

# FOREST HILL STATE SCHOOL

## *Responsible Behaviour Plan for Students*

based on *The Code of School Behaviour*



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

### PURPOSE

Forest Hill 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.

Our aim at Forest Hill State School is to create a positive, supportive learning environment to enable each learner to move towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also require individualised support along the way.

As a school community, we work with each other in positive and supportive ways to build needs satisfying relationships. We focus on, model and teach self-evaluation.

When students find themselves in a classroom environment that is needs-satisfying, they are more likely to be well-behaved and motivated to learn. The five basic needs referred to are those described by William Glasser as;

- Survival
- Love and belonging
- Power
- Freedom
- Fun

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.

### CONSULTATION AND DATA REVIEW

School Improvement Data (2014-2016), Learner, Parent and Staff Opinion surveys, National Test Results and the Teaching and Learning Audit show high standards of achievement.

This Responsible Behaviour Plan has been developed over time and reviewed by the school community throughout 2016. The review provided an opportunity for an in-depth process of evaluation and analysis focusing on effective implementation of the Glasser Quality School approach. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014-2016 also informed the review process.

The Plan was endorsed by the Principal, the President of the P&C and Acting Regional Director of Schools in September 2016, and will be reviewed in 2018 as required in legislation.

## LEARNING AND BEHAVIOUR STATEMENT

All areas of Forest Hill State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as students become self-managed, self-directed learners. We believe quality relationships and explicit teaching are the key to improving student learning outcomes.

Our Responsible Behaviour Plan outlines our system for

- encouraging and teaching positive behaviour
- preventing and reducing the likelihood of problem behaviour, and
- responding to unacceptable behaviour from least to most intrusive.

Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Forest Hill State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

The Forest Hill State School learning community is committed to the development of a learning environment where students can be happy and where optimal learning can take place. Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- **Care for yourself and others**
- **Active Learning**
- **Responsibility**

Our school expectations (Appendix One) have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

We believe at Forest Hill State School that the behaviours of staff at the school influence the behaviours of our students. The effective management of behaviour requires that the majority of our time and energy be spent on proactive approaches. Students whose social, emotional, physical and learning needs are being met and who feel valued are more likely to exhibit positive behaviours.

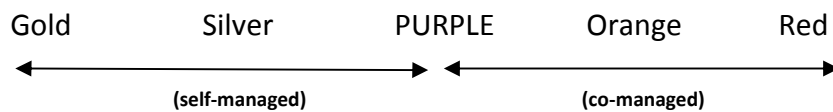
## PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

Our focus on teaching learners how to become self-managed is part of the day-to-day curriculum and has led to the establishment of a system to describe each learner's support needs in terms of self-management.

The behaviour management processes at Forest Hill State School are built around five behaviour levels. The purpose of these levels is to

- provide students with a clear understanding of how they are progressing
- enable students to be aware of the consequences, positive or negative, of their behaviour
- provide students with the incentive to behave in an appropriate manner.

When discussing a learner’s behaviour, we speak about being self-managing or needing extra teaching and support. Children are not labelled; they are guided to choose to be self-managed, or supported to develop these skills. These descriptors of support are only for our staff’s information to ensure we are catering for each individual’s management needs, and to use as descriptors for monitoring success at individual and school levels over time.



Forest Hill State School Behaviour Levels – 2016

Level	Reasons for being placed on this level	Actions
<p><b>GOLD</b></p> <p>Students at this level display commitment to their education. They are enthusiastically involved in our school, are consistently self-managing and accept their responsibilities as ambassadors of our school.</p>	<p>The students’ behaviour should include all silver level behaviours as well as the following:</p> <ul style="list-style-type: none"> <li>• Display leadership qualities</li> <li>• Participates in extra curriculum activities</li> <li>• Always give their best in every situation</li> <li>• Makes positive individual contributions to the school.</li> </ul>	<p>Students at this level:</p> <p>Will be presented with a certificate and wristband on parade when achieving this level for the first time in a school year</p> <ul style="list-style-type: none"> <li>• Will participate in a celebration at the end of each term</li> <li>• Are entitled to represent the school at official functions</li> <li>• Are eligible for school sport, excursions and social events</li> <li>• Are eligible to apply for the positions of School Captain and Student Councillor.</li> </ul>
<p><b>SILVER</b></p> <p>Students at this level are self-managing and are actively involved in their education and our school.</p>	<p>Students behaviour should include the following:</p> <ul style="list-style-type: none"> <li>• Respects all members of the school community</li> <li>• Follows directions of all staff</li> <li>• Follows class and school rules</li> <li>• Cooperates with and helps others</li> <li>• Displays courteous and respectful behaviour</li> <li>• Actively participates in school activities and curriculum</li> <li>• Completes tasks and homework to ability level</li> <li>• Takes responsibility for school and personal property</li> </ul>	<p>Students at this level:</p> <ul style="list-style-type: none"> <li>• Will be presented with a certificate and wristband on parade when achieving this level for the first time in a school year</li> <li>• Will participate in a celebration at the end of each term</li> <li>• Are eligible to apply for positions of School Captain, Sports Captain and Student Councillor</li> <li>• Are entitled to represent the school at official functions</li> <li>• Are eligible for school sport, excursions and social events</li> </ul>
<p><b>PURPLE</b></p> <p>Students begin each school year here. Students at this level accept their responsibilities. With occasional teacher reminders, these students are self-managing. All students are assigned to this level when they enrol at Forest Hill State School.</p>	<p>Students behaviour include the following:</p> <ul style="list-style-type: none"> <li>• Generally follows school and class expectations</li> <li>• Generally displays respectful and courteous behaviour to all members of the school community</li> <li>• Displays acceptable classroom effort</li> <li>• Takes care of school and personal property</li> </ul>	<p>Students at this level :</p> <ul style="list-style-type: none"> <li>• Will be presented with a certificate and wristband on parade when achieving this level for two consecutive terms</li> <li>• Are eligible for school sport, excursions and social events</li> <li>• Will participate in a celebration at the end of each term</li> <li>• Have behaviour reported to appropriate bodies e.g. Behaviour committee, Guidance Officer</li> </ul>
<p><b>ORANGE</b></p> <p>Students at this level have not accepted their responsibilities. These students require teacher and one other adult to attempt self-management.</p>	<p>Students behaviour may include:</p> <p>Inappropriate behaviour as determined by the school and class expectations with a combination of classroom detentions, playground detentions or buddy classes.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Evidence of bullying/harassment of other students</li> <li>• Persistent disruption and disobedience</li> <li>• Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of offices of responsibilities e.g. Sports Captain</li> <li>• May be excluded from extra-curricular activities e.g. rewards day, excursions, social activities including graduation ceremony and camps at the discretion of the Principal</li> <li>• Behaviour reported to appropriate bodies e.g. Behaviour committee, Guidance Officer</li> <li>• Behavioural strategies developed with class teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• Failure to comply with 'hands off' policy</li> <li>• Repeated uncompleted work</li> <li>• Inappropriate behaviour on school outings</li> <li>• Misuse/breach of ICT agreement/resources</li> <li>• Disrespectful communication</li> </ul>	<ul style="list-style-type: none"> <li>• May be removed from some student contact</li> <li>• Failure to improve behaviour could result in the student being placed in the Red level</li> <li>• Students may be placed on an Individual Behaviour Support Plan</li> <li>• Suspension from school may result</li> </ul>
<p><b>RED</b></p> <p>Students at this level have committed a significant breach of Students' Rights and Responsibilities. This behaviour is a more serious or persistent discipline problem. These students require teacher, Principal and other adults to attempt self-management.</p>	<p>Students behaviour may include:</p> <ul style="list-style-type: none"> <li>• Repeated Orange level behaviours</li> <li>• Multiple time out/detention offences</li> <li>• Gross physical assault</li> <li>• Gross verbal abuse or offensive language</li> <li>• Major disregard of the property of others</li> <li>• Theft</li> <li>• Dangerous behaviour which could lead to injury</li> <li>• Substance abuse</li> <li>• Moral offences</li> <li>• Persistent bullying/harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be required to give up an office of responsibility</li> <li>• Students may be placed on an Individual Behaviour Support Plan</li> <li>• Excluded from extra curriculum activities e.g rewards day, excursions, social activities including graduation ceremony and camps</li> <li>• Suspension from school may result</li> <li>• Involvement of Behaviour Management Specialists and Guidance Officers will result</li> </ul>

## UNIVERSAL BEHAVIOUR SUPPORT

At Forest Hill State School, we are responsive to learner needs in our classrooms. We consider an understanding of 'how' our students learn best in the delivery of teaching and learning. We focus on high quality instruction which is differentiated to ensure every student is successful. Our Forest Hill State School Pedagogical Framework defines what we teach and how we teach it. This is a process of continual improvement and teachers work collegially to achieve quality outcomes for all learners.

Within the classroom, quality relationships between teachers and learners, and between learners and learners, is at the heart of all that we do. Each classroom also remains outcomes-driven. What we want for our learners affects the classroom practice. The whole school approach is a model for leading, managing and organising school operations to build the school's capability to achieve quality outcomes for learners, both inside and outside of the classroom.

### SCHOOL LEVEL

- Relationships are actively built and maintained – quality relationships underpin all operations.
- Connecting Habits - accepting, supporting, listening, encouraging, trusting, negotiating differences and respecting are actively modelled and taught.
- Our aim is to create an environment where both learners and staff are able to satisfy their basic needs (Appendix Five).
- Consistency and commitment to our whole of school approach and alignment to our beliefs within a system-wide approach is continually improving.
- Self-management, understanding self & human behaviour, social and life skills are an integral part of the teaching and learning process.
- On-going professional development continually enhances both teaching and non-teaching staff's expertise.
- Outcomes in learners' self-management are monitored.
- The Behaviour Committee meets weekly. The role of the Behaviour Committee can be found in Appendix Thirteen.

## **CLASS LEVEL**

- On-going staff development and training in non-coercive Lead Management principles which focus on the development of quality occurs and is expected to underpin all teaching and learning experiences.
- A quality, inclusive curriculum is provided to address individual learning needs.
- Negotiated class expectations are generated through class discussions/meetings.
- Responsible Behaviour and Protective Behaviours Programs/lessons, such as High Five (Appendix Fourteen) are intentionally taught.
- Psychologically nurturing classroom environments are continually being developed.
- Self-evaluation is encouraged through a self-evaluation/co-verification process.
- Minimum-to-maximum co-management of behaviour is provided as necessary.
- Students are exposed to the language of Choice Theory (5 Basic Needs, My Quality World) throughout their time at Forest Hill.
- The school's Corrective Consequences Steps are introduced at the beginning of each year and revisited with students continually throughout the year (Appendix Two).

## **LEARNERS**

- Each individual learner's self-management needs are identified and addressed.
- A focus on learning the skills of self-management is an integral part of the curriculum.
- Support by skilled staff in classrooms, playground & administration is available to every learner.
- Life Skills/Pro-social Skills groups are tailored to the needs of participants e.g. making and keeping friends, anger management, standing up for yourself. Real life skills, such as gardening and cooking with a social focus, are also available for those learners identified to be in need.
- Learners make use of the BEAM as a tool for self-evaluation and self-improvement. (Appendix Six)

## **STAFF**

- Ongoing professional development in human behaviour theory is provided to all staff, teaching and non-teaching, to build individual capabilities.
- Developing quality relationships and using non-coercive Lead Management principles when interacting with each other and with learners, is encouraged throughout our school.
- A learner-centred curriculum, with a focus on understanding the learner and matching teaching to the needs of the learner, is a feature.

## **PARENTS/CARERS**

- A three-way partnership between learner, parents/carers and the school staff is actively established.
- Positive parent/carer involvement in the classroom and throughout the school is encouraged.

- Staff make themselves available for parent contact each afternoon at the pick-up area.

Individual support and counselling is available to parents/carers through our Guidance Officer, School Chaplain, teachers and administrators.

## OUR PROACTIVE APPROACH

Forest Hill State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Comprehensive induction for new staff into the school-wide philosophy of a Glasser Quality School Approach;
- Parent/Carer information sessions around the Forest Hill State School Responsible Behaviour Plan, including the Glasser Choice Theory Approach;
- Sections of the school newsletter, encouraging parents/carers to be actively and positively involved in school safety and behaviour expectations including Cyber Safety;
- Individual Co-Management Plans and Behaviour Support Plans developed for students with behavioural needs, enabling staff to make the necessary adjustments to support these students.

Communication of our key messages about behaviour is reinforced through positive behaviour acknowledgement and encouragement, which provides students with feedback for engaging in expected school behaviours. Examples of positive behaviour and acknowledgement and encouragement include (but are not limited to):

- *Forest Hill Key Cards*
  - Key cards are awarded to students who have been observed following the school expectations both in and out of the classroom. They are also awarded to students who are displaying the school-wide expectation that is the focus of the week. This reinforcement occurs on a continuous basis. Students enter their 'Key Cards' into the prize box located in the school office. Twice weekly, the Principal draws four students who choose a reward for their positive behaviour. All entries are recorded as positive behaviour on OneSchool.
- *Student of the Week*
  - During the weekly assembly, student leaders and the Principal present 'Student of the Week' merit awards for following the school expectations. Where possible, parents are contacted prior to assembly to advise them of their child's upcoming award. All entries are recorded as positive behaviour on OneSchool and in the School Newsletter.

- *Good News Awards*
  - Staff members elect students to receive 'Good News Awards.' These awards are given to students who make positive choices within the school environment. Awards are posted out to the parents of the child receiving the award. All awards are recorded as positive behaviour on OneSchool.
  
- *Look Who Got Caught Doing The Right Thing*
  - Each week a student from each individual class is nominated for the award. The award relates directly to the whole school behaviour focus for the week. All nominees receive a free iceblock. Each student's name is read out on parade, with their names displayed on the noticeboard. All awards are recorded as positive behaviour on OneSchool.
  
- *Rewards Day*
  - Students who have achieved a behaviour level of Purple, Silver or Gold are automatically able to participate in the school's once-a-term Rewards Day. Small rewards can consist of a movie afternoon, while a major Rewards Day is held at the end of the year. This can change from year to year depending on availability/wants/needs of the students. Previous rewards have included Dreamworld, V8 Supercars, Girls' Day In, Arts Council Presentations, and an at-school fun day with waterslides, jumping castles and slushie machine.
    - *Students who receive a level of Silver or Gold receive additional rewards as a 'thank you' for the positive choices they consistently make. Students who are on an Orange level of behaviour are not automatically invited to attend. These students may be permitted to go if they have shown an effort to improve and better self-manage their behaviour. This final decision will be made by the Principal in consultation with staff.*

**'Minimum-to-Maximum Co-management' Approach to help learners move towards responsible self-management**

Pre-requisites for the Forest Hill approach:

- negotiated class expectations;
- quality teaching which is responsive to student learning needs
- mutually respectful school and class culture;
- trusting and supportive class environment.

**Examples of co-managing inappropriate behaviour incidents using a least-to-most intrusive approach**

1. Teacher redirects learner with a respectful, friendly request with 'thanks' at the end (best done privately), then turns away and continues working with the group. The body language of turning away and the 'thank you' indicates that the teacher expects the request to be carried out.

2. Teacher follows the School Corrective Consequences Chart (Appendix Two). Once a student reaches step 2 or 3 on the Behaviour Steps Chart, staff members help the learner self-evaluate using effective processes such as Reality Therapy questioning (Appendix Three). If sent to Buddy Class, parents will be contacted and behaviour recorded on OneSchool.

### TARGETED BEHAVIOUR SUPPORT

When patterns of socially inappropriate behaviour choices are observed in class or in the playground, the steps below may be implemented.

3. Parent/Carer contacted and system established for regular two-way communication regarding future behaviour. Parent contact is recorded on OneSchool.

4. Referral to Student Service Committee for assessment and appropriate intervention e.g. external Behaviour Team or internal intensive counselling, social programs, linking families to community support programs. Individual Co-Management Plans (Appendix Four) may then be developed with teacher, learner, parent/carer input. This plan will vary to suit each individual.

### INTENSIVE BEHAVIOUR SUPPORT

If there is extreme or unsafe behaviour, intensive intervention as in steps 1-4 above continue and may also include:

5. In-school withdrawal of classroom privilege (or playground privilege) for an appropriate period (parent/carer notified).

- Our first priority is for the safety of all students, staff and parents/carers.
- Removal/protection of students from dangerous situations may include the use of restraint.
- A variety of withdrawal options are available where learners are able to reflect on their behaviour choices and learn new, more effective ways to interact with others.

*'You can return to class when you have a plan and commitment to make better choices.'*

6. Emergency contact of parent/carer to negotiate shared supervision. Return to class or playground with a plan (verbal or written), ready to make better choices.

7. School Disciplinary Absence e.g. suspension from school for specified period.

8. Return to school with re-entry conditions and a plan to make better choices.

9. Suspension from school with recommendation to exclude.

***In cases of extreme and/or unsafe behaviour, these later steps apply. Previous steps are generally explored to provide opportunities for learners to exhibit better behaviour choices and to work towards better self-management.***



## 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 your attention back towards whole class work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

#### *Debrief*

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

## **PHYSICAL INTERVENTION**

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

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

Appropriate physical intervention may be used to ensure that Forest Hill 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.

*'Physical intervention as an emergent action where action is taken in loco parentis.'*

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented.

The following records must be maintained:

- Major Incident Report (Appendix Seven)
- Health and Safety Incident Record (Available on MyHR)
- Debriefing Report (for student and staff) (Appendix Eight).

## CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Please note- the behaviour lists are not exhaustive and the possible consequences may include all or some actions from the list, depending on the individual incident/s.

Behaviour	Possible Consequence
<p>MINOR- inappropriate behaviour and/or single incidents without intent to harm, which is likely to have some possible consequences for self, managed in-situ by the supervising teacher or followed up by the classroom teacher.</p> <p>Inappropriate behaviour choices at this level include:</p> <ul style="list-style-type: none"> <li>€ Minor incidents</li> <li>€ Ignoring instructions and directions</li> <li>€ Being late for class</li> <li>€ Littering</li> <li>€ Swearing / Inappropriate Language</li> <li>€ Inappropriate use of school internet</li> <li>€ Eating/drinking in non-eating areas</li> <li>€ Minor playground infringements (Appendix Eleven)</li> <li>€ Failure to wear the uniform correctly</li> </ul> <p>MAJOR-Behaviours which are excessively disruptive, incidents with the intention to harm and impact majorly on others, managed by the classroom teacher and/or Principal.</p> <p>Inappropriate behaviour choices at this level include:</p> <ul style="list-style-type: none"> <li>€ Repeated minor behaviours</li> <li>€ A pattern of refusing to follow directions</li> <li>€ All forms of serious harassment – including cyber-bullying (mobile phones, chat rooms, emails, blogs, social networking sites such as Facebook). Also refer to ‘Use of Personal Technology Devices at School’ Policy (Appendix Nine).</li> <li>€ Strong verbal abuse towards students and staff</li> <li>€ Stealing</li> <li>€ Smoking</li> <li>€ Truancy/unexplained absenteeism</li> <li>€ School refusal</li> <li>€ Physical aggression towards learners or staff</li> <li>€ Harassment of staff through the use of technology</li> <li>€ Vandalism</li> <li>€ Sexual harassment/misconduct</li> <li>€ Possession of a weapon – Refer to ‘Working Together To Keep Forest Hill State School Safe.’ Information sheet regarding bringing knives to school (Appendix Twelve)</li> <li>€ Use of a weapon</li> <li>€ Violent assault</li> <li>€ Bullying – Refer to Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (Appendix Ten)</li> </ul>	<p>Teacher / Teacher Aide initiated actions will include:</p> <ul style="list-style-type: none"> <li>€ Verbal negotiation</li> <li>€ Reminder of expectations / class rules / school rules</li> <li>€ In-class separation</li> <li>€ Removal from classroom for one-to-one resolution</li> <li>€ Learner sent to buddy class to calm down and plan for better behaviour choices</li> <li>€ Simple resolution-based counselling</li> <li>€ Altered contact time at school, including playtime plans</li> <li>€ Contact with parents/carers</li> <li>€ Teacher develops an Individual Co-management Plan</li> </ul> <p>Teacher / Principal actions will include:</p> <ul style="list-style-type: none"> <li>€ A monitoring program</li> <li>€ Resolution meetings as required</li> <li>€ Referral for assessment and specialist support – internal and external to the school</li> <li>€ Individual Behaviour Plan</li> <li>€ Regular parent/carer contact and involvement in support plans</li> <li>€ Interagency referral</li> <li>€ Altered contact time at school, including playtime plans</li> <li>€ 1-10 day Suspension</li> <li>€ 11-20 day Suspension</li> <li>€ A planning and re-entry meeting on return to school. An Intensive Targeted Behaviour Support Plan may be implemented or reviewed at this time.</li> <li>€ Police notification</li> </ul> <p>After all other approaches have been exhausted, ranging from the least intrusive sanctions to the most stringent, exclusion may be considered when the student’s disobedience, misconduct or any other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.</p> <ul style="list-style-type: none"> <li>€ Proposal/Recommendation for exclusion</li> </ul> <p>This decision will be in consultation with DETE representatives. Consideration will be given to</p> <ul style="list-style-type: none"> <li>€ his/her safety and attendance at the school or schools presenting an unreasonable risk to the safety of other students or staff.</li> <li>€ student engagement in gross misbehaviour that adversely affects the education of other students.</li> </ul>
Behaviour outside of school that affects the good order and reputation of the school may result in consequences as above.	

## NETWORK OF STUDENT SUPPORT

Students at Forest Hill State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain

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

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

## CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

## 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

#### RELATED POLICIES

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [Using the Department's Corporate ICT Network](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

#### SOME RELATED RESOURCES

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [You Can Do it Program](#)

#### *Endorsement*

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**Brooke Pickett**  
Principal

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**Scott Ovenden**  
P&C President

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**Peter Baker**  
Assistant Regional Director

## APPENDICES

Appendix One – Forest Hill State School: School Expectation

Appendix Two – Corrective Consequences Chart

Appendix Three – Reality Therapy Questioning

Appendix Four – Individual Behaviour Management Plan

Appendix Five – Dr William Glasser’s 5 Basic Needs

Appendix Six – B.E.A.M Behaviour Expectations and Attendance Matrix

Appendix Seven – Major Incident Report

Appendix Eight – Debriefing Report (for student and staff)

Appendix Nine – Use of Personal Technology Devices at School

Appendix Ten – Procedures for Preventing and Responding to Incidents of Bullying

Appendix Eleven – Consequences Flow Chart and Behaviour Log (playground)

Appendix Twelve – Working Together to Keep Forest Hill State School Safe (information sheet regarding bringing knives to school)

Appendix Thirteen – Role of the Behaviour Committee

Appendix Fourteen – ‘High Five’ to Bullying

# Forest Hill SS School EXPECTATIONS

## C

### Care for yourself and others

- Treat others and their belongings with respect
- Accept difference
- Use manners and speak politely
- Play safely with others in the correct areas
- Keep your hands, feet and objects to yourself
- Use strategies to solve problems
- Wear a hat / be sunsafe

## A

### Active Learning

- Be punctual and prepared
- Right place - Right time
- Hands up when you need to speak
- Ask for help when needed
- Complete set tasks
- Be an active listener
- Be involved in class discussions
- Work as a team

## R

### Responsibility

- Move safely around the school
- Follow instructions
- Wear correct school uniform

## Appendix Two

our school clean

- Use your common sense
- Have homework and home reading completed and handed in

# Corrective Consequences Chart

## Step 1:

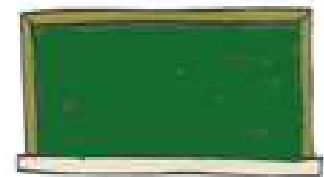
Rule reminder/Redirect to learning

warning



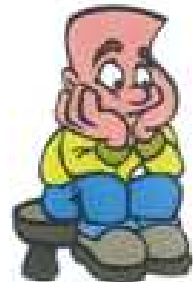
## Step 2:

Rule reminder/Provide choice



## Step 3:

Time aside/Individual conference



## Step 4:

Time aside in another classroom/Individual conference



## Step 5:

Phone call to office or home





## Reality Therapy Questioning

What did you want that you were trying to get by...?

What are you doing to get what you want?

Is it working?

What are/were your other options?

What is your plan?

# Appendix Four

**Individual Behaviour Management Plan (IBP)**      **Name:**      **Date developed:**      **Class Teacher:**

**Positive Reinforcement Plan**  
**Target Behaviours:**  
(What is it you want the child to achieve?)

**Strategies:**  
(What are you going to do to get what you want?)

**General organisation of classroom environment:**  
(Are you making any environmental changes within the classroom?)

**Management:**  
(What are you going to do to positively reinforce the behaviours you want to see?)

**Acknowledgements:**  
(What is the reward for the child for making positive behaviour choices?)

**Referrals:**  
Paediatrician  
Butterfly kids  
Guidance Officer  
UQ Child Wellbeing Program  
AVT Behaviour Support  
Other Please Specify: \_\_\_\_\_

**Correction Plan**  
(What are the consequences for behaviour that is not safe or manageable?)

# Dr William Glasser's *Basic Needs*

				
<b>Love &amp; Belonging</b>	<b>Power</b>	<b>FUN</b>	<b>Survival</b>	<i>Freedom</i>
<ul style="list-style-type: none"><li>✓ belonging</li><li>✓ being loved</li><li>✓ being respected</li><li>✓ friendship</li><li>✓ sharing</li><li>✓ cooperation</li></ul>	<ul style="list-style-type: none"><li>✓ recognition</li><li>✓ success</li><li>✓ importance</li><li>✓ achievement</li><li>✓ skills</li></ul>	<ul style="list-style-type: none"><li>✓ enjoyment</li><li>✓ laughter</li><li>✓ learning</li><li>✓ change</li></ul>	<ul style="list-style-type: none"><li>✓ health</li><li>✓ relaxation</li><li>✓ sexual activity</li><li>✓ food</li><li>✓ warmth</li></ul>	<ul style="list-style-type: none"><li>✓ choices</li><li>✓ independence</li><li>✓ freedom from</li><li>✓ freedom to</li></ul>

# Appendix Six

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

	<b>A - EXCELLENT</b>	<b>B - VERY GOOD</b>	<b>C - SATISFACTORY</b>	<b>D - NEEDS ATTENTION</b>	<b>E - UNACCEPTABLE</b>
	<b>The Student independently and consistently:</b>	<b>The Student consistently:</b>	<b>The Student usually:</b>	<b>The Student requires support to:</b>	<b>The Student requires explicit support to:</b>
<b>EFFORT</b>	<p>remains on task and focused</p> <p>aims for mastery completes set tasks seeks and uses teacher feedback/assistance self-assesses own work</p> <p>contributes to class discussions attempts difficult / new tasks has equipment ready to use keeps own area / equipment tidy</p> <p>presents book work neatly manages time effectively</p>	<p>remains on task and focused</p> <p>aims for mastery completes set tasks seeks and uses teacher feedback/assistance self-assesses own work</p> <p>contributes to class discussions attempts difficult / new tasks has equipment ready to use keeps own area / equipment tidy</p> <p>presents book work neatly manages time effectively</p>	<p>works independently without distracting others</p> <p>works to full potential completes set tasks seeks and uses teacher feedback/assistance self-assesses own work</p> <p>contributes to class discussions attempts difficult / new tasks has equipment ready to use keeps own area / equipment tidy</p> <p>presents book work neatly manages time effectively</p>	<p>work independently without distracting others</p> <p>apply effort complete set tasks seek and use teacher feedback/assistance self-assess own work</p> <p>contribute to class discussions attempt difficult / new tasks have equipment ready to use keep own area / equipment tidy</p> <p>present book work neatly manage time effectively</p>	<p>work independently without distracting others</p> <p>apply effort complete set tasks seek and use teacher feedback/assistance self-assess own work</p> <p>contribute to class discussions attempt difficult / new tasks have equipment ready to use keep own area / equipment tidy</p> <p>present book work neatly manage time effectively</p>
<b>BEHAVIOUR</b>	<p><b>Care for yourself and others</b> treats others/things with respect accepts difference uses manners &amp; speaks politely plays safely and in correct areas keeps hands/feet/objects to themselves uses appropriate strategies in the playground wears a hat</p>	<p><b>Care for yourself and others</b> treats others/things with respect accepts difference uses manners &amp; speaks politely plays safely and in correct areas keeps hands/feet/objects to themselves uses appropriate strategies in the playground wears a hat</p>	<p><b>Care for yourself and others</b> treats others/things with respect accepts difference uses manners &amp; speaks politely plays safely and in correct areas keeps hands/feet/objects to themselves uses appropriate strategies in the playground wears a hat</p>	<p><b>Care for yourself and others</b> treats others/things with respect accepts difference uses manners &amp; speaks politely plays safely and in correct areas keeps hands/feet/objects to themselves uses appropriate strategies in the playground wears a hat</p>	<p><b>Care for yourself and others</b> treats others/things with respect accepts difference uses manners &amp; speaks politely plays safely and in correct areas keeps hands/feet/objects to themselves uses appropriate strategies in the playground wears a hat</p>
	<p><b>Earning</b> is punctual and prepared is in the Right place - Right time has hand up to speak asks for help when needed completes set tasks is an active listener is involved in class discussions</p>	<p><b>Active Learning</b> is punctual and prepared is in the Right place - Right time has hand up to speak asks for help when needed completes set tasks is an active listener is involved in class discussions</p>	<p><b>Active Learning</b> is punctual and prepared is in the Right place - Right time has hand up to speak asks for help when needed completes set tasks is an active listener is involved in class discussions</p>	<p><b>Active Learning</b> is punctual and prepared is in the Right place - Right time has hand up to speak asks for help when needed completes set tasks is an active listener is involved in class discussions</p>	<p><b>Active Learning</b> is punctual and prepared is in the Right place - Right time has hand up to speak asks for help when needed completes set tasks is an active listener is involved in class discussions</p>
	<p><b>Responsibility</b> • moves safely around the school • follows instructions • wears correct school uniform • keeps our school clean • uses common sense • completes all homework and home reading</p>	<p><b>Responsibility</b> • moves safely around the school • follows instructions • wears correct school uniform • keeps our school clean • uses common sense • completes all homework and home reading</p>	<p><b>Responsibility</b> • moves safely around the school • follows instructions • wears correct school uniform • keeps our school clean • uses common sense • completes all homework and home reading</p>	<p><b>Responsibility</b> • moves safely around the school • follows instructions • wears correct school uniform • keeps our school clean • uses common sense • completes all homework and home reading</p>	<p><b>Responsibility</b> • moves safely around the school • follows instructions • wears correct school uniform • keeps our school clean • uses common sense • completes all homework and home reading</p>
<b>ATTENDANCE</b>	<p>95% and above attendance Always punctual</p>	<p>90 - 95% attendance Regularly Punctual</p>	<p>85 - 90% attendance Generally Punctual</p>	<p>Refer to School Policy</p>	

# Appendix Seven

## Major Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
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).		

# Appendix Eight

## Debriefing Report

**Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:**

- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

### Questions for staff

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

### Questions for student

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

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

## Appendix Nine

### **The Use of Personal Technology Devices\* at Forest Hill State School**

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

#### **Certain Personal Technology Devices Banned From School**

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

#### **Confiscation**

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

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

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students involved in:

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

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

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

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Assumption of cheating**

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

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **Special Circumstances Arrangement**

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

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

## Appendix Ten

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

#### Purpose

1. Forest Hill State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Forest Hill State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Forest Hill State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Forest Hill State School, there is broad agreement among students, staff and parents that bullying is an 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

- Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our

school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

- The anti-bullying procedures at Forest Hill State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **Prevention**

- 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 Forest Hill 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'.
- Forest Hill State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

# Appendix Eleven

## CONSEQUENCES FLOW CHART

Rule Reminder.  
 What rule did you break?  
 What are you doing to get  
 what you want?  
 Is it working?  
 What are your other options?  
 What's your new plan?



**Successful outcome**  
 Student remains in  
 playground



Rule Reminder.  
 Removal from situation.  
 "Walk with me."



**Successful outcome**  
 Student returns to  
 playground



Removal from playground to Classroom Teacher

\*\*\*Names and incident to go on Playground Behaviour Incident Log\*\*\*

\*\*\*Feedback to teacher\*\*\*

Playground Behaviour Incident Log

Date	Time	School Rule Broken	Details of incident -name of students involved -what happened	Location	Action Taken
		Care Active Learning Responsibility			Rule reminder Removal from situation Other:
		Care Active Learning Responsibility			Rule reminder Removal from situation Other:
		Care Active Learning Responsibility			Rule reminder Removal from situation Other:
		Care Active Learning Responsibility			Rule reminder Removal from situation Other:

# Appendix Twelve

## **WORKING TOGETHER TO KEEP FOREST HILL STATE SCHOOL SAFE**

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

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

### **What kinds of knives are banned?**

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

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

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

### **What will happen if I bring a knife to school?**

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined. Consequences include suspension.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects that you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

### **How can I help to keep Forest Hill State School safe?**

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

# Appendix Thirteen

## ROLE OF THE BEHAVIOUR COMMITTEE

At Forest Hill State School, the nominated Behaviour Team meet fortnightly. The role of the committee is to review the previous fortnightly data and highlight any patterns in behaviour. They examine the data of individual students and, where possible, provide suggestions on ways to guide these students to better self-manage their behaviour. They make decisions regarding the behaviour level process. They also explore positive behaviours to ensure these are being entered onto the Education Queensland database.

### Specific roles

- Once a term, review behaviour level nominations for students increasing levels
- Twice a term, review orange and red behaviour levels
- Review positive behaviour data on OneSchool
  - o Ensure positive behaviour data is being recorded for each class (Car tickets, Good News Awards, Student of the Week, Look Who Got Caught Doing the Right Thing)
  - o Notify class teachers if positive behaviour data is not up-to-date
- Review behaviour incidents on OneSchool
  - o Discuss whole school, year level and individual incidents where necessary
  - o Identify patterns in regards to location, time, type of incidents that are occurring
- Discuss and review individual students who are currently on Behaviour Support Plans
- Discuss Playground Behaviour Incident Forms to be entered on to OneSchool.
- Where necessary, report student behaviour to class teacher for further investigation
- Keep up-to-date minutes of meeting and displayed for staff to read

### Who is on the Behaviour Committee?

The Behaviour Committee Team consists of members of staff (teaching and non-teaching), as well as a parent representative.

The selection of the parent representative is an informal process whereby staff identify parents with the characteristics/ qualities listed below:

- Is the parent able to be trusted with confidential information?
- Can they present a non-biased (whole school) opinion?
- Are they available for after-school fortnightly meetings?
- Do they have positive relationships with other parents in the school?
- Are they interested in promoting the school?

A parent is selected from the list by the Principal and Chairperson and then approached by the Chair. Parent representation is limited to one year.

The identity of individual children are not disclosed during meetings.

### STEP ONE

- Teachers in Prep-Year 6 nominate students in their class via year level nomination sheets.
- Year 5 and 6 students complete a written self-nomination form.
- Students in Years 4 are given an opportunity to self-nominate.

### STEP TWO

- All nominations are displayed in the staff room for a period of at least one week.
- All staff are given the opportunity to nominate students via year level nomination sheets.
- All staff are asked to approve or discuss nominations with the class teacher or a member of the Behaviour Committee.

### STEP THREE

- Nomination forms are presented at the Behaviour Committee Meeting.

### STEP FOUR - BEHAVIOUR COMMITTEE NOMINATION PROCESS

- Behaviour Committee, with the assistance of all class teachers and Principal, review each nomination using staff input (approval/disapproval sheet), Class Teacher discussion and OneSchool behaviour record as a guide.
- Class teachers individually advise students of the outcome of nominations.
- The Behaviour Committee will send out letters to parents/caregivers regarding an increase in behaviour level to Gold or Silver.
- The Behaviour Committee will send out letters to parents/caregivers regarding a reduction in behaviour level to Orange or Red.
- The Behaviour Committee will send out invitations to parents/caregivers inviting them to attend the presentation ceremony for Gold and Silver levels.

**NB:** Class teachers are responsible for discussing with students and parents/caregivers any case where students move behaviour levels from Gold to Silver or Silver to Purple. This is also the case for students who move behaviour levels from Red to Orange or Orange to Purple.



# Forest Hill State School

## HIGH FIVE

## PROGRAM

### What is Hi 5?

- An effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can eradicate bullying.
- A 5 step problem-solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

### Values and Hi 5

- Values are used to foster better relationships; for personal achievement; and improved student well-being.
- The Hi 5 program is used to build student's social skills and resilience.
- When put together, a positive impact can be made which will help shape the School Code of Behaviour.

### Core Beliefs

- **No "put downs"**
- **Use of "build ups"**

### "Put Downs"

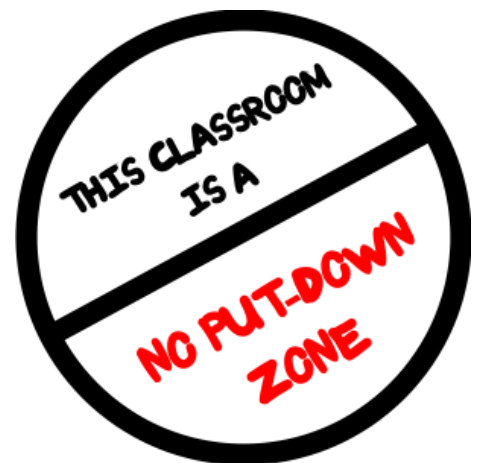
- Can be a habit, a quick reply without thinking or a conscious mean, nasty response.
- Verbal/ Non verbal

### "Build Ups"

- Positive, supportive words you can say about people and their behaviour:

Contribute to:

- Positive behaviour
- Establishment of positive relationships
- Positive self-image



## As a Staff:-

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying.

## How to Implement Hi 5:

- Hi 5 program takes 4/5 sessions to implement.

### **(1 structured lesson for 4/5 weeks to teach the strategy).**

- Use the Y chart (looks like, feels like, sounds like).
- All steps are modelled and taught through role play.
- Each class will have a Hi 5 chart showing steps for teaching/modelling problem-solving strategies.

## Do the Hi 5:-

- **Ignore**
- **Talk Friendly**
- **Walk Away**
- **Talk Firmly**
- **Report**

### Ignore

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

### Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements – I feel . . . . when you . . . . because....
- **USE ROLE PLAY TO SHOW WHAT TALKING FRIENDLY LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.**

### Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don't run.
- **Use role play to show what walking away looks like, sounds like and may feel like.**



## Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your “I” statement. eg. I said . . . .
- State the consequences of continued bullying.
- **Use role play to show what talking firmly looks like, sounds like and may feel like.**

## Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.
- **USE ROLE PLAY TO SHOW WHAT REPORTING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.**

## Reporting Vs Dobbing:

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

## Reporting:

- Children should in most circumstances attempt to problem-solve themselves first.
- If unsuccessful after doing Hi 5 steps, see teacher.

## Asking the teacher for support:

Teacher dialogue should take the following format:

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

## Reporting straight away

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

## Reporting Phase

Role of Teacher :

- **Investigate** and **discuss** incident with child.
- Refer to detention/advise Class Teacher
- If serious, refer to Administration

**Success occurs when children cannot only *talk the talk* but *walk the walk*.**

