



Responsible Behaviour Plan for Students 2018 Draft 3

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Hilliard State School Vision Statement

Our shared Vision is “Together we Learn, Lead and Succeed”.

Rationale

At Hilliard State School our vision is to build the capacity between staff, parents and students in the school community to increase appropriate student behaviour and decrease problem behaviour by building a continuum of support for all students through comprehensive systems and a supportive environment.

Our vision is based on research reviews that indicate that the most effective responses to student misbehaviour are:

- Teaching behavioural expectations
- Academic restructuring
- Behavioural interventions
- Implementing a school-wide approach

Our School's Beliefs

- Hilliard State School students are unique and so are their achievements.
- Our community, teachers and students work together to achieve our best.
- Effective teaching and learning practices are guided by innovative, integrated, purposeful and inclusive curriculum for all students.
- We strive to provide a safe and supportive learning environment that encourages social responsibility, self-management and respect for everyone.
- Every student has the right to learn in classrooms free from disruption and poor behaviour and teachers have a right to teach in a safe and supportive school environment.

Our School's Values

We value and aim for personal best student learning outcomes (LEARN, SUCCEED)

We value a caring and supportive school environment: Our school identifies with and welcomes our collegial and collaborative culture (TOGETHER)

We attempt new challenges and celebrate success (LEAD)

CONSULTATION AND DATA REVIEW

Hilliard State School's Responsible Behaviour Plan for Students was developed and approved in 2013. In 2016 & 2017, a review was undertaken of this document. A consultative process involving staff and parents was carried out in Semester 2 of 2016 and Semesters 1 and 2 of 2017.

The plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director – South East Region in November 2017, and will be reviewed in 2020 as required in legislation.

The Responsible Behaviour Plan for Students aligns with and supports:

- DET code of school behaviour
- Learning and Well Being framework
- Positive behaviour for learning

HILLIARD STATE SCHOOL RULES

At Hilliard State School we encourage all children to develop as individuals. Social and emotional values are taught explicitly using a range of pro-active, curriculum-based programs. The school rules are directly linked to the whole-school implementation of these programs.

BE SAFE

How we take care of ourselves and others.

- We work and play safely together

BE RESPECTFUL

How we appreciate, treat and respect ourselves and others and how we expect to be treated (respect opinions).

- We care for and respect ourselves.
- We speak politely and listen to each other.

BE A LEARNER

How we approach tasks and commit to learning

- We never give up and do our best. We are confident, organised, resilient, and persistent and we get along with others.

ALL MEMBERS OF THE SCHOOL COMMUNITY HAVE RIGHTS AND RESPONSIBILITIES

Students have the right to:

- Be treated with courtesy and respect
- Work in a clean, safe environment
- Learn without disruption
- Achieve their potential
- Have their property respected
- Be proud of their achievements
- Be acknowledged for their efforts and achievements

Students have the responsibility to:

- Follow teachers' instructions
- Treat others with courtesy and respect
- Contribute to a clean, safe environment
- Ensure there is no disruption to the learning environment
- Respect the property of others
- Participate fully in their educational program
- Ensure their actions do not discredit the school

Parents have the right to:

- Be treated with courtesy and respect
- Be informed about their child's progress
- Expect their child to participate fully in their educational program
- Have a forum to voice their opinion on school related matters

Parents have the responsibility to:

Treat others with courtesy and respect
Ensure that their child attends school
Ensure that their child has appropriate materials needed for learning
Actively participate in their child's education
Be supportive of the school

Staff have the right to:

- Be treated with courtesy and respect
- Work in a clean, safe environment
- Teach and provide school activities without disruption
- Be supported by the whole school community

Staff have the responsibility to:

- Treat others with courtesy and respect
- Ensure the school environment is safe
- Ensure good organisation and planning
- Provide relevant and challenging educational programs
- Support the school's ethos, policies and procedures

Zones of Positive Behaviour and Learning Interventions

The following strategies are indicators of approaches used for behavioural support.

Green Zone Students

Tier 1 (Universal Support – All Students)

The majority (80-90%) of our students almost always demonstrate consistent appropriate responses to proactive whole school approaches at our school.

- ✓ Weekly focus on social and emotional programs
- ✓ Gold, Silver, Bronze awards
- ✓ You Can Do It Assembly award
- ✓ Classroom Ecology
- ✓ Positive behaviour phone call and emails
- ✓ Whole school weekly Focus 20 lessons
- ✓ High 5 strategy
- ✓ Regular Staff Professional Development
- ✓ Facebook/Newsletter information sharing
- ✓ Explicit Teaching of behavioural expectations and behaviours
- ✓ Modelling, role play, practice of behaviours
- ✓ Re-enforcement of appropriate behaviours – systemic and Incidental

Orange Zone Students

Tier 2 (Targeted Support)

Occasionally (10-15%) of our students need additional targeted support, specific adjustments or program intervention. We employ low level interventions to redirect inappropriate behaviour.

- ✓ Time In (Time Out in the classroom)
- ✓ Buddy Class
- ✓ Communication with Parent/Guardians
- ✓ Referral to THE GREEN ROOM and Intervention TEAM (GO BAT Sector DP)
- ✓ IBMP (Individual behaviour management plan)
- ✓ Referral to SNAC (Special Needs Action Committee)
- ✓ Referral to other agencies for counselling and other investigation
- ✓ Restorative Justice practices
- ✓ Targeted social skills
- ✓ Academic restructuring
- ✓ Assessing the function of student behaviour

Red Zone Students

Tier 3 (Intensive Support)

A small percentage of students (2-5%) may have highly complex and challenging behaviour affecting not only their own social and academic progress and that of their classmates as well. Intensive intervention strategies need to be used to improve behaviour.

- ✓ SNAC referral (Special Needs Action Committee)
- ✓ Complex Case Management Team Intervention
- ✓ IBMP
- ✓ Functional Behaviour Approach
- ✓ THE GREEN ROOM referral and intervention team
- ✓ PLC (Alternative Learning Site enrolment)
- ✓ Individual BAT, G.O. and/or Chaplain intervention
- ✓ Referral to other agencies for counselling and other investigation
- ✓ Referral to administration (DP/Principal) ⇒ Suspension and Exclusion

Refer to "Definitions and Examples of Green, Orange and Red Zone behaviours" (*Appendix 1*)

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, & usually unexpected, or an occasion requiring immediate action**. Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Following the use of verbal and non-verbal defusing and other non-threatening strategies, staff may need to make a physical response to keep students and others safe. Some staff will have access to training in *managing aggression and potential aggression (MAPA)*. All staff will have Professional Development on general crisis management/response skills to assist with preventing escalation or assisting with de-escalating situations.

STUDENTS WITH DISABILITIES

All incidents with verified students with disabilities are considered on an individual basis and discussed with Administration prior to consequences.

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
- Posing an immediate danger to him/her or to others

Appropriate physical intervention may be used to ensure that [Hilliard State School's](#) duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using holds and/or restraint. Restraint should only occur in extreme circumstances and by trained personnel.

LOCKDOWN PROCEDURES

Hilliard SS has lockdown procedures that are activated critical behavioural incidents.

DEBRIEF

After any critical incidents, a "debrief" should occur with directly or indirectly affected members of our school in consultation with Guidance Officer or Regional Office Staff.

RECORD KEEPING

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

- ✓ Incident report (uploaded to One-school)
- ✓ Health and Safety Records (if required)
- ✓ Debriefing Reports for students and staff (if required)

RED CARD PROCESS

Should an emergent or critical incident occur, a teacher will send a RED CARD to the Office requesting immediate support. A member of the Administration TEAM will respond as soon as possible.

Universal Support at Hilliard State School

PROMOTING A POSITIVE LEARNING ENVIRONMENT

Essential Skills for Classroom Management

The Essential Skills for Classroom Management are used by teachers at Hilliard State School. Applying these skills allows for individual teaching styles while fostering responsible behaviour and improved learning outcomes. It emphasises a teacher's language, both verbal and non-verbal to focus student attention, and importance of positive teacher-student relationships.

Social and Emotional Learning (SEL) at Hilliard State School

Evidence-based SEL programs provide systematic classroom instruction that enhances children's abilities to recognise and manage their emotions, appreciate the perspectives of others, establish pro-social goals and solve problems, and use a variety of interpersonal skills to handle the challenges of growing up. At Hilliard State School, we utilise a range of social and emotional research based programs such as:

You Can Do It Program

The You Can Do It Program is a collective effort to optimise the social, emotional, and academic development of all children and young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience well-being and have positive relationships. The Five Foundations (Keys) for Achievement and Social-Emotional Well-Being are Confidence, Persistence, Organisation, Getting Along and Resilience.

Daniel Morcombe Curriculum

The Department of Education and Training, in partnership with the Daniel Morcombe Foundation, has developed the *Daniel Morcombe Child Safety Curriculum* for Queensland students. The Curriculum aims to develop student knowledge and skills to recognise, react to and report unsafe situations.

Focus 20

Focus 20 is a school based program focussing on 20 essential skills for success across the school community. Individual, group, class, year level and whole school language uses explicit skills and strategies for social well-being.

High 5 anti-bullying strategy

The High 5 anti-bullying strategy is a school wide positive support process for children to use when they come across bullying behaviour. If you meet a bully at school, use the High 5 and stay cool.

1. Ignore
2. Walk Away
3. Talk Friendly
4. Talk Firmly
5. Report and Tell

FRIENDS for Life

The *FRIENDS* program teaches children and families cognitive, emotional and behavioural skills for managing feelings and coping with life challenges with a positive and resilient attitude. It promotes important personal development concepts such as identity, self-esteem, problem solving, self-expression and building positive relationships. "Friends for Life" is implemented through our Chaplaincy program

SEASONS FOR GROWTH

Seasons for Growth is a nine-session grief and loss program that helps children and young people understand and express experiences of significant change, loss and grief. Students learn to understand and talk about the normal range of emotions experienced during major change, grief and loss. This program is implemented through our Chaplaincy Program.

FORMAL PROCESSES FOR ACKNOWLEDGEMENT OF POSITIVE STUDENT BEHAVIOUR

Developing a whole school, effective and supportive behaviour management policy requires commitment, consistency and effort. The aim of our school is to create a learning environment based on caring relationships, high expectations and meaningful involvement. At Hilliard State School, we believe that students who display and maintain positive behaviour should be rewarded and we are pleased to offer the following programs to reward and acknowledge the effort of these students.

- Classroom Rewards Systems – class teachers negotiate a range of reward systems with their class e.g. Stickers, Warm Fuzzies, Class Dojo and raffle tickets
- You Can Do It Awards – staff issue relevant award slips (based on the keys listed above) to students who exhibit appropriate behaviour according to the You Can Do It program. The award slips are added to a weekly competition and drawn out on Parade. Winning students receive a prize for their efforts.
- Being Safe, Being Respectful and Being a Learner Certificates – the certificate is to acknowledge the achievement of those students who consistently work well and observe the school rules. A student from each class is acknowledged on parade each week to honour their effort and achievement.
- End of Term Gold Prize – The majority of our students almost always demonstrate consistent appropriate responses to proactive, whole school approaches at our school. From 2018 we are introducing the Gold, Silver and Bronze Rewards Program. It is to acknowledge academic, behavioural and social excellence.

END OF TERM GOLD PRIZE PROGRAM

The End of Term House Prize will be replaced by the End of Term Gold Prize to capture all students who consistently display outstanding behaviour.

Gold Student Criteria

- Receives **NO** detentions or referrals to buddy class.
- Receives **NO** referrals to **THE GREEN ROOM**.
- Receives **NO** suspensions.

Further criteria can be found in Appendix 2.

Silver Student Criteria

- Receives **1** detentions or referrals to buddy class.
- Receives **NO** referrals to **THE GREEN ROOM**.
- Receives **NO** suspensions.

Further criteria can be found in Appendix 2.

Bronze Student Criteria

- Receives **2-3** detentions or referrals to buddy class.
- Receives **no more than 1** referral to **THE GREEN ROOM**.
- Receives **NO** suspensions.

Further criteria can be found in Appendix 2.



Gold Students will be acknowledged with a Gold Parade and Gold End of Term Prize/Reward. If a Gold Certificate is achieved for 4 terms in one year, this will qualify students for a **DIAMOND** Reward that will be celebrated with an agreed celebratory activity.

STUDENT LEADERSHIP PROGRAM

At Hilliard State School, we focus on developing our students' leadership skills through formal leadership opportunities and practical leadership experiences. Our approach recognises that students can be leaders across many different areas, and that leadership skills learnt in primary school can lay the foundations for future leadership opportunities.

Leadership Characteristics

- Responsibility
- Confidence
- Getting Along
- Integrity
- Resilience
- Creativity
- Organisation
- Emotional Awareness (of self and others)
- Openness (to new ideas and alternative points of view)

The following represents the leadership opportunities and the leadership experiences implemented at Hilliard State School. These are regularly reviewed.

Leadership Opportunities

- School Captains and Vice Captains
- Student Council Presidents
- Student Council Class Representatives years 3-6
- House Captains and Vice Captains
- Music Captains and Vice Captains
- eLearning Leaders
- Library Leaders
- Class monitors e.g. tuckshop, messages etc.

Leadership Experiences

- Class Meetings
- Buddy Classes
- Leading whole school assembly
- Presenting or performing at assemblies and official functions
- Meeting and guiding visitors around the school
- Camps (Leadership, Teamwork, Resilience and Personal Responsibility)

Curriculum involvement / activities in the classroom

We expect a high standard of leadership from our elected student leaders. Student leadership roles are positions of responsibility and involve leading by positive example. Should a student leader not display appropriate leadership and responsibility his/her leadership badge and duties may be removed.

School Disciplinary Absences (SDAs)

The Responsible Behaviour Plan for Students allows for flexible and dynamic management of student behaviour. It is expected that Universal Supports and strategies described throughout this plan will be sufficient for most students. However a range of SDA's can be employed including suspensions, and behaviour improvement conditions and recommendations for exclusions. The Education and General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

DETENTIONS:

A Principal or teacher can detain a student as a consequence for disobedience, misconduct, or for another breach of school discipline.

SUSPENSIONS:

A Principal may suspend a student from the school under the following circumstances

- ✓ Disobedience by the student
- ✓ Misconduct by the student
- ✓ Other conduct that is prejudicial to the good order and management of the school

RECOMMENDATION FOR EXCLUSION:

A Principal may recommend exclusion of a student from the school or certain State Schools under the following conditions:

- ✓ Disobedience by the student
- ✓ Misconduct by the student
- ✓ Other conduct that is prejudicial to the good order and management of the school
- ✓ If the student's disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour

Where there are special considerations related to child or family circumstances there is provision for these to be included in Individual Behaviour Plans. Individual Behaviour Management Plans will be developed on the recommendation of the Special Needs Action Committee where deemed necessary.

The following are examples of such behaviour:

- *Age of the student*
- *Any diagnosed disability*
- *Student in out of home care*
- *Severity of incident*
- *Amount of reliable evidence*
- *Previous one school behaviour records*
- *Degree of provocation*
- *Intent of the action*
- *Change of teacher*
- *Change of home circumstances*
- *Illness*
- *The degree to which the school/individual behaviour plan was followed*
- *Any other contributing circumstances*

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

- ✓ Promoting an environment that 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

The following behaviours may also incur possible severe consequences:

Obscene Language/Gestures

Public or deliberate acts of verbal abuse involving staff members or students

Racial, religious and sexual Vilification

Including public or deliberate acts towards others

Targeted/Intentional Behaviour

See bullying section

Personal Property

Inappropriate personal property (i.e. **Toys/fidget spinners**) or mobile phones brought to school can be temporarily removed by staff. Such personal property will be returned to the student, or the parent, at the end of school day. If dangerous items (e.g. **pocket knife or weapons**), inappropriate items are confiscated, these must be handed back to parents only and may attract severe consequences.

Prohibited Items

Possession and/or use of objects such as matches, lighters, lasers, pockets knives or weapons etc. are prohibited on school campus and will attract significant consequences such as suspension or exclusion.

Illicit Substance Misconduct

Association with, possession and/use of school premises or related school activity e.g. camp will attract significant consequences such as suspension or exclusion and referral to other agencies i.e. Queensland Police Service.

Truancy

Persistently leaving the classroom/school grounds without permission or persistently failing to attend school will attract significant consequences such as suspension or exclusion and referral to other agencies i.e. Queensland Police Service.

Severe Physical Misconduct

Serious and/or ongoing intentional physical aggression/abuse towards staff and students will attract significant consequences such as suspension or exclusion and may incur referral to outside agencies such as the Queensland Police Service.

Vandalism

Vandalism student, staff and school property will attract significant consequences such as suspension or exclusion.

ICT Misconduct

Please refer to Hilliard State School ICT user agreement and the Use of Technology at School document (appendix 6).

Network of School Support

Parents	Guidance Officer
Teachers	Chaplain
Support Staff	Adopt a Cop
Administration Staff	Principal/Deputy Principal

Support is also available through the following government and community agencies:

Disability Services	Qld Police Service
Child Youth Mental Health	Autism Qld
Queensland Health	PCYC –Strength and Support Program
Dept. of Communities (Child Safety Services)	Family and child Connect

Bullying Definition & Management Procedure

Bullying Defined: Bullying is **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. There are five kind of bullying:

1. Physical bullying

E.g. hitting, poking, tripping, pushing or damaging someone's belongings.

2. Verbal bullying

E.g. name calling, insults, homophobic or racist remarks and verbal abuse.

3. Social (covert) bullying

E.g. lying, spreading rumours, playing a nasty joke, mimicking and deliberately excluding someone

4. Psychological bullying

E.g. threatening, manipulation and stalking

5. Cyberbullying

Using technology (e.g. email, mobile phones, chat rooms, social networking sites) to bully verbally, socially or psychologically.

Often the term "bullying" is used to explain other types of behaviour. Behaviours that **do not** constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence

Bullying towards staff or students will attract significant consequences such as suspension or exclusion.

At Hilliard State School, we believe in the ongoing explicit teaching about school rules – Be safe, Be respectful, Be a learner to proactively prevent bullying and teasing. This includes proactive classroom discussions to clarify what bullying is and action to take, use of the High Five strategy, proactive programs including keeping yourself safe, relationships, cyber-safety and parent information sessions.

HIGH FIVE STRATEGY



Hilliard State School “Bullying” Procedure Flowchart

Once a student reports an incident of bullying, a staff member will gather details:

What exactly is happening? (Verbal, physical, social, psychological, cyberbullying)

Has this happened more than once? (If the answer is “No”, then this is NOT a case of bullying.)

Red Zone Incidents (major) referred to Deputy Principals – possible suspension or Police contact

Orange Zone Incidents (minor) dealt with by staff member – Discussion held with class or small group/ rule reminders/ bystander support organised. If a clear case of bullying is established, refer to THE GREEN ROOM.

Staff Member checks in with students involved, within the following week. If unresolved, further investigation may be necessary. Administration may need to be informed. Outcome recorded on One School. Parents/ Carers contacted.

If bullying continues, referral to **Deputy Principals** – possible suspension

FEEDBACK & MONITORING of Behaviour at Hilliard State School

Weekly Behaviour Meetings will occur with designated staff (DPs, GO, BAT officer, class teachers) to access and monitor behaviour progress across the school, referrals to the GREEN Room, communication with parents etc.

Monthly Year Level Meetings will occur with each year level to monitor data and discuss behavioural concerns. Staff will be provided with professional development to support student behaviour and strategies for improvement.

Each term, the **Positive Behaviour TEAM (PBT)** will meet to monitor and discuss the progress and effectiveness of the RBPFS and provide feedback to the Principal and staff. This TEAM will consist of the DPs, HOSES, BAT, GO, representatives from each year level, specialist staff and the P&C Representative.

The PBT will conduct minuted meetings to:

- Provide relevant Professional Development for staff (Essential Skills, class organisation)
- Plan implementation of the 2018 RBPFS to staff & community
- Track positive and negative student behaviours
- Report to staff on a regular basis (Student behaviour and plan implementation)
- Provide recommendations of actions to support students, staff and parents
- Meet at least once per term

CLASSROOM GREEN ROOM REFERRAL PROCESS

THE GREEN ROOM

(Responsible Thinking and Behaviour Support Process)

The **GREEN ROOM** process will be introduced in 2018. It will be the “behaviour support centre” of the school, where work undertaken with **Orange** and **Red** Zone students, will aim to protect the teaching and learning environment from disruption, by focusing on developing *Behaviour for Learning* skills, *Social and Emotional Literacy* skills and *Wellbeing* skills, through reflective thinking and restorative practices, targeted programs and specialist teacher support. This process sits within a continuum of behavioural interventions that assist a student to self-regulate and/ or modify their behaviour.

A student who is not learning, due to their behaviour, may need to move away from the regular classroom environment, temporarily, when alternative methods for managing inappropriate behaviour have not proven effective (eg., selective attending, cueing, redirecting, giving a choice). This interrupts the student’s pattern of escalating behaviour, by changing the circumstances that are encouraging or maintaining it. The student accesses the GREEN ROOM, for the minimum period of time, necessary, to de-escalate, reflect on their actions and the effect of their actions on others, and to identify and learn about alternatives for future behaviour choices. They become better prepared, to re-enter the classroom and to begin learning. A classroom re-entry process allows student and teacher to discuss a plan for the way forward and to preserve a positive relationship. Where patterns of behaviour become evident and further support is warranted, or specific issues are identified, the class teacher will be asked to refer the student to the Special Needs Action Committee (SNAC).

The goals of the **GREEN ROOM** process are to:

- assist and encourage students to think and act responsibly regarding their own behaviour
- provide an immediate consequence for unacceptable student behaviour
- increase the quality of teaching and learning in the classroom
- improve links with parents on issues related to student behaviour
- provide an opportunity to shape student behaviour
- support and promote learning, self-understanding and self-control
- increase opportunities to address the sources of behaviour difficulties
- promote a positive, school-wide approach to behaviour support

Additionally, professional development for teachers and community members, behaviour resources and reference materials will be organised through the **GREEN ROOM**.

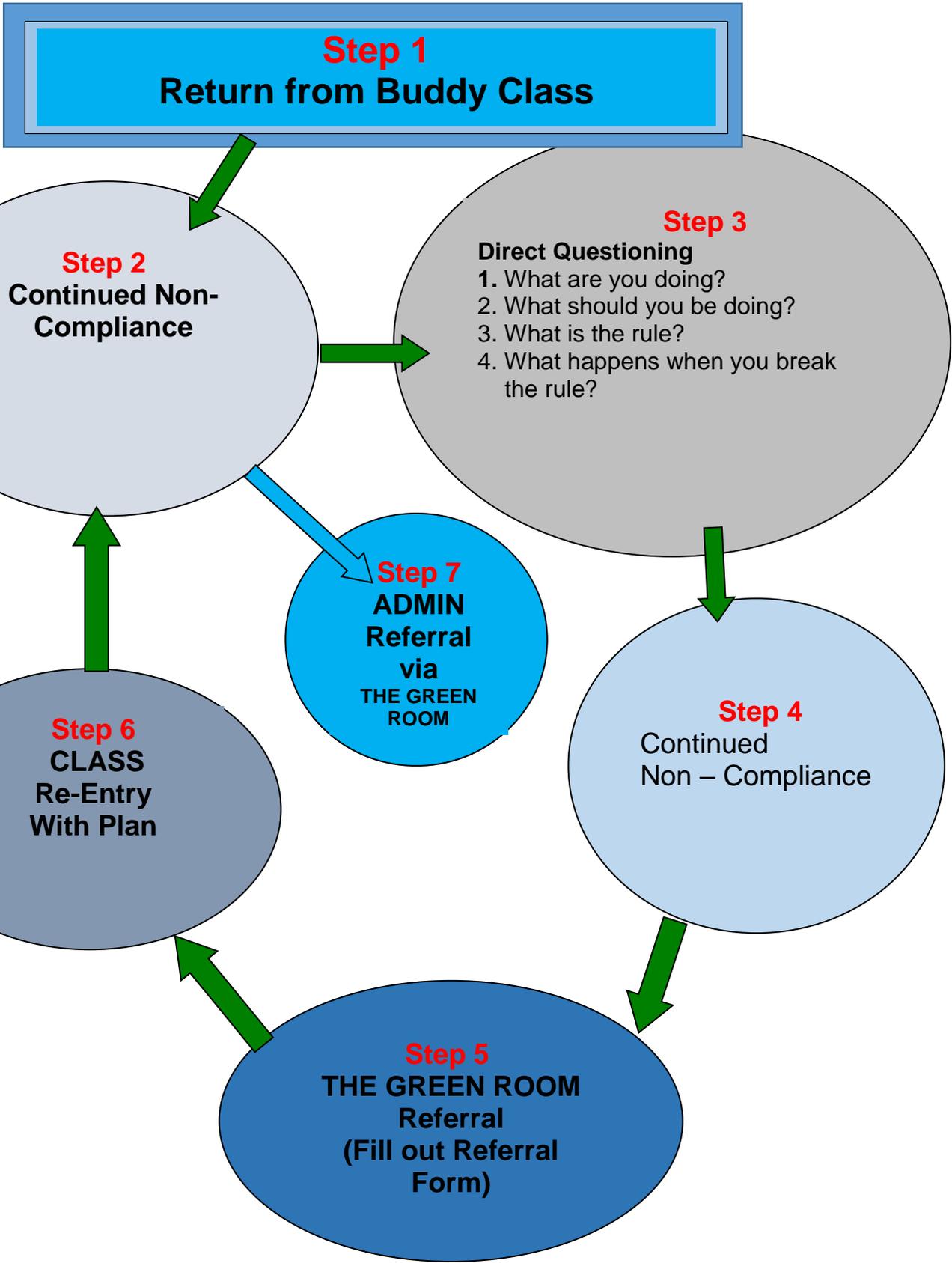
Class Time Referrals - Students make choices as part of the school’s usual behaviour management process (**Appendix 3**). If they opt to ignore teacher instructions and/ or contravene school rules, they will be referred to the **GREEN ROOM (Appendix 4)**. Once at the **GREEN ROOM** students complete a reflection sheet (**Appendix 5**) with a staff member and a copy of this is posted home to parents.

Break Time Referrals - If a student is demonstrating inappropriate behaviour in the playground that seriously contravenes school rules, a referral will be issued by the duty teacher and the student must present with it to **THE GREEN ROOM** immediately. Referred students will remain at the **GREEN ROOM** for the remainder of the break.

If it is a RED CARD situation, Admin should be contacted immediately.

Finishing Time - Students who were referred to the GREEN ROOM during class time may be directed by their teacher to attend during play break, to complete missed work.

Check In/ Check Out - Students identified through SNAC, as requiring intensive behaviour support will be required to “Check In” to the **GREEN ROOM**, prior to starting school each day and “Check Out” at the end of the day. They will be reminded about their behaviour goals, be given the opportunity to begin the school day calmly, and be monitored, as the day progresses.



Individual circumstances will be taken into consideration

1. 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](#)

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](#)

3. Some related resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

Endorsement

Principal

P&C President

Assistant Regional Director

Date effective: from to

**Appendix 1 - Green Zone Behaviour (Appropriate Behaviour, Following School Rules)
Managed with Essential Skills, On-going social and emotional programs and coaching and Classroom reward systems**

Orange Zone Behaviour			Red Zone Behaviour		
Behaviour	Definition	Examples	Behaviour	Definition	Examples
Non compliance	Not following the directions of an adult	Ignoring directions, non-verbal responses like crossing arms or rolling eyes, refusing to do school work or school activity, interrupting others.	Defiance	Persistent blatant refusal to follow directions by an adult, resulting in a severe interruption of others or running away.	Yelling at the teacher, refusing to move to a safe area, running away from an adult.
Verbal misconduct	Speaking impolitely or disrespectfully to others, bossy behaviour, calling out, talking at the wrong times, racist/religious or sexist language.	Talking inappropriately, argumentative towards adults, unkind and hurtful remarks to others, cursing and swearing, vilifying others based on gender or race, low level name calling, disruptive noises.	Gross verbal misconduct	Severe verbal misconduct including swearing, threatening and abusive language directed at an adult.	Swearing at an adult, threatening others with violence, serious name calling.
Non-verbal misconduct	Using gestures or physical actions to cause a disruption to learning.	Tapping pencils, other repeated noises, bodily noises, playing with rubber bands or ruler, rude gestures, throwing of small objects, spitting, throwing of rocks.	Gross non-verbal misconduct	Use of gross non-verbal physical actions to disrupt the learning or directed at an adult.	Turning over furniture, dangerous throwing of objects, use of rude gestures to adults, spitting directly at people. Dangerous rock throwing.
Physical contact/ aggression (non-serious but inappropriate)	Physical contact that does not result in injury.	Pushing, hitting, and kicking not resulting in injury. Play fighting, tripping etc.	Fighting/Physical contact/Aggression (serious)	Physical contact with the intent or having the outcome to cause injury.	Punching, hitting, kicking, pushing down, and biting. Instigating or promoting a fight.
Property misconduct	Maltreatment of property belonging to the person, others or the school.	Misuse of school equipment, or the belongings of others.	Vandalism	Deliberate attempts to harm or destroy the property of the person or others.	Destruction of another person's belongings, graffiti, breakage of school equipment.
Minor stealing	Taking the possession(s) of another (insignificant monetary value) without their expressed consent	Taking another person's pencils, rubber, ruler etc. Taking school lunches.	Major Theft	Taking the possession(s) of another (significant monetary or personal value) without their consent with intent to permanently deprive.	Stealing of items like electronic devices, sporting equipment, school bags, etc. Theft of large sums of money or school equipment.
Out of Bounds	Playing or walking through areas out of bounds.	Playing in the wrong play area, walking through an out of bounds area.	Leaving the school grounds.	Leaving the school grounds during school hours without permission.	Running away from class/play area and leaving the school grounds.
Lying	Not telling the truth to an adult.	Lying go get out of trouble or work avoidance.	Slander	Lying with the intent to cause slander of a staff member or adult.	Making a false allegation against an adult.
Lateness	Being late to class with an invalid reason.	Dawdling between bells, taking too long to go to the toilet or get a drink.	Unauthorised absences greater than 3 days.	Student has not turned up for school for 3 days or more.	Unexplained absences. Student was seen at school before class but left without permission.
Teasing	Hurtful remarks to others that are unkind and unfriendly.	Minor name calling	Serious Dress Code Violation	Chronic violations of the dress code or a violation that requires alteration beyond the classroom environment.	Distasteful slogans on clothing, excessive makeup or blatant hair style.
Contraband Items	Bringing items not allowed at school.	Chewing gum, mobile phones, trading cards, electronic games etc.	Harassment/Verbal/physical Intimidation/Bullying	Verbal or physical threat or disrespectful, repeated messages to another person that include threats and intimidation, bullying.	Physical intimidation, verbal threats directed at a specific person, obscene gestures, written notes, or pictures. Inciting bullying.
Information Technology Misconduct	Mal-application of ICT equipment at the school or misconduct using technology.	Accessing unauthorised websites, use of inappropriate language in searches or blogs, cyber teasing.	Illegal Weapons, Illegal Substances	Bringing objects that could be used as weapons and illegal chemical substances to school, as well as implements to use such items.	Knives, guns, dangerous weapons, dangerous chemicals including drugs, cigarettes and alcohol. Cigarette lighters, matches, etc.
Sexual Misconduct	Intentional inappropriate physical or verbal contact of a sexual nature. Drawings of a sexual nature.	Hand holding of students, students kissing. Students drawing sexualised pictures or using sexualised language.	Cyberbullying	Persistent name calling, threats or disrespectful messages to others online.	Bullying online via email, blog, discussions etc.
Cheating	Willingly copying another's work or answers; letting someone copy your work/answers	Copying another student's work without permission, plagiarism of references.	Gross Sexual Misconduct	Intentional inappropriate physical contact or invitations of a sexual nature. Sharing of pictures or viewing sexual images.	Touching of another person in a sexual way, showing genitals to others, invitations of a sexual nature to others

(Appendix 2) - Hilliard State School
Gold / Silver / Bronze
Student Awards
Criteria Sheet



For the purpose of this document; Consistently = 100% of the time, Most of the time = 90% of the time & Usually = 75% of the time.

Gold Student	Silver Student	Bronze Student
<p>Be Safe</p> <ul style="list-style-type: none"> - Always employs safe practices in and out of the classroom. <p>Be a Learner</p> <ul style="list-style-type: none"> - Works independently without distracting others. - Remains on task consistently. - Applies effort consistently. - Contributes to the classroom and takes responsibility for their own actions. - Is punctual to class and specialist lesson during the school day. <p>Be Respectful</p> <ul style="list-style-type: none"> - Demonstrates a very high standard of respectful behaviour to others in all settings. - Works very well with all staff and visiting teachers. - Always follows instructions and directions. - Reacts to situations reasonably. - Demonstrates appropriate conflict resolution strategies. <ul style="list-style-type: none"> • Receives NO detentions or referrals to buddy class. • Receives NO referrals to THE GREEN ROOM. • Receives NO suspensions. 	<p>Be Safe</p> <ul style="list-style-type: none"> - Employs safe practices in and out of the classroom most of the time. <p>Be a Learner</p> <ul style="list-style-type: none"> - Works independently without distracting others. - Remains on task most of the time. - Applies effort most of the time. - Contributes to the classroom and takes responsibility for their own actions most of the time. - Is punctual to class and specialist lesson during the school day most of the time. <p>Be Respectful</p> <ul style="list-style-type: none"> - Demonstrates a high standard of respectful behaviour to others in all settings. - Works well with all staff and visiting teachers. - Follows instructions and directions most of the time. - Reacts to situations reasonably. - Demonstrates appropriate conflict resolution strategies most of the time. <ul style="list-style-type: none"> • Receives 1 detention or referral to buddy class. • Receives NO referrals to THE GREEN ROOM. • Receives NO suspensions. 	<p>Be Safe</p> <ul style="list-style-type: none"> - Employs safe practices in and out of the classroom most of the time. <p>Be a Learner</p> <ul style="list-style-type: none"> - Works independently without distracting others most of the time. - Usually remains on task. - Applies effort most of the time. - Contributes to the classroom and takes responsibility for their own actions most of the time. - Usually is punctual to class and specialist lesson during the school day. <p>Be Respectful</p> <ul style="list-style-type: none"> - Demonstrates respectful behaviour to others in most settings. - Works well with all staff and visiting teachers. - Usually follows instructions and directions. - Reacts to situations reasonably most of the time. - Usually demonstrates appropriate conflict resolution strategies. <ul style="list-style-type: none"> • Receives 2-3 detentions or referrals to buddy class. • Receives no more than 1 referral to THE GREEN ROOM. • Receives NO suspensions.

(Appendix 3) - CLASSROOM CHOICES & CONSEQUENCE STEPS

Student Choice #1	<p>Non-compliance ▼ Teacher re-direction/ rule re-statement</p>
Student Choice #2	<p>Non-compliance ▼ Direct Questioning <i>What are you doing? What should you be doing? What is the rule? What happens when you break the rules?</i></p>
Student Choice #3	<p>Non-compliance ▼ Time In Student is moved away from the group for five minutes, within the room. Re-entry Student will sit at a re-entry chair inside the classroom door and wait until the teacher is able to check on readiness to re-join the class. Questions: <i>How will I know that you are ready to join the class? If you chose to join the class, you are choosing to follow the rules. What will happen if you break rules again?</i></p>
Student Choice #4	<p>Non-compliance ▼ Direct Questioning <i>What are you doing? What should you be doing? What is the rule? What happens when you break the rules?</i></p>
Student Choice #5	<p>Non-compliance ▼ Buddy Class Student takes a Buddy Class slip to buddy class teacher. Note on One School. Teacher refers student to THE GREEN ROOM to complete missed class work in play break, if required. Re-entry Student will sit at a re-entry chair inside the classroom door and wait until the teacher is able to check on their readiness to re-join the class. Questions: <i>How will I know that you are ready to join the class? If you chose to join the class, you are choosing to follow the rules. What will happen if you break rules again?</i></p>
Student Choice #6	<p>Non-compliance ▼ Direct Questioning <i>Are you choosing to continue working in the classroom or to go to THE GREEN ROOM?</i></p>
Student Choice #7	<p>Non-compliance ▼ THE GREEN ROOM Teacher completes THE GREEN ROOM referral and student is directed to go/or is escorted to THE GREEN ROOM. Student completes a plan with THE GREEN ROOM staff. Teacher also refers student to THE GREEN ROOM to complete missed class work in play break, if required. Re-entry Student will sit at a re-entry chair inside the classroom door and wait until the teacher is able to check on their readiness to re-join the class. Re-entry questions <i>How will I know that you are ready to join the class? If you chose to join the class you are choosing to follow the rules. What will happen if you break this rule again?</i></p>
Student Choice #8	<p>Non-compliance ▼ Student behaviour is discussed with sector Deputy Principal.</p>

(Appendix 4) - Hilliard State School
THE GREEN ROOM Referral Form

Student (s) being referred: 1. 2. 3. Witnesses: 1. 2. 3.	Class: Playground Area:	Location: <input type="radio"/> Classroom <input type="radio"/> Transition <input type="radio"/> Toilets <input type="radio"/> Library <input type="radio"/> Hall <input type="radio"/> Specialist Lesson <input type="radio"/> Outdoor Activity
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Date:	Staff Member: _____ <input type="checkbox"/> Classroom Management Procedure followed <input type="checkbox"/> Buddy Class Process followed <input type="checkbox"/> The Green Room Referral Questions asked
Time:	

Tick the major behaviours the student was displaying:

<input type="checkbox"/> Disrespect to the teacher <input type="checkbox"/> Persistent Non-compliance <input type="checkbox"/> Persistent disruption to class <input type="checkbox"/> IT misconduct <input type="checkbox"/> Physical misconduct	<input type="checkbox"/> Persistent bullying/cyber <input type="checkbox"/> Verbal misconduct teacher/students <input type="checkbox"/> Obscene gestures in the presence of the teacher <input type="checkbox"/> Refusal to participate in the learning activity <input type="checkbox"/> Property misconduct (stealing and vandalism) <input type="checkbox"/> Out of bounds
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Incident details:

THE GREEN ROOM Action (Green Room staff only) <input type="checkbox"/> Student Plan <input type="checkbox"/> One-school update <input type="checkbox"/> Parent contact <input type="checkbox"/> Paperwork sent home <input type="checkbox"/> Discussion with Admin <input type="checkbox"/> Follow-up with Parent <input type="checkbox"/> Discussion with class teacher <input type="checkbox"/> Strategy provided: _____	Immediate THE GREEN ROOM Referral to Admin: <input type="checkbox"/> Possession of Illicit substances <input type="checkbox"/> Inappropriate sexual behaviour <input type="checkbox"/> Possession of weapons <input type="checkbox"/> Threats/foul language directly to staff <input type="checkbox"/> Severe aggression <input type="checkbox"/> Deliberate harm to staff <input type="checkbox"/> Truancy
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THE GREEN ROOM Staff Comments:

Admin Staff Comments:

THE GREEN ROOM staff/Administration Signature:
Date:

(APPENDIX 5) **THE GREEN ROOM**

P-6 Reflection Sheet

(Completed with THE GREEN ROOM staff)

Student: _____ **Class:** _____

Referring Teacher: _____ **Date:** _____

Explain what happened

What would the teacher say happened?

What school rule does this break?

- BE SAFE BE RESPECTFUL BE A LEARNER

Did this keep students or a teacher from doing the things that they were trying to do?
YES NO

What were other students/ the teacher trying to do?

What do you think it was like for other students/ the teacher?

What could you do or say to the people who were involved to make it right?

What is your plan for doing things differently next time?

1. _____
2. _____
3. _____

If you choose to ignore this plan you will be required to explain your reasons

Student signature: _____ **Date:** _____

(Appendix 6) - The Use of Personal Devices at School

The school importance on student displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

CERTAIN PERSONAL TECHNOLOGY DEVICES BANNED FROM SCHOOL

Students must not bring valuable personal technology devices like mobile phones, cameras or MP3 players to school, with the exception of the BYO devices, as there is a risk of damage or theft.

CONFISCATION

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly. Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

RECORDING VOICE AND IMAGES

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Hilliard State School. Students using their iPad 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). A student at school who uses an iPad to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be a breach of this policy.

TEXT COMMUNICATION

The sending of text messages that contain obscene language and/or treats 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 Principal or Deputy Principals.

ASSUMPTION OF CHEATING

Personal technology devices may not be taken into or used by students at examinations or during class assessments unless expressly permitted by staff. Staff will assume students in possession of such devices during exams are cheating. Disciplinary action will be taken against any student who is caught using person technology during examinations or assessments.

RECORDING PRIVATE CONVERSATIONS AND THE *INVASION OF PRIVACY ACT 1971*

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, "a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation". It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to 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 (i.e. to assist with a medical condition or other disability of for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.