are outlined below:

The prime responsibility of teachers is to ensure that all children are safely evacuated.

EVACUATION PROCEDURES

1. ALARM WILL BE GIVEN BY CONTINUAL RING OF SIREN for two minutes. Siren is activated by the Admin Officer in the office. Admin Officer contacts the fire brigade and dental clinic.
2. Under teacher’s guidance class will cease work and immediately vacate the classroom. Teacher to be last one to leave room and must visually check

- that no children remain in room
- that there is no suspicious or foreign object in the room (a visual check only)

3. Teachers take the Fire Drill Folder (consisting of an up-to-date roll, pen, evacuation map and Class Name on the back) found hanging at the exit door and their Class Volunteer Register.

4. Office Staff collect the First Aid kit, Visitors Register, RE Register, Contractors Register and any sick children, checking admin toilets on the way to the assembly area. One office staff member will advise the class teacher of the sick child’s presence. Another office staff member will provide the sign-in Registers to the Fire Warden (HOSES).

5. Deputies and HOSES check respective toilets, hall and STIC on the way to the assembly area.

6. Tuckshop Convenor and Uniform Shop Convenor are responsible for collecting volunteer register and ensuring safe evacuation of their area.

7. Ensure all persons leave rooms, and doors are closed. If all normal exits are not endangered, classes will proceed from rooms in single file to their respective assembly areas, following the map on the back of the Fire Drill Folder. Under no circumstances are delays to be made to collect property. Students are not to break lines to get a drink or visit toilets. No child may be used in a search for other students.

8. Teachers must insist on walking not talking and immediately check that all students are present as soon as they arrive at the Assembly Area on the school Oval (cnr Margate Parade and Mabel Street) and mark the paper roll, with students sitting as they hear their name. When children are assembled in the area they should be quiet, orderly and seated.

9. After the roll marking is completed if all students are accounted for and all volunteers are accounted for, the teacher holds up the Fire Drill Folder with their class name facing the Fire Warden. The Fire Warden checks the class and signals confirmation to the teacher. If there is a missing student/s the class teacher reports in person to the Fire Warden advising them of the name and last known whereabouts. The Fire Warden will be wearing a coloured hard hat and high viz vest to make them more visible to the students at the position indicated on the plan.

10. Fire Wardens report to Principal, Principal notifies Fire Brigade if there are children missing.

11. Fire Brigade then locates missing children.

12. The Principal will advise by loud hailer if and when it is safe to re-enter the classrooms.
Assembly Area: School Oval (Waterfront) cnr Margate Parade and Mabel Street

- Prep, Years 1, 2 & 3 will report to the Fire Warden (Deputy Principal P-3),
- Years 4,5,6 & 7 will report to the Fire Warden (Deputy Principal 4-7).

- Fire Warden (HOSES) on arrival at Evacuation Area will check off the list of non-classroom based staff (included in Warden’s folder) and check Registers provided by office staff on arrival.

- School’s Officer to ensure that both oval gates are unlocked for access by emergency services

- Principal to meet Fire Brigade on arrival.

ALTERNATIVE EVACUATION

- In the event of any exits being unavailable, the teacher is responsible for exercising good judgement to select an alternate exit. In practices the routes will vary according to the location of the imaginary threat to safety.

- If a threat should occur during a recess period, before school or during Religious Education, the children should be well instructed and drilled in the procedures to assemble in their areas without passing through any building or under any covered areas should a threat exist to safety.
Appendix 13b: Lockdown Policy

HUMPYBONG STATE SCHOOL

LOCKDOWN POLICY 2014

LOCK DOWN WILL BE SIGNALLED BY MUSIC & PAGE SCHOOL

In case of threat to personnel in the Humpybong State School Community it may be necessary to maintain the safety of all individuals within the school buildings.

**Staff Responsibilities**

Under guidance of teacher students must move immediately away from windows and sit in an area of the classroom where they can continue to work out of sight. Teacher is to lock door all external doors. Administration will make every effort to inform all areas of the nature of the threat.

Staff are to assume responsibility for the children and/or volunteers currently in their care and to ensure they are safely located away from windows or doors and can continue to work safely. Staff are to contact administration via phone system dialling 9 to advise:

- Names of missing students and staff
- Names of additional students and staff

**Physical Education**

In the case of physical education, the teacher will safely locate the class will move into the nearest classroom and contact Administration to advise their location.

**Children away from class**

Children at other activities such as LOTE lessons, Classroom Music, Instrumental Music or Band Practice must remain with that group and under the control of that teacher. The teacher is to contact the office 9 and advice who is present in their location.

In the event of a Lock Down warning during class time anyone moving around the school should move into the nearest classroom and come under control of that teacher.

Office staff will receive incoming notifications from teachers regarding:

- Additional staff or students present in their location
- Absent students from their location

This information will be cross-checked by the Administration Team to ensure that all students and staff are accounted for across the school site.

Other than for the above purposes the classroom phone system is not to be used for any other purpose.

**LOCKDOWN DURING BREAKS**

All students and teachers should move quickly and immediately to their own classrooms.

**ALL CLEAR SIGNALLED WHEN MUSIC CEASES**
**Appendix 14a: Teacher CARE Referral**

<table>
<thead>
<tr>
<th>HUPYBONG STATE SCHOOL CARE REFERRAL FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Name:</strong></td>
</tr>
<tr>
<td><strong>Class:</strong></td>
</tr>
<tr>
<td><strong>Students Name:</strong></td>
</tr>
<tr>
<td><strong>Class:</strong></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Time:</strong></td>
</tr>
<tr>
<td><strong>Period of the day:</strong> before school/morning session/lunch/middle session/snack/afternoon session/periods of transition/time out/after school</td>
</tr>
<tr>
<td><strong>Referring staff member:</strong></td>
</tr>
</tbody>
</table>

### Location:

<table>
<thead>
<tr>
<th>Hall</th>
<th>Classroom</th>
<th>Office</th>
<th>Specialist Lesson</th>
<th>Oval</th>
<th>Time Out</th>
<th>Lining up on Verandah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – 1 Playground</td>
<td>Year 2 -3 Playground</td>
<td>Year 4 Playground</td>
<td>Year 5, 6 &amp; 7 Playground</td>
<td>Eating Area</td>
<td>Junior Toilets</td>
<td>Library</td>
</tr>
<tr>
<td>Senior Toilets</td>
<td>Senior Girls Toilets</td>
<td>Support A Play Under Buildings</td>
<td>Bus Stop</td>
<td>Excursion</td>
<td>Inter-School Sport</td>
<td></td>
</tr>
<tr>
<td>Not At School</td>
<td>Parade</td>
<td>Junior SEP</td>
<td>Senior SEP</td>
<td>Stairwells</td>
<td>Library lab</td>
<td>Tuckshop</td>
</tr>
<tr>
<td>Junior Soccer Field</td>
<td>Amphitheatre</td>
<td>Out of Bounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Subject:

<table>
<thead>
<tr>
<th>LOTE</th>
<th>HPE</th>
<th>Music</th>
<th>Supply Teacher</th>
<th>History</th>
<th>Literacy</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Maths</td>
<td>Library</td>
<td>Computer Time</td>
<td>Transition</td>
<td>Lunch</td>
<td>Snack</td>
</tr>
<tr>
<td>Geography</td>
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<td></td>
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</tbody>
</table>

### Incident Details:

(including witnesses and target names) Use back of page if necessary

**Time of Incident:**

---

**CARE Referral Process:**

- Complete form when concerned of a students’ well-being (eg, playing on own, reported teasing/ bullying, reports of no food…)
- Complete form and hand to Class Teacher/ send in an envelope with 2 students/ place in pigeon hole
- Class Teacher to keep forms as a record. Class Teacher to decide on action to be taken.
## Appendix 14b: Care Fund Application

**CARE FUND APPLICATION**

Date: ___________________

<table>
<thead>
<tr>
<th>Students/Family requiring assistance:</th>
<th>Contact details (class/phone number):</th>
<th>Request supported by:</th>
</tr>
</thead>
</table>

### Request for:

<table>
<thead>
<tr>
<th>Financial assistance</th>
<th>Food Hamper</th>
<th>Clothing or school supplies</th>
</tr>
</thead>
</table>

Details regarding request:

Staff submitting request signature: ________________________________

**Office use:**

Parent commitment: ________________________________

Amount: ______ from Budget cost centre ________ to cost centre ________

Referral to Chaplain:

Other:

Principal Approval: ________________________________ Date: __________
### Behaviour Travel Card

**Targeted Rules:**
- ✅ Stay in the classroom
- ✅ Listen to all staff and follow directions
- ✅ Remain in the right area
- ✅ Hands, Feet and Objects to myself

*(rules are individualised, negotiated and student specific)*

---

**Recording information:**

For positive choices about his behaviour:

- ✅ following rules

- ? needing to be reminded

- ✗ not following rules

*I must hand this card to the teacher on duty at the beginning of break and collect the card at the end of break after the teacher fills it out*

I must remain in sight of the duty teacher

---

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Monday 1 / 9 /14</th>
<th>Tuesday 2 / 9 /14</th>
<th>Wednesday 3 / 9 /14</th>
<th>Thursday 4 / 9 /14</th>
<th>Friday 5 / 9 /14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>Yr 4-7 area</td>
<td>Yr 4-7 area</td>
<td>Yr 4-7 area</td>
<td>Yr 4-7 area</td>
<td>Yr 4-7 area</td>
</tr>
<tr>
<td>Session 1</td>
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<td></td>
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<tr>
<td>Session 2</td>
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<tr>
<td>Session 3</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>After school</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
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<td></td>
</tr>
<tr>
<td>Admin</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
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</tr>
</tbody>
</table>
(name) Daily Timetable

<table>
<thead>
<tr>
<th>(day of week)</th>
<th>Self-Reflection</th>
<th>Behaviour Choices</th>
<th>Teacher Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORNING</td>
<td>![Emoji]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LUNCH</td>
<td>![Emoji]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIDDLE</td>
<td>![Emoji]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNACK</td>
<td>![Emoji]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFTERNOON</td>
<td>![Emoji]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARENT COMMUNICATION</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Individual Behaviour Support Plan

### Student/ School Summary

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Interests/Motivators</th>
<th>Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Social</td>
<td>Academic</td>
<td>Social</td>
</tr>
</tbody>
</table>

### Behaviours of Concern: Currently

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behaviour Goals: For _________ to...

<table>
<thead>
<tr>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Behaviour Most Likely to Occur

<table>
<thead>
<tr>
<th>People</th>
<th>Time of Day</th>
<th>People</th>
<th>Time of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behaviour Least Likely to Occur

<table>
<thead>
<tr>
<th>People</th>
<th>Time of Day</th>
<th>People</th>
<th>Time of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Current Successful Strategies

<table>
<thead>
<tr>
<th>Early Signs of Agitation/Escalation</th>
<th>De-escalation/Crisis Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Current Unsuccessful Strategies

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
# Positive Behaviour Support Implementation Plan

<table>
<thead>
<tr>
<th>Prevention</th>
<th>Teaching</th>
<th>Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Individual – Explicit Teaching of Skills</td>
<td>Acknowledgement Plan</td>
</tr>
</tbody>
</table>

## Curriculum Support/ Adjustments:
(What we teach and How we teach it)

## Classroom/Environmental Support/ Adjustments:

### Playground/Supported Play/Non-Classroom Settings/Specialist T’s.

<table>
<thead>
<tr>
<th>RESTORATIVE PRACTICE Q’S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
</tr>
<tr>
<td>What were you thinking at the time?</td>
</tr>
<tr>
<td>What have you thought about since?</td>
</tr>
<tr>
<td>Who do you think has been affected by what you did?</td>
</tr>
<tr>
<td>In what way?</td>
</tr>
<tr>
<td>What do you need to do to make things right?</td>
</tr>
<tr>
<td>How can we make sure this doesn’t happen again?</td>
</tr>
<tr>
<td>What can I/We do to help you?</td>
</tr>
</tbody>
</table>

## Response Process

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected by what you did?
- In what way?
- What do you need to do to make things right?
- How can we make sure this doesn’t happen again?
- What can I/We do to help you?

## Organisational Adjustments
(Transitions, arrivals, departures, supervision)

## Departmental/Interagency Support

### Crisis Plan
( Bringing unsafe behaviour under safe and rapid control)

1. Take steps to ensure safety, welfare and security for all (peers, adults and .........) – see RBP4S
2. Utilise de-escalation strategies
3. Call/Contact Office for immediate assistance advising “This is a Red Alert - Location is…….”
4. Evacuate the area if necessary
5. When student is calm and ready to return, follow up with Restitution Plan (restorative chat)
Re-Entry Process

Name: ____________________________ Class: ____________________________

Date: ____________________________

Agenda:

☐ Work completed? ☐ Work returned for marking?

☐ Shared concerns for (student) at present.

☐ (student) – What have you thought about since (suspension day)?

☐ (student) – Who was affected by what you did? In what way?

☐ (student) – What do you think you need to do to make things right?

☐ Re-Entry Supports –

Agreed Actions:

☐ Contact parents ☐ weekly or ☐ fortnightly

☐ Individual Behaviour Support Plan and/or ☐ goals

☐ Student Tracker/Travel card for (no of) weeks

☐ Entered on One School as a record of contact

Signatures:

_________________________ _________________ _______________ _______________
Parent/Carer Student Class Teacher Administrator
## Appendix 19: Behaviour Referral Form

### HUMPYBONG STATE SCHOOL REFERRAL FORM

<table>
<thead>
<tr>
<th>Student/s Name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student/s Name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student/s Name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date:**

<table>
<thead>
<tr>
<th>Period of the day:</th>
<th>before school/morning session/lunch/middle session/snack/afternoon session/periods of transition/time out/after school</th>
</tr>
</thead>
</table>

**Referring staff member:**

<table>
<thead>
<tr>
<th>Circle one</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Location:

<table>
<thead>
<tr>
<th>Hall</th>
<th>Classroom</th>
<th>Office</th>
<th>Specialist Lesson</th>
<th>Oval</th>
<th>Time Out</th>
<th>Lining up on Verandah</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prep – 1 Playground</th>
<th>Year 2-3 Playground</th>
<th>Year 4 Playground</th>
<th>Year 5, 6 &amp; 7 Playground</th>
<th>Eating Area</th>
<th>Junior Toilets</th>
<th>Library</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Senior Toilets</th>
<th>Senior Girls Toilets</th>
<th>Support A Play</th>
<th>Under Buildings</th>
<th>Bus Stop</th>
<th>Excursion</th>
<th>Inter-School Sport</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Not At School</th>
<th>Parade</th>
<th>Junior SEP</th>
<th>Senior SEP</th>
<th>Stairwells</th>
<th>Library lab</th>
<th>Tuckshop</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Junior Soccer Field</th>
<th>Amphitheatre</th>
<th>Out of Bounds</th>
<th></th>
</tr>
</thead>
</table>

### Subject:

<table>
<thead>
<tr>
<th>LOTE</th>
<th>HPE</th>
<th>Music</th>
<th>Supply Teacher</th>
<th>History</th>
<th>Literacy</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art</th>
<th>Maths</th>
<th>Library</th>
<th>Computer Time</th>
<th>Transition</th>
<th>Lunch</th>
<th>Snack</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Geography</th>
<th></th>
</tr>
</thead>
</table>

### Behaviour Categories – circle 1 only (the PRIMARY behaviour)

<table>
<thead>
<tr>
<th>Bullying/Harassment</th>
<th>Defiance/Threats to others</th>
<th>Disruption</th>
<th>Dress Code</th>
<th>IT Misconduct</th>
<th>Late</th>
<th>Lying/Cheating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misconduct involving object</td>
<td>Non-compliant with routine</td>
<td>Other conduct prejudicial to the good order and management of the school</td>
<td>Physical misconduct</td>
<td>Possess prohibited items</td>
<td>Property misconduct</td>
<td>Refusal to participate in a program of instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Substance misconduct involving illicit substances</th>
<th>Substance misconduct involving tobacco and other legal substances</th>
<th>Third minor referral</th>
<th>Threat/s to others</th>
<th>Truant/skip class</th>
<th>Verbal misconduct</th>
<th>other</th>
</tr>
</thead>
</table>

### Behaviour Strategies – circle all strategies used

<table>
<thead>
<tr>
<th>Followed classroom management plan</th>
<th>Natural Consequence</th>
<th>Restorative Justice</th>
<th>Sent to chill-out class</th>
<th>Discussion of incident with Admin</th>
<th>Debrief with student after the incident</th>
<th>Discussed with parent or guardian</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Walked with teacher on duty</th>
<th>Called office to ask for assistance</th>
<th>Time out – lunch</th>
<th>Time out – Snack</th>
<th>Time out – teacher supervised</th>
<th>Called SEP to ask for assistance</th>
<th></th>
</tr>
</thead>
</table>
Incident Details: (including witnesses and target names)

Playground Incidents Process:
- Major Behaviours – warrant a time out or immediate referral to DP/HOSES;
  - Inform the student of the time out or referral to administration;
  - Contact the time out room (ph: 605) or advise DP/HOSES and then send form to time out room with a reliable student.
- Minor Behaviours –
  - use teacher discretion whether to record on One School or not;
  - Send the referral form to the relevant class teacher of the student/s;
  - The class teacher is then responsible for monitoring the frequency of the minor behaviour referrals. Class Teacher follows the flow chart process.

Time Out Room Process: Major Behaviour Referrals sent to time out room - receives the time out referral and informs relevant class teacher. Time Out staff enters onto OneSchool.

Classroom Incidents: Classroom teacher and/or specialist teacher is responsible for in-class incident follow up, consequence and enters onto OneSchool. If a Student attends Chill Out – send form to office for emailing to parent.
Appendix 20a: Minor Problem Behaviour Definitions

**Minor Problem Behaviours**

The following is NOT an exhaustive list. Staff should use their discretion when identifying an incident/behaviour as major or minor if it is not listed here. Included are examples, non-examples because they escalate to major and non-examples because they are not a behaviour issue (may require social skilling in this area).

Minor behaviours require a response from staff members however do not always require One Schooling. If any of them persist or the student’s reaction to the redirection is negative, they require documenting in One School and may become major behaviours.

Note: Minor One Schooled incidents require parent notification

When dealing with Students with Disabilities, consultation with SEP teachers is recommended, as there may be underlying issues.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Example</th>
<th>NON-example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Student engages in non-serious, but inappropriate physical contact (e.g. shoving in the line).</td>
<td>Student pushes in, deliberately jostles with others while lining up.</td>
<td>Child targets another in a heightened state. Intent to hurt is evident.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(major)</td>
</tr>
<tr>
<td>Verbal</td>
<td>Student engages in low intensity instance of inappropriate language (e.g. swearing in conversation, during a non-escalated incident).</td>
<td>‘Oh shit, this is too hard.’</td>
<td>‘I am not f____ing doing this you stupid B_____’ <em>(major)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kicks toe and says ‘shit’</td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Student uses gestures toward another.</td>
<td>Pulling a face, poking tongue, staring, rolling eyes with intent to cause discomfort</td>
<td>Child stands, flips the bird at someone and yells abuse at the same time. <em>(major)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pulls a face at someone in friendly interaction</td>
</tr>
<tr>
<td>Defiance/Disrespect/Non-compliance</td>
<td>Student engages in brief or low intensity failure to respond to adult requests but eventually responds.</td>
<td>Child requires scan and wait time for a response. “Do I have to?” “But that rubbish isn’t mine”</td>
<td>Student does not respond or reacts inappropriately to a direction.</td>
</tr>
<tr>
<td>Disruption</td>
<td>Student engages in low intensity, but inappropriate disruption.</td>
<td>A child hums during school tasks and does not stop despite redirection</td>
<td>Student refuses to adjust behaviour and disruption becomes high level. <em>(major)</em></td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Student engages in low intensity misuse of property.</td>
<td>Child scribbles on the desk with pencil.</td>
<td>Child writes on desk with permanent marker on purpose <em>(major)</em>. Child stands on crayon (not intentionally) and marks carpet</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the parent handbook dress code brochure.</td>
<td>Child breaks dress code without parent letter. Coloured socks; coloured hair accessories;</td>
<td>Hair styles and colours do not conform to policy (major) Jewellery is in direct violation of policy (major)</td>
</tr>
<tr>
<td><strong>Information and Other Electronics Technology Violation</strong></td>
<td>Student engages in non-serious but inappropriate use of mobile phone, iPods, MP3 players, camera, and/or computer.</td>
<td>Student does not hand devices into office for safe keeping. Student uses devices during school hours.</td>
<td>Content is inappropriate. Uses device to cause distress or harm to others – cyberbullying (major)</td>
</tr>
<tr>
<td><strong>Tardy</strong></td>
<td>Student arrives at class after the bell (or signal that class has started).</td>
<td>Student arrives within 5min with a plausible reason.</td>
<td>Student is displaying a pattern of late arrivals and/or reason is unacceptable (major)</td>
</tr>
<tr>
<td><strong>Lying</strong></td>
<td>Student engages in minor lying/cheating. Lie does not affect others. “I have to go to the toilet” as a work avoidance strategy.</td>
<td>Lie affects others and causes an escalation of behaviours. (major) Student is hesitant how to answer as they do not have the information to provide the response or are unable to articulate and explain actions.</td>
<td></td>
</tr>
<tr>
<td><strong>Minor Theft</strong></td>
<td>Student engages in low level theft. A child ‘borrows’ an eraser and forgets to give it back straight away with some repetition and needs regular reminders.</td>
<td>Borrowing something without permission and retains within their own possessions claiming ownership (major)</td>
<td></td>
</tr>
<tr>
<td><strong>Minor Safety Violation</strong></td>
<td>Student engages in brief or low level safety violation not involving hurting anyone else. Student jumps down three stairs at a time. Jumping over equipment.</td>
<td>Action causes a result. eg child jumps over a group of children and kicks one in the head (major)</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Infringement</strong></td>
<td>Refusal to participate in class program/instruction. Submitting work in late. Looking on another’s work in a test situation.</td>
<td>Refusal to attempt school work at all. (major) Refusal to get into the pool where child is very cold or frightened.</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 20b: Major Problem Behaviour Definitions

**Major Problem Behaviours**

The following is NOT an exhaustive list. Staff should use their discretion when identifying an incident/behaviour as major or minor if it is not listed here. Included are examples, non-examples because they de-escalate to minor and non-examples because they are not a behaviour issue (may require social skilling in this area).

Major incidents require One Schooling and should include parent contact.

When dealing with Students with Disabilities, consultation with SEP teachers is recommended, as there may be underlying issues.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Example</th>
<th>NON-example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/Harassment</td>
<td>Refer to Appendix 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking hair pulling, scratching, biting, abusive spitting).</td>
<td>“I am going to punch your bloody lights out” followed by the punch. A child continues Chinese Burns on another’s arm after they have asked them to stop. Play fighting that escalates.</td>
<td>Shoving and pushing a student out of the way during a game (minor) Accidental shoving and pushing during a game. Friends using physical banter.</td>
</tr>
<tr>
<td>Verbal</td>
<td>Repeated verbal messages that include swearing, name calling or use of words in an inappropriate way.</td>
<td>“You’re a nigger.” “Go home to your own country” “Piss of you faggot” “Your mother is a sl*t” “You’re a fat bitch” Taunting of another student-shouting across the room. “You’re not playing with us because you stink”</td>
<td>‘See that (black fellow; slope, fatty) over there, he’s my mate’ Words between friends .“Let’s go and play footy big arse”</td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Repeated inappropriate targeted gestures and body actions (e.g. rude finger; throat slashing).</td>
<td>Child flips the bird at another in an overt way and possibly with accompanying language.</td>
<td>Flipping the bird, no accompanying language, possibly in a covert manner eg miming pushing glasses up bridge of nose with middle finger (minor)</td>
</tr>
<tr>
<td>Inciting/Provoking Violence</td>
<td>Student engaging and acting in a manner that leads to another student’s behaviour escalating; stirring up another student.</td>
<td>“She thinks your mother is a fat <em>t</em>- (knowing this will cause a reaction) ‘Fight fight fight’- egging on others to fight</td>
<td>“All boys are stupid”- general comments not particularly aimed at an individual.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ongoing Disruption</td>
<td>Repeated behaviour causing an interruption in a class or in the playground. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behaviour or disrupting games.</td>
<td>A child takes over another’s turn on the computer with coercion, force or aggression. Behaviour causing disruption does not cease after teacher has followed procedures – resulting in sending to Chill Out class.</td>
<td>Tapping a pencil/low level noise and refuses to stop when redirected (minor) Tapping a pencil. Low level noise.</td>
</tr>
<tr>
<td>Overt Defiance/Disrespect/ Insubordination/ Non-compliance</td>
<td>Continued refusal to follow directions, talking back and/or socially rude interactions.</td>
<td>Overt “I am not f__ing doing this” “No, you can’t make me” Covert Child sits and refuses to follow instruction/attempt work.</td>
<td>“Do I have to?” “This is boring” But then the work is done</td>
</tr>
<tr>
<td>Skipping Class</td>
<td>Student leaves class/school without permission or stays out of class/school without permission.</td>
<td>In anger, child leaves class and does not return.</td>
<td>Child leaves room to go to toilet without permission, but returns.</td>
</tr>
<tr>
<td>Out of Bounds/Off School Location</td>
<td>Student is in an area that is outside of school boundaries (as defined by school).</td>
<td>Child runs out of school grounds.</td>
<td>Child goes into out of bounds area to retrieve ball.</td>
</tr>
<tr>
<td>Theft</td>
<td>Student is in possession of, having passed on, or being responsible for removing someone else’s property.</td>
<td>Removal of another child’s lunch box and putting in bin. Removal of teacher’s property from the classroom. Theft of wallets, phones belonging to others.</td>
<td>Mistakenly picking up and using another child’s pencil/glue/scissors.</td>
</tr>
</tbody>
</table>
| **Vandalism/Property Damage** | Student participates in an activity that results in substantial destruction or disfigurement of property.  
Student deliberately impairs the usefulness of property. | Kicking a computer in anger.  
Throwing a table/chair.  
Graffiti including scratching into surfaces. | Child kicks ball into window while playing a game.  
Accidental dropping of an object being carried. |
| **Inappropriate Display of Affection** | Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual. | Touching of the body’s private parts.(consensual/non-consensual) | Children hugging each other hello or for comfort. |
| **Drugs/Alcohol/Tobacco/Pornography (Use or Possession of Banned Substances)** | Student is in possession of or using drugs, alcohol, tobacco, or in possession of pornography. | Child brings cigarettes to school.  
Child is chomping eg petrol sniffing. | Child finds a bong on the way to school and brings it to school. |
| **Use or Possession of Weapons** | Student uses or is in possession of weapons.(ie: knives; scissors, blades or sharp objects; firearms and ammunition) | Child picks up a star picket and brandishes it at others.  
Child brings or is in possession of a sharp implement to school/school activities and/or threatens to or uses the sharp implement in an aggressive manner. | Child accidentally brings a knife to cut up his fruit and uses it for this purpose. |
| **(Appendix 25)** | | | |
| **Information and Other Electronics Technology Violation** | Student engages in inappropriate use of mobile phone, music/video players, camera, and/or computer. | Child takes photos of another student on the toilet.  
Child texts/emails inflammatory comments to another.  
Child persistently visits inappropriate web sites.  
Child posts inflammatory content on social networking sites. | Child forgets to hand mobile phone into the office but does so willingly with reminder  
Child accidentally hits a banned site but leaves immediately. |
Appendix 21: Behaviour Incident Report: Checklist of Questions

Behaviour Incident Report: Checklist of Questions

Name of student/s involved in incident:

Person Completing Form: ................................................................. Date: .................................................................

<table>
<thead>
<tr>
<th>Problem behaviour (name):</th>
</tr>
</thead>
</table>

<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).
Appendix 22: Classroom Responsible Behaviour Process

CLASSROOM RESPONSIBLE BEHAVIOUR PROCESS

Student manages behaviour and follows class rules

<table>
<thead>
<tr>
<th>Minor Behaviour</th>
<th>Teacher applies classroom behaviour strategy which may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Verbal Warnings</td>
</tr>
<tr>
<td></td>
<td>- Non-verbal cues</td>
</tr>
<tr>
<td></td>
<td>- Re-directions</td>
</tr>
<tr>
<td></td>
<td>- Thinking Chair</td>
</tr>
</tbody>
</table>

Minor Behaviour

Student manages behaviour and follows class rules

Class teacher contacts Admin for support. Admin to contact parents by phone.

Student continues to disrupt

Positive Behaviour

Acknowledge and encourage students using class and school processes which may include:

- Praise / positive comments / positive visits to Administration
- Class Reward
- SOL Gotcha Tickets
- Student of the week/ Principal Morning Tea
- SOL Starfish

Major Behaviour

Student sent to ‘Chill Out’ Class for 15 mins (with 2 other students) to complete Classroom Self-Reflection Sheet. Student returns to class, teacher discusses plan to participate. Class Teacher gives Self-Reflection sheet to office to email or post home (on same day of incident). Class Teacher enters behaviour on One School (referral to DP or HOSES) within 24 hours.

When a Major behaviour occurs which:

- Significantly violates the rights of others;
- Puts others/ self at risk of harm; and
- Requires the immediate involvement of school Administration

Teacher dials ‘9’ or sends a Red card to Office

School Administration/ HOSES respond immediately. Admin contact parents by phone.

Whilst proactive and preventive approaches are used mostly, certain types of behaviour are unacceptable and responses can include the most stringent step of suspension. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered.

After 3 Chill Outs in a 2 week period, Class Teacher contacts parents by phone. Contact recorded on One School.

Behaviour continues during day.

After the next Chill Out - meeting held with student/ parent/ teacher/ Admin to initiate Individual Behaviour Support Plan (IBSP).

Behaviour continues

Behaviour continues

Behaviour continues

Behaviour continues

After 3 Chill Outs in a 2 week period, Class Teacher contacts parents by phone. Contact recorded on One School.
Appendix 23: Playground Responsible Behaviour Process

PLAYGROUND RESPONSIBLE BEHAVIOUR PROCESS

Positive Behaviour
Acknowledge and encourage students using school processes which may include:
- Praise and encouragement
- SOL Gotcha Tickets
- SOL Starfish

Student follows school rules

Student does not follow school rules

Teacher gives verbal warning and redirection

Minor Behaviour
Teacher applies behaviour management strategy which may include:
- Student plays in close proximity of the teacher
- Sits out for specified time
- Sent to another area
Recorded as a Minor Behaviour and entered on One School within 24 hours.

Major Behaviour
1. Playground staff continues to manage student in the playground.
2. Playground staff contact Time Out #605 to register student for next break with details of incident.
3. Teacher at Time Out fills in Self-Reflection sheet details and informs class teacher of Time Out.
4. Time Out teacher completes One School entry within 24 hours, refers to Deputy and Class Teacher.
5. Student attends Time Out and completes Self-Reflection Sheet that is posted/emailed home.

When a Major behaviour occurs which:
- Significantly violates the rights of others;
- Puts others/ self at risk of harm; and
- Requires the immediate involvement of school Administration

Teacher dials ‘9’ or sends a Red card to Office

School Administration/ HOSES respond immediately. Admin contact parents by phone.

Whilst proactive and preventive approaches are used mostly, certain types of behaviour are unacceptable and responses can include the most stringent step of suspension. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered.

After 3 Time Outs, Admin contact parents by phone. Contact recorded on One School.

After next Time Out – meeting held with student/ parent/ teacher/ Admin to initiate Individual Behaviour Support Plan (IBSP).
Appendix 24a: Classroom Self-Reflection Sheet - Junior

Classroom Self-Reflection Sheet

Date: ________ Time: ______ Student Name: ______________________________

Class: ________ Teacher Name: ___________________________

Student Behaviours: __________________________________________

I am feeling: ____________________________

Angry

Happy

Gifty

Frightened

Sad

Embarrassed

I chose to: ____________________________

I could have: __________________________

Next time I need to remember to:

Student Sign: ____________________________ Teacher Sign: ____________

Parent /Caregiver sign: ____________________________
Appendix 24b: Classroom Self-Reflection Sheet - Senior

Classroom Self-Reflection Sheet

Date: _________  Time: _______  Student Name: __________________________
Class: _________  Teacher Name: _______________________________
Student Behaviours: ________________________________________________

1. Today I didn’t:

2. What I did:

3. What I should have done:

4. What I will do next time:

Student Sign: ___________________________  Teacher Sign: ___________________
Parent / Caregiver sign: ____________________
Date:

Dear Parents / Caregivers,

Your child was sent to our Chill Out Class today and completed the Classroom Self-Reflection Sheet on the reverse side.

Once you have discussed this self-reflection sheet with your child, please sign and return to the classroom teacher.

If you would like further information, please contact your child’s teacher.

Thank you for your support.

Catherine Waldron
Principal
cwald31@eq.edu.au
Appendix 24d: Playground Self-Reflection Sheet - Junior

Playground Self-Reflection Sheet

Date: ________ Time: _____ Student Name: ____________________________
Class: ________ Teacher Name: ____________________________
Student Behaviours: __________________________________________
________________________________________________________________

I am feeling:

I chose to: ________________________________ I could have: ______________________________

Next time I need to remember to:

Student Sign: ____________________________ Teacher Sign: ____________________________
Parent /Caregiver sign: ____________________________
## Playground Self-Reflection Sheet

<table>
<thead>
<tr>
<th>Date: ______________________</th>
<th>Time: _______________</th>
<th>Student Name: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class: ______________</td>
<td>Teacher Name:</td>
<td></td>
</tr>
<tr>
<td>Student Behaviours:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Today I didn’t:

2. What I did:

3. What I should have done:
4. What I will do next time:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Student Sign: ___________________________________________ Teacher Sign: __________________

Parent /Caregiver sign: ________________________________
Date:

Dear Parents / Caregivers,

Your child attended Time Out today and completed the Playground Self-Reflection Sheet on the reverse side.

Once you have discussed this self-reflection sheet with your child, please sign and return to your child’s teacher.

If you would like further information, please contact the Deputy.

Thank you for your support.

Ronnie Kostaschuk
Deputy Principal P-3
vkost3@eq.edu.au

Melanie Wetton
Deputy Principal 4-7
mwett1@eq.edu.au
Appendix 25: Working Together to Keep Humpybong State School Safe

WORKING TOGETHER TO KEEP HUMPYBONG STATE SCHOOL SAFE

We can work together to keep knives out of school. At Humpybong State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be brought to school by students.
- It is against the law for a student to have a knife at school.

If a student has a knife at 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?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel, blade.

Knives or tools needed for school activities will be provided by the school and the use of them will be supervised by the school staff. In exceptional 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.

What will happen if I bring a knife to school?

- Possessing a knife at school may result in serious disciplinary consequences e.g. suspension, recommendation for exclusion;
- If you have a knife at school, the principal may inform the police;
- Police can search a student and their property at school if they suspect a student has a knife;
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal suspects you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.

How can families help to keep Humpybong State School safe?

- Make sure you know the laws and rules about knives.
- Do not include knives or knife tools in your children’s lunch box, pencil case or craft kit.
- Contact the teacher if you are being bullied or threatened at school.
- Immediately tell a staff member of the school if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a staff member if a student is threatening anyone with an object that could injure them.
Appendix 26: Record of Actions – Use of Physical Intervention

Use of Physical Intervention – Record of Actions

DATE: ______________________________ TIME: __________________

LOCATION:
Playground Area: ______________ Classroom: ______________

ALERT NOTIFIED BY: ____________________________________________________

RESPONSE ADMINISTRATOR: □ Principal  □ Deputy  □ HOSES

RESPONSE TEAM MEMBERS:
______________________________________________________________________
______________________________________________________________________

Student/Student’s Involved:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Action Taken by response team:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Debrief Actions:
□ Team debrief  □ Student debrief  □ Individual Staff Debrief

NOTIFICATIONS:
□ Principal  □ Parent/Carer  □ Guidance Officer

Further Actions:
□ Risk Management Plan  □ Parent Meeting  □ Intervention

□ Other: ____________________________________________________________
Appendix 27: Debriefing Report

Debriefing Report – After Emergency or Critical Incident Event

Formal debriefing
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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).