



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Hamilton Island State School Responsible Behaviour Plan for Students

## 1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. At Hamilton Island State School we support the Department of Education and Training Code of School Behaviour which ensures that all members of our school community understand the values and principles of the Code of School Behaviour and can meet the required standards of behaviour for all Queensland State Schools.

This occurs in accordance with our overall school Mission Statement: *Strive for Excellence*, where the overall expectation for behaviour management in this school is as follows:

*We expect everyone to think ahead and make responsible decisions that respect the rights, feelings and safety of all concerned.*

## 2. Consultation and data review

Hamilton Island State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community meetings held during 2017. A review of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents including bullying, cyberbullying and other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2014-2017 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in semester 2 2017, and will be reviewed in 2020 as required in legislation.

## 3. Learning and behaviour statement

Hamilton Island State School has adopted, in principle, a democratic rather than authoritarian approach to behaviour management, the basic premise of which is the recognition of our ever-changing society and its attitudes. Within this it acknowledges the underlying democratically acceptable values of:

- Social equality
- Co-operation/shared responsibility
- Self discipline
- Mutual respect

And the need to address these within our school environment.

**Our school environment** aims to provide:

- a positive, preventative approach to behaviour management



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- school practices involving a planned continuum from positive, preventive actions for **all** students to responsive actions for specific individuals and groups.
- modelling and reinforcement of non-violent, non-coercive and non-discriminatory language and practices by all members of the school community.
- enhanced interpersonal support networks for students, parents and staff.
- a better understanding on the part of teachers, students and parents of why the school has put in place specific rules and policies.
- effective communication amongst all members of the school community.

Our commitment to this style of management compels us to identify clearly the **rights** and **responsibilities** of each individual member of our school community.

### Rights

Based on these underlying values, each child, teacher, parent or community member has the right to expect respectful and considerate treatment. This expectation entails a responsibility to accord the same right to all other participants in our community. Each individual has the right to feel safe and valued. Each student has the right to learn, to solve problems, to maximise his/her educational opportunities regardless of his/her individual circumstances such as:

- location • sex • socio-economic circumstances
- ethnic or cultural background
- any disability • status within school community

### Responsibilities

Based on our underlying **values**, we believe that:

- the core responsibility of the school community is "education".
- the entire school community is responsible for guiding, leading, motivating, encouraging and modelling appropriate behaviour.
- each individual has the responsibility to be **PROACTIVE** and to manage his/her own actions, taking account of factors such as level of maturity and intellectual capacity.
- families share the responsibility for developing appropriate behaviour patterns and to contribute to the communication/decision-making process within the school.
- teachers are responsible for managing the learning process and providing *Duty of Care*.
- members of the administrative team are responsible for taking on specific management tasks such as strategic planning, finance, and
- organisational structures, to act as final authority and to provide support, leadership, and direction throughout the school.

## 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

### Universal behaviour support

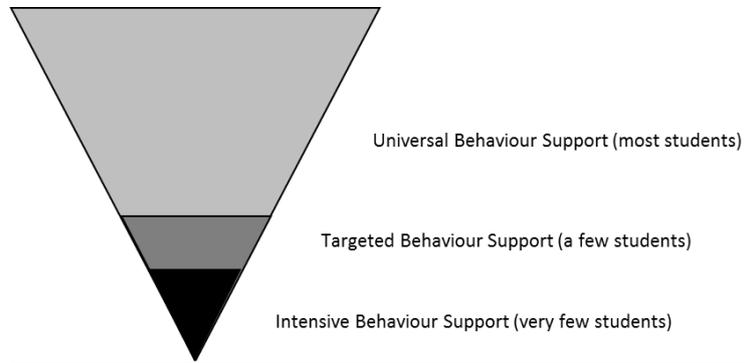
At Hamilton Island State School we have a typical spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Most students will have little or no difficulties.



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However a small number of students may need additional support and timely intervention on some occasions. For a variety of reasons, they may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. Student Disciplinary Absences will be used after consideration has been given to all other responses.



Proactive and Preventative Processes and Strategies promote and encourage:

- Adherence to Department of Education and Training's Code of School Behaviour.

Hamilton Island State School Code of Behaviour

In order to create a supportive environment which maximises the educational opportunities for all students, students will strive to:

- use exemplary manners;
- show respect for and consideration of self, others and property;
- be increasingly responsible for their own behaviour and motivation;
- be accepting and supportive of the diversity existing amongst individuals
- Recognition of the Rights and Responsibilities of all members of the school community.

<b>RIGHTS. We have a right to:</b>	<b>RESPONSIBILITIES. We have a responsibility to:</b>
<b>SAFETY</b> <ul style="list-style-type: none"> <li>• Be and feel safe</li> <li>• Have our private property protected</li> <li>• Move safely and timely around the school</li> <li>• Use and share equipment in the school environment</li> </ul>	<b>SAFETY</b> <ul style="list-style-type: none"> <li>• Help others to feel safe and secure in the classroom and playground</li> <li>• Respect and safeguard other people's property</li> <li>• Move safely and calmly around the school using the agreed guidelines</li> <li>• Use equipment safely and share with others</li> <li>• Respect and care for all belongings and resources in the school environment</li> </ul>
<b>TREATMENT</b> <ul style="list-style-type: none"> <li>• Be treated with respect, fairness, equality, regardless of religion, culture, race or sex</li> </ul>	<b>TREATMENT</b> <ul style="list-style-type: none"> <li>• Treat others with respect and consideration at all times</li> </ul>
<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>• To express ourselves, share ideas</li> </ul>	<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>• Listen to others and value their</li> </ul>



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and questions and be listened to	contributions and respect their opinions
<b>PROBLEM SOLVING</b> <ul style="list-style-type: none"> <li>To expect a settlement of problems and be able to tell “my” side of the story in a dispute</li> </ul>	<b>PROBLEM SOLVING</b> <ul style="list-style-type: none"> <li>Listen to and allow others to tell their side of the story and work together to reach a satisfactory solution</li> </ul>
<b>LEARNING</b> <ul style="list-style-type: none"> <li>Learn without interference in a reasonable working environment</li> </ul>	<b>LEARNING</b> <ul style="list-style-type: none"> <li>Allow others to learn without causing disruptions or distractions</li> </ul>

Provision of opportunities to promote active participation and the positive benefits of being a responsible member of our school community.

Hamilton Island State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices in Newsletters and Assemblies.
- Comprehensive induction programs in the Hamilton Island State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Implementation of specific policies to address:

- The Use of Personal Technology Devices at School (Appendix One)
- Procedures for Preventing and Responding to Incidents of Bullying (including cyberbullying and recording incidents for data collection) (Appendix Two).

### Reinforcing expected school behaviour

At Hamilton Island State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

### Hamilton Island State School 4 Guppies of Respect Stamps

Staff members give **Guppy Points or Stamps** to students they observe following school rules and promoting good citizenship in both classroom and non-classroom areas. When they ‘catch’ a student following the rules or displaying good citizenship they can choose to give them a **Guppy**. When students are given a **Guppy** they add it to their classroom chart. Once a student reaches 10 **Guppies** they receive a reward that has already been negotiated with their teacher.

Following is a set of universal behavioural expectations relating to our four college values. The Schoolwide Expectations Teaching Matrix attached outlines our agreed rules and specific behavioural expectations in all school settings.





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Respect Yourself	Respect Others	Respect Learning	Respect the Environment
<ul style="list-style-type: none"> <li>• Actively engage in learning</li> <li>• Strive for personal excellence</li> <li>• Take pride in personal achievements</li> <li>• Engage in safe and healthy practices</li> </ul>	<ul style="list-style-type: none"> <li>• Support others' right to learn</li> <li>• Accept difference</li> <li>• Cooperate with staff, fellow students and support agencies</li> <li>• Engage in safe and healthy practices with others</li> </ul>	<ul style="list-style-type: none"> <li>• Actively engage in learning</li> <li>• Contribute positively to classroom discussion and organisation</li> <li>• Take pride and presentation and completion of tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Care for school environment</li> <li>• Reduce yours and your school's ecological footprint</li> <li>• Contribute to global sustainability</li> </ul>

### 5. Emergency responses or critical incidents

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.

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

Basic defusing strategies

#### *Avoid escalating the problem behaviour*

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

#### *Maintain calmness, respect and detachment*

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

#### *Approach the student in a non-threatening manner*

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

#### *Follow through*

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



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### *Debrief*

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

### **Physical Intervention**

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

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

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to 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 or major incident must be formally documented. The following records must be maintained:

- incident report
- One School record
- In the event of a critical situation, parents of the students involved will be contacted and informed as soon as possible.



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<http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx>

### Debriefing Procedures (Appendix Four)

In the event of a major incident involving staff or students, the facilitation of a debriefing process will occur.

## 6. Consequences for unacceptable behaviour

In 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.

### Strategies to implement supportive, fair, logical and consistent consequences include:

#### 1. Classroom and Playground Management

Staff members respond to low level misbehaviour and disturbance by ignoring misbehaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

#### 2. Restatement and Rule Reminders

Staff members use a combination of the following strategies: restatement of the rule, giving specific direction, giving the student a choice e.g. to work or play appropriately or move to a different area/activity.

#### 3. Supervised Time Out (max 10 minutes)

In the classroom situation, the student is sent to a different part of the classroom, another classroom or a different area until the student is willing and able to comply.

In the playground, the student's name and misbehaviour are noted in the Record of Playground Misdemeanours and an appropriate consequence applied. For more serious misbehaviours students are referred to the RAP (Reflect and Plan) Room.

#### 4. Administration/Teacher and Student Plan of Action

In the classroom situation, if a student's behaviour continues to infringe upon the rights of others in the classroom, a plan of action is developed by Administration/Teacher and the student. Parents/carers are contacted. Referral to Special Needs Program staff is made if applicable.

In the playground, if a student's behaviour continues, a plan of action is developed by Administration and the student that may involve alternate playtime relocation or supervision. Parents/carers are contacted.

In Specialist Lessons, if a student's misbehaviour continues, an Individual Behaviour Plan/Contract is developed by Administration/Specialist Teacher and student. Parents/carers may be contacted. Special Needs Staff may become involved for additional supervision during these lessons if applicable.



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## 5. School Intervention and Recording of Student’s Inappropriate Behaviour

A case manager will be appointed. Attempts to involve the student in the resolution of serious conflicts and problems that arise will be made. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school’s One School behaviour recording facility.

## 6. External Assistance

A behaviour assessment is completed in consultation with the relevant people such as parents/carers, Administration, teachers, the student, behaviour support specialists, Special Needs staff (if applicable) and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

## 7. Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour support Plan may involve a series of case conferences with all stakeholders, as necessary.

### Definition of consequences

<b>Time out</b>	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, the student is to be supervised and given an opportunity to re-join class at a time determined appropriate.
<b>Detention</b>	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.  A detention is no more than 20 minutes during school lunch play time.
<b>Temporary Removal of Property</b>	A principal or staff member has the power to temporarily remove property from a student.
<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>• Disobedience by the student</li> <li>• Misconduct by the student</li> <li>• Other conduct that is prejudicial to the good order and management of the school</li> </ul>
<b>Behaviour Improvement Condition</b>	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in inadequate behaviour.  A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be: <ul style="list-style-type: none"> <li>• Reasonably appropriate to the challenging behaviour</li> <li>• Conducted by an appropriately qualified person</li> <li>• Designed to help the student not to re-</li> </ul>



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	engage in the challenging behaviour <ul style="list-style-type: none"> <li>No longer than three months</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from school is inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> <li>Disobedience by the student</li> <li>Misconduct by the student</li> <li>Other conduct that is prejudicial to the good order and management of the school</li> <li>Breach of the Behaviour Improvement Conditions</li> </ul>
<b>Cancellation of enrolment</b>	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

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

<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>

## Minor Behaviours – Managed within the classroom

Definition	Examples	Procedures
Behaviours that:	Isolated episodes of:	Inform student of rule violated
1. <u>Do not</u> require administrator involvement	<ul style="list-style-type: none"> <li>Refusing to follow directions</li> <li>Not listening on the carpet</li> </ul>	Establish expected behaviour
<i>and</i>	<ul style="list-style-type: none"> <li>Back chatting teacher</li> </ul>	Redirect to Learning
2. <u>Do not</u> significantly violate the rights of others	<ul style="list-style-type: none"> <li>Raised voices</li> <li>Talking in class during an individual assignment</li> </ul>	Give a choice
<i>and</i>	<ul style="list-style-type: none"> <li>Refusing to do class work</li> <li>Not paying attention in class</li> <li>Using inappropriate language (an isolated incident)</li> </ul>	Selective attending
3. <u>Do not</u> appear chronic	<ul style="list-style-type: none"> <li>Making inappropriate noises</li> </ul>	Debrief and reteach school-wide behavioural expectation



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### Minor Behaviour – Buddy Class/Time Out

Definition	Examples	Procedures
Behaviours that: 1. Continuous Low Support behaviours 2. <u>Do not</u> require administrator involvement <i>and</i> 3. <u>Do not</u> significantly violate the rights of others <i>and</i> 4. <u>Do not</u> appear chronic	<ul style="list-style-type: none"> <li>Disagreements in class</li> <li>Refusing to follow directions</li> <li>Raised voices</li> <li>Talking in class during an individual assignment</li> <li>Refusing to do class work</li> <li>Not paying attention in class</li> <li>Using inappropriate language</li> <li>Making inappropriate noises</li> </ul>	<ol style="list-style-type: none"> <li>Inform student of rule violated</li> <li>Describe expected behaviour</li> <li>Time out in the classroom</li> <li>Supervised Time Away in another room</li> <li>Contact parent if necessary</li> <li>Debrief and reteach school-wide behavioural expectation</li> </ol>

### Major Behaviours – Office Referral

Definition	Examples	Procedures
Behaviours that: 1. Violate Hamilton Island policies <i>or</i> 2. Violate Queensland policies or laws <i>or</i> 3. Continuous Medium Support behaviours <i>or</i> 4. Require Administrator involvement	<ul style="list-style-type: none"> <li>Bullying (constant)</li> <li>Swearing</li> <li><b>Drawing pictures that illustrate violent behaviours towards others</b></li> <li><b>Writing or drawing that suggests suicidal behaviours</b></li> <li><b>Purposefully hitting a teacher or student</b></li> <li><b>Throwing classroom objects at others</b></li> <li><b>Self-inflicting wounds</b></li> <li><b>Spitting or biting</b></li> <li><b>Leaving assigned area/running from class</b></li> <li><b>Making racial, ethnic, religious, or sexual slurs</b></li> <li><b>Possessing weapon or look-alike weapon</b></li> <li><b>Making threats of suicide, harm or self harm</b></li> </ul>	<ol style="list-style-type: none"> <li>Inform student of rule violated</li> <li>Describe expected behaviour</li> <li>Complete Office Referral Form</li> <li>Send student to office with Referral Form and attach any relevant Documentation Forms</li> <li>Contact Administrator</li> </ol>



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### 8. Network of student support

The network for support at Hamilton Island State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School administration
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teacher – Behaviour
- Special Needs Staff
- Learning Support Staff
- School Adopt-a-Cop

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

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

### 9. Consideration of individual circumstances

When applying individual behaviour support or applying consequences for inappropriate behaviour, Hamilton Island State School takes into consideration the individual circumstances of students. This includes context, emotional well-being, culture, gender, race, socioeconomic situation and impairment to ensure that responses are fair and equitable.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes



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- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

### 10. 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

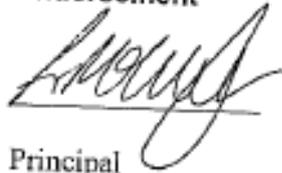
### 11. Related policies and procedures

- 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

### 12. 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



Date effective from...04/12/2017..... to .....04/12/2020.....



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### Appendix 1

#### The use of personal technology devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, 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 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 them being recorded without their knowledge or consent.

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



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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.

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## Appendix 2

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

#### Purpose

Hamilton Island State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Hamilton Island State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Hamilton Island State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying 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 Hamilton Island State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.



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The anti-bullying procedures at Hamilton Island 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 and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### 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 schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

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

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 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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 but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Hamilton Island State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Hamilton Island State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a



daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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## Appendix 3

### Appropriate use of social media

Hamilton Island 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.

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

No student of Hamilton Island State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within the school's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Hamilton Island State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Hamilton Island 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.



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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 Hamilton Island 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 Hamilton Island 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.

Hamilton Island 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.



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### 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.

Hamilton Island 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, Hamilton Island State School expects its students to engage in positive online behaviours.



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## Appendix 4

### Hamilton Island State School Behaviour Referral Form

<b>Student Name:</b>			<b>Location (please tick)</b>	
<b>Date:</b>	<b>Time:</b>	<b>Class:</b>	Playground	
<b>Referring staff member :</b>			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour	
Minor (Please tick)	Major (Please tick)
<b>Defiance/Disrespect</b> Low intensity, brief failure to follow directions.	<b>Defiance/Disrespect</b> Continued refusal to follow directions, talking back and / or socially rude interactions.
<b>Physical Contact</b> Student engages in non-serious but inappropriate physical contact.	<b>Physical Aggression</b> Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).
<b>Inappropriate language</b> Low intensity language (eg shut up, idiot etc).	<b>Inappropriate /Abusive language</b> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.
<b>Disruption</b> Low intensity but inappropriate disruption.	<b>Disruption</b> Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).
<b>Property Misuse</b> Low intensity misuse of property.	<b>Vandalism</b> Student engages in an activity that results in substantial destruction or disfigurement of property.
<b>Dress Code</b> Student wears clothing that is near, but not within, the dress code guidelines defined by the school.	<b>Dress Code</b> Refusal to comply with school dress code.
<b>Safety</b> Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.	<b>Safety</b> Student engages in frequent unsafe activities where injury may occur.
<b>Dishonesty</b> Student engages in minor lying/cheating not involving any other person.	<b>Major Dishonesty</b> Student delivers message that is untrue and / or deliberately violates rules and/or harms others.
<b>Other</b>	<b>Harassment / Bullying</b> Repeated teasing, physical and verbal intimidation of a student.
	<b>Other</b>

<b>School Expectation Category</b>				
Be SAFE		Be Respectful		Be Responsible

<b>Others involved in incident</b>							
None		Peers		Staff		Other	



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## Appendix 5

### Behaviour Incident Report

Name of student/s involved in incident:

Person Completing Form:

Date:

Problem behaviour (name):		
Date of incident	Time incident started	Time incident ended
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 <b>immediately</b> 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).		



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## Appendix 6

### Debriefing Report

#### 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).