EATONS HILL STATE SCHOOL

RESPONSIBLE BEHAVIOUR PLAN

Based on the Code of School Behaviour

Better Behaviour, Better Learning

May 2014
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RATIONALE

‘Doing our Best is the Eatons Hill Way’

Eatons 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 in a safe and secure environment.

CONSULTATION AND DATA REVIEW

Eatons Hill State School developed this plan in consultation with the school community. Broad consultation with parents, staff and students was undertaken through tabling at meetings and invitations for feedback.

The school also took into consideration data related to behaviour at our school in formulating the actions and responses outlined by this positive behaviour plan.

The plan was endorsed by the Principal, the President of the P & C and Assistant Regional Director in May 2014 and will be reviewed in 2015 as required in legislation.

SCHOOL BELIEFS ABOUT LEARNING AND BEHAVIOUR

Our school is committed to quality learning and teaching in a safe and respectful environment. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, responding to inappropriate and unacceptable behaviours. Shared expectations for student behaviour are plain to everyone.

We believe that...

- individuals make choices about how they act and treat each other.
- are responsible for their behaviour and the choices they make
- behaviours are learnt and individuals need to be taught appropriate
- students need explicit limits and consequences for inappropriate behaviour
- responses to inappropriate behaviour focus on the behaviour and not the individual.
- Consequences should be logical and natural
- students need positive recognition for appropriate behaviour
- behaviour management should reflect consistency and fairness
THREE BASIC SCHOOL RULES

Our school community has identified three basic school rules to teach and promote our high standards of responsible behaviour. These rules have been agreed upon, endorsed by all staff and the P & C. They are aligned with our schools Key Virtues that form the basis or our school’s commitment to identified positive values. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Be respectful  Be responsible  Be safe

Clear expectations for these basic rules are reflected in classroom rules and are regularly communicated at an individual, classroom and whole school level.

Four Key Virtues

In addition to our school rules, our school promotes Four Key Virtues which assist to develop students ability to self-regulate

- **Respect – EVERYONE COUNTS** – Treating yourself, others and things in the environment as people or objects of worth and value
- **Responsibility – DOING THE RIGHT THING** – Commitment to doing the right thing, even when no-one is looking and being dependable and trustworthy
- **Courage – FACING FEARS** – Being brave enough to do the right thing even when it is difficult or scary, by taking on challenges and admitting mistakes
- **Compassion – Being the Caring Kind** – Caring to help others in need
**Eatons Hill School-wide Behaviour Expectations Matrix**

<table>
<thead>
<tr>
<th>Behaviour Expectations in Context</th>
<th>All Areas</th>
<th>Property</th>
<th>Grounds</th>
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<tbody>
<tr>
<td><strong>Being Respectful</strong></td>
<td>- Acknowledge and respect the rights of others to feel safe and learn.</td>
<td>- Bring ICT devices to school only if essential and if permission has</td>
<td>- Follow the ‘No hat, No play outside’ policy.</td>
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<td>- Treat all others the way you like to be treated.</td>
<td>been given. Hand these items to the class teacher or office during</td>
<td>- Eat food in designated areas.</td>
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<td></td>
<td>- Listen to other people’s ideas and opinions.</td>
<td>school hours</td>
<td>- Follow the rules of the game.</td>
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<td></td>
<td>- Move quietly about the school during class time.</td>
<td>- Return equipment to its correct place.</td>
<td>- Play in the designated play spaces</td>
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<td></td>
<td>- Be helpful and kind whenever you have the chance</td>
<td>- Obtain permission to use property that is not your own.</td>
<td>- Enter the bike sheds only if you intend to leave or collect your</td>
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<td></td>
<td>- Consider how your actions might affect other people.</td>
<td></td>
<td>bicycle or scooter.</td>
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<td>- Use language appropriate to our school environment</td>
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<td>- Move around the school in a quiet, orderly manner during class</td>
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<td>- Respect the individuality and rights of others</td>
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<td>transitions and break times</td>
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<td>- Be polite and courteous to others - say ‘hello’ when you meet others,</td>
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<td></td>
<td>- ‘please’ and ‘thank you’.</td>
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<td>- Use people’s preferred name when talking with them</td>
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<td></td>
<td>- Respect our school environment including plants and wildlife</td>
<td></td>
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<td></td>
<td>- Take care of our learning environments and avoid actions that damage</td>
<td></td>
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<td>- Help to keep our school clean and tidy.</td>
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<td><strong>Bullying, name calling, swearing, rumour spreading, racism, taking or misusing the property of others and damaging our school environment are unacceptable and disrespectful behaviours and actions.</strong></td>
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| **Being Responsible**             | - Follow the rules of your school and classroom. rules                   | - Work to solve problems in acceptable ways.                           | - Use school equipment and playgrounds safely.                          |
|                                   | - Follow the school dress code and wear the school uniform correctly.    | - Physical or verbal aggression is not acceptable.                     | - Avoid out of bounds areas                                            |
|                                   | - Consider how your actions might affect other people                    | - Seek help from an adult if a situation is getting out of hand.       | - Remain within school grounds unless permission has been given by to    |
|                                   | - Cooperate with teachers and other students                             | - Care for and use all school property safely.                         | leave by a teacher, principal or deputy principal.                     |
|                                   | - Accept responsibility for mistakes and try to make amends.             | - Stay in the assembly areas for before school supervision.            | - Take care near roadways and vehicles                                 |
|                                   | - Try to stay calm and resolve conflicts peacefully.                    | - Wait in the designated area if catching a bus after school.         |                                                                        |
|                                   | - Report dangerous situations to an adult.                               | - Do not bring dangerous items to school.                              |                                                                        |
|                                   | - Use technology responsibly                                            | - Walk on concrete paths and verandas.                                 |                                                                        |
|                                   | - Honour your cybersafety agreement                                      |                                                                         |                                                                        |
|                                   | - Come to school on time and prepared to learn.                         |                                                                         |                                                                        |
|                                   | - Look after your property and ensure your belongings are named.        |                                                                         |                                                                        |
|                                   | - Use toilet facilities for their intended purposes only.               |                                                                         |                                                                        |
|                                   | - Follow teachers’ and supervisors’ instructions                         |                                                                         |                                                                        |
| **All Areas**                     | - Cooperate with teachers and other students                             | - Dismount and walk beside bikes and scooters while in the school       |                                                                        |
| **Property**                      | - Accept responsibility for mistakes and try to make amends.             | grounds.                                                                |                                                                        |
| **Grounds**                       | - Try to stay calm and resolve conflicts peacefully.                    | - Stay off the road that comes into the school near A Block.           |                                                                        |
|                                   | - Report dangerous situations to an adult.                               | - Play fairly and follow the rules of the game.                       |                                                                        |
|                                   | - Use technology responsibly                                            | - Stay out of gardens and trees.                                       |                                                                        |
|                                   | - Honour your cybersafety agreement                                      |                                                                         |                                                                        |
|                                   | - Come to school on time and prepared to learn.                         |                                                                         |                                                                        |
|                                   | - Look after your property and ensure your belongings are named.        |                                                                         |                                                                        |
|                                   | - Use toilet facilities for their intended purposes only.               |                                                                         |                                                                        |
|                                   | - Follow teachers’ and supervisors’ instructions                         |                                                                         |                                                                        |
|                                   | - Cooperate with teachers and other students                             |                                                                         |                                                                        |
|                                   | - Accept responsibility for mistakes and try to make amends.             |                                                                         |                                                                        |
|                                   | - Try to stay calm and resolve conflicts peacefully.                    |                                                                         |                                                                        |
|                                   | - Report dangerous situations to an adult.                               |                                                                         |                                                                        |
|                                   | - Use technology responsibly                                            |                                                                         |                                                                        |
|                                   | - Honour your cybersafety agreement                                      |                                                                         |                                                                        |
|                                   | - Come to school on time and prepared to learn.                         |                                                                         |                                                                        |
|                                   | - Look after your property and ensure your belongings are named.        |                                                                         |                                                                        |
|                                   | - Use toilet facilities for their intended purposes only.               |                                                                         |                                                                        |
|                                   | - Follow teachers’ and supervisors’ instructions                         |                                                                         |                                                                        |
|                                   | - Cooperate with teachers and other students                             |                                                                         |                                                                        |
|                                   | - Accept responsibility for mistakes and try to make amends.             |                                                                         |                                                                        |
|                                   | - Try to stay calm and resolve conflicts peacefully.                    |                                                                         |                                                                        |
|                                   | - Report dangerous situations to an adult.                               |                                                                         |                                                                        |
|                                   | - Use technology responsibly                                            |                                                                         |                                                                        |
|                                   | - Honour your cybersafety agreement                                      |                                                                         |                                                                        |
|                                   | - Come to school on time and prepared to learn.                         |                                                                         |                                                                        |
|                                   | - Look after your property and ensure your belongings are named.        |                                                                         |                                                                        |
|                                   | - Use toilet facilities for their intended purposes only.               |                                                                         |                                                                        |
|                                   | - Follow teachers’ and supervisors’ instructions                         |                                                                         |                                                                        |
|                                   | - Cooperate with teachers and other students                             |                                                                         |                                                                        |
|                                   | - Accept responsibility for mistakes and try to make amends.             |                                                                         |                                                                        |
|                                   | - Try to stay calm and resolve conflicts peacefully.                    |                                                                         |                                                                        |
|                                   | - Report dangerous situations to an adult.                               |                                                                         |                                                                        |
|                                   | - Use technology responsibly                                            |                                                                         |                                                                        |
|                                   | - Honour your cybersafety agreement                                      |                                                                         |                                                                        |
|                                   | - Come to school on time and prepared to learn.                         |                                                                         |                                                                        |
|                                   | - Look after your property and ensure your belongings are named.        |                                                                         |                                                                        |
|                                   | - Use toilet facilities for their intended purposes only.               |                                                                         |                                                                        |
|                                   | - Follow teachers’ and supervisors’ instructions                         |                                                                         |                                                                        |
|                                   | - Cooperate with teachers and other students                             |                                                                         |                                                                        |
|                                   | - Accept responsibility for mistakes and try to make amends.             |                                                                         |                                                                        |
|                                   | - Try to stay calm and resolve conflicts peacefully.                    |                                                                         |                                                                        |
|                                   | - Report dangerous situations to an adult.                               |                                                                         |                                                                        |
|                                   | - Use technology responsibly                                            |                                                                         |                                                                        |
|                                   | - Honour your cybersafety agreement                                      |                                                                         |                                                                        |
|                                   | - Come to school on time and prepared to learn.                         |                                                                         |                                                                        |
|                                   | - Look after your property and ensure your belongings are named.        |                                                                         |                                                                        |
|                                   | - Use toilet facilities for their intended purposes only.               |                                                                         |                                                                        |
|                                   | - Follow teachers’ and supervisors’ instructions                         |                                                                         |                                                                        |
|                                   | - Cooperate with teachers and other students                             |                                                                         |                                                                        |
|                                   | - Accept responsibility for mistakes and try to make amends.             |                                                                         |                                                                        |
|                                   | - Try to stay calm and resolve conflicts peacefully.                    |                                                                         |                                                                        |
|                                   | - Report dangerous situations to an adult.                               |                                                                         |                                                                        |
|                                   | - Use technology responsibly                                            |                                                                         |                                                                        |
|                                   | - Honour your cybersafety agreement                                      |                                                                         |                                                                        |
|                                   | - Come to school on time and prepared to learn.                         |                                                                         |                                                                        |
|                                   | - Look after your property and ensure your belongings are named.        |                                                                         |                                                                        |
|                                   | - Use toilet facilities for their intended purposes only.               |                                                                         |                                                                        |
|                                   | - Follow teachers’ and supervisors’ instructions                         |                                                                         |                                                                        |
|                                   | - Cooperate with teachers and other students                             |                                                                         |                                                                        |
| **Being Safe**                    | - Do not throw or play with sticks, stones or other objects likely to    | - Stay in the assembly areas for before school supervision.            | - Use school equipment and playgrounds safely.                          |
|                                   | cause harm.                                                             | - Wait in the designated area if catching a bus after school.         | - Avoid out of bounds areas                                            |
|                                   | - Avoid rough or dangerous play including tackling, fighting,           | - Do not bring dangerous items to school.                              | - Remain within school grounds unless permission has been given by to    |
|                                   | pinching, kicking, and wrestling.                                       | - Walk on concrete paths and verandas.                                 | leave by a teacher, principal or deputy principal.                     |
|                                   | - Avoid running or playing on stairs.                                    |                                                                         | - Take care near roadways and vehicles                                  |
|                                   | - Work to solve problems in acceptable ways.                            |                                                                         |                                                                        |
|                                   | - Physical or verbal aggression is not acceptable.                      |                                                                         |                                                                        |
|                                   | - Seek help from an adult if a situation is getting out of hand.        |                                                                         |                                                                        |
|                                   | - Care for and use all school property safely.                          |                                                                         |                                                                        |
|                                   | - Stay in the assembly areas for before school supervision.            |                                                                         |                                                                        |
|                                   | - Wait in the designated area if catching a bus after school.         |                                                                         |                                                                        |
|                                   | - Do not bring dangerous items to school.                              |                                                                         |                                                                        |
|                                   | - Walk on concrete paths and verandas.                                  |                                                                         |                                                                        |
|                                   | - Dismount and walk beside bikes and scooters while in the school       |                                                                         |                                                                        |
|                                   | - Stay off the road that comes into the school near A Block.           |                                                                         |                                                                        |
|                                   | - Play fairly and follow the rules of the game.                        |                                                                         |                                                                        |
|                                   | - Stay out of gardens and trees.                                       |                                                                         |                                                                        |

These expectations are communicated to students and reinforced in a variety of contexts including school newsletters, follow up to staff briefings, classroom lessons, school gatherings, Peaceful Playground Week, during active supervision by staff during classroom and school activities and in debriefing and responding to incidents.
**PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR & RESPONDING TO UNACCEPTABLE BEHAVIOUR**

At Eatons Hill State School, behaviour support ranges from positive preventive actions for all students, through to intensive intervention for specific individuals or groups, as required. The school fosters processes for facilitating positive behaviour by creating a positive whole school culture... All students know and understand that “Doing our Best is the Eatons Hill Way”

The school develops a shared understanding of its positive whole school culture by

- Communicating standards and expectations in school newsletter items
- School Leadership Team and teaching staff share and support each other in identifying and implementing successful student management strategies to foster positive behaviour and ensure transparency and fairness
- Induction programs in the EHSS Responsible Behaviour Plan delivered to new parents and enrolling students and new and relief staff.
- Clearly displaying the Eaton’s Hill Behaviour Flowchart in classrooms and around the school
- Clearly displaying the Eaton’s Hill School-wide Expectations for Behaviour Matrix in classrooms and around the school
- Implementation of specific policies to address  
  - the use of personal property technology devices at school) **Appropriate Use of Mobile Telephones and other Electronic Equipment by Students** -Appendix 1A
  - Cybersafety Agreement for Students – Appendix 1B
  - Cyberbullying – Appendix 1C
  - procedures for **Preventing and Responding to Incidents of Bullying** (including cyber-bullying and recording incidents for data collection) -Appendix 2
  - procedures regarding **The Use or Possession of Weapons** including knives and any other items that could be considered a weapon in school -Appendix 3

**TEACHING AND REINFORCING APPROPRIATE SCHOOL BEHAVIOUR**

Our school teaches and reinforces appropriate behaviours by implementing

- Knowledge of the EHSS School-wide Behaviour Expectations Matrix and EHSS Behaviour Flowchart as well as displaying these in classrooms
- Individualised classroom reward systems and recognition strategies within classrooms based on “Doing our Best is the Eatons Hill Way”, the three school rules and four virtues
- **Caught You Caring** slips are handed out regularly to students that staff observe choosing good behaviours and modelling key school virtues to reinforce good models for behaviour in both classroom and non-classroom areas. Students who receive a **Caught You Caring** slip (Appendix 4) can redeem it at the tuckshop for a fruit icy pole or a gel pen
- **Virtues** - each term, there is a focus on one of the four key virtues. These are regularly discussed at Gathering and reinforced with students. Virtues are clearly displayed in classroom. At fortnightly gatherings of P - 2 classes, teachers are asked to identify and print certificates for students who have exhibited high standards of the focus virtue and these are presented and acknowledged in front of the audience as part of our formal recognition process for acknowledging school-wide positive behaviour. Alternatively, for 3 – 7 classes, Positive Behaviour Cards (Appendix 5) are sent home to parents in the mail by classroom teachers for students who have demonstrated high standards of the focus virtue.
- **Peaceful Playgrounds Week** (Appendix 6) is held once a semester – Term 1 and 3. The main objective of this initiative is to promote positive behaviours within our school and encourage students to interact with one another in a supportive and friendly manner. The following events take place during these weeks:
  - Special Whole School Gathering
  - A variety of activities during the week to promote positive behaviours around our school
DEALING WITH INAPPROPRIATE BEHAVIOURS

When behaviour incidents occur, it is important that consequences are consistent and fair and the EHSS School-wide Behaviour Expectations Matrix (Appendix 7C) and the EHSS Behaviour Flowchart (Appendix 7D) are adhered to.

Responding to unacceptable behaviours provides an important learning opportunity to reinforce school standards and expectations of behaviour. Duty Backpacks (1 per double teaching space) contain the EHSS Behaviour Flowchart to identify minor and major student behaviours as well as the necessary referral forms. Students repeatedly displaying/choosing inappropriate minor behaviours and students displaying major behaviours are referred to the Responsible Thinking Classroom (RTC) which is located in lower G Block and operates after eating time at first lunch (11.15 – 11.40) each day.

The appropriate Referral to RTC Form is used to record repeat behaviours and document referrals - (Appendix 7E & 7F). These forms are forwarded to the RTC co-ordinating teachers as soon as possible after the incident by the teacher responding to the initial incident. Behaviour incidents must also be recorded on OneSchool by the referring teacher. RTC referrals are for major behaviours and are not intended to replace consequences/strategies that the classroom teachers use to promote positive behaviour in their classroom.

RESPONSIBILITIES FOR HANDLING OF MINOR AND MAJOR BEHAVIOURS

When responding to behaviour incidents, the staff member concerned determines if the problem behaviour is minor or major

- **Minor behaviour** is handled by staff members at the time it happens with the teacher implemented strategies/consequences. Staff members may provide a rule reminder. If the behaviour continues, staff will issue a Time Out. If additional repeat minor behaviour continues, staff can make a referral to the RTC. The referring teacher is responsible for timely logging of the behaviour incident information on OneSchool and making contact with parents.

- **Major behaviour incidents** are referred to the RTC team along with the appropriate RTC referral form whilst the referring staff member is responsible for the timely entering of the behaviour incident information on OneSchool and contacting parents - letter or phone call.

- **Major behaviours needing immediate attention** are referred to School Administration

- If a teacher aide makes a playground referral to the RTC, a RTC staff member will enter the behaviour incident information onto OneSchool and will make contact with parents - RTC letter (Appendix 7G) or phone call.

DISTINGUISHING BETWEEN MINOR AND MAJOR BEHAVIOURS (See EHSS Behaviour Flowchart)

**Minor behaviours** are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Major Behaviours** are those that:

- are major breaches of the school rules
- seriously harm others or cause you to suspect that the student may be harmed
- violate the rights of others in any other serious way
- may require the involvement of specialist support staff or Administration.
Minor Behaviours (examples)
- Low level disruption (talking, calling out)
- Answering back
- Low level teasing
- Throwing unacceptable objects
- Encouraging misbehaviour
- Riding bikes/ scooters through school
- Interferring with others’ games
- Littering
- Offensive language (not at anyone)
- Use of a personal device at school (mobile phone)

Major Behaviours (examples)
- Continual disobedience
- Rudeness/ disrespect
- Offensive language (towards someone)
- Fighting/ aggressive behaviour
- Threats/ harassment
- Severe/ ongoing bullying
- Vandalism/ graffiti
- Stealing
- Possessing banned/ unsafe items
- Truancy
- Spitting
- Inappropriate use of computer
- Inappropriate use of a personal device (mobile phone)

RULE REMINDER

Behaviour continues or student displays other minor behaviours

TIME OUT

Behaviour continues or student displays other minor behaviours

RTC

Behaviour stops:
Student continues with class task or playtime
RTC Follow-up by Administration
RTC staff monitor referrals and details of any students that have had in excess of 3 or more referrals in a term will be communicated to the school administration for additional follow-up. This may involve a parent meeting, referral to the Guidance Officer, referral to a school based team (DP, GO, Class Teacher), referral for specialist behaviour services, suspension from school, behaviour improvement conditions, exclusion from an activity, excursion or camp, Individual Behaviour or Playground Plan.

Serious Major Behaviours
Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Teachers are expected to contact parents in relation to ongoing minor or major inappropriate behaviours in the classroom or playground soon after the event. Staff members are requested to record on OneSchool, the details of incidents where significant consequences or regular intervention is necessary and the actions or consequences applied.

Processes for Following up Major Behaviour Incidents referred to School Administration

1. Students involved write an account of the incident in terms of what they saw, heard, said or did in relation to the incident.

2. The teacher and/or Principal or Deputy Principal investigate the incident with the parties involved to establish agreed elements, factual events and to document the sequence of the incident.

3. The teacher, Principal or Deputy Principal will decide on a course of follow up action in terms of consequences for the student. This may be in consultation with student/parent/supervisor.

4. Consequences are applied.

5. The incident is documented on OneSchool by the staff member who commences initial investigation of the incident and completed by others who may follow up and apply consequences.

6. Parents will be informed of the details often prior to completion of the investigation of the incident and/or when the investigation has occurred.
Targeted Behaviour Support

A small number of students are identified through our data as needing additional, targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed. Deputy Principals will contact parents of students that have been referred to the RTC more than 3 times in one term to initiate a discussion regarding their behaviour. Further targeted behaviour support may be initiated at this stage if necessary.

Additionally, a small number of students that require targeted behaviour support are monitored by the Deputy Principals who follow up with them in the classroom and/or during lunch breaks to discuss adherence to particular strategies or programs, debrief on the session or day and to provide a balance of positive contact with adults, additional support and increased opportunities to receive positive reinforcement.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Behaviour Support

Eatons Hill State School is committed to educating all students, including those with the high behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers, Guidance Officer Support and the additional assistance of professionals outside our school including Behaviour Support Services and CYMHS.

In such cases a school based team (class teacher, GO, DP and specialist) is formed for the purposes of

- Supporting the class teacher and other staff members to develop appropriate behaviour expectations and strategies
- Developing and reviewing an Individualised Behaviour Plan
- Monitoring the impact of support and strategies on the student through ongoing data collection
- Providing the student with a network of support.

Relating Inappropriate or Unacceptable Behaviour to Expected School Behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour.

One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour (see School-wide Behaviour Expectations Matrix)
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Ensuring Consistent Responses to Inappropriate or Unacceptable Behaviour

At Eatons Hill State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training to assist in applying consistent responses to behaviour incidents across the school.

In cases where a student’s behaviour has the potential to negatively influence the behaviour of other students and the quality of teaching and learning in the classroom, teachers will ensure the class is coached in ways to appropriately respond to the student’s behaviour to assist in the redirection of behaviour and to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.
**Playground Management**

- Playground Duty is the teachers’ and school’s moral and legal responsibility in terms of duty of care. Supervision is provided on a rostered basis during morning and afternoon breaks.
- It is our shared responsibility to ensure students are able to eat in a healthy environment and to play safely, free from harassment.
- At the beginning of each term, and regularly, class teachers will discuss the EHSS School-wide Behaviour Expectations Matrix incorporating expectations in the playground to ensure that every child understands and is aware of expected behaviours. Behaviour expectations in the playground relate specifically to the three school rules – Be respectful, Be Responsible and Be Safe.
- Teachers and playground supervisors will use the Responsible Thinking Process when discussing incidents in the playground.
- Clear, articulated routines are in place for transitions from playground collection areas to classrooms before and during the school day as set out in ‘Preparing for Learning - The Eatons Hill Way’ (Appendix 8)

**Duty Teacher Responsibilities**

- Collect the Playground Duty bag for their block before commencing duty and return on completion of duty.
- Make suitable arrangements to cover duties during excursions.
- Be familiar with the duty timetable, school rules, procedures and the contents of the duty bags.
- Be punctual.
- Be vigilant on duty by:
  - Continually walking around the entire duty area.
  - Seeking out all "hidden" places.
  - Talking with students to build friendly relationships.
  - Giving praise/Caught You Caring slips
  - Investigate and identify problems/complaints using the Responsible Thinking Process (Appendix 9)
- Follow the EHSS Behaviour Flowchart when making referrals to the RTC

**INTERPRETING PLAYGROUND INCIDENTS AND IMPLEMENTING CONSEQUENCES**

- Whilst on duty, staff will respond to inappropriate behaviours consistently.
- Staff will use a range of behaviour management strategies to assist them in dealing with inappropriate playground behavior. These strategies include
  - Rule Reminder
  - Time Out
  - Shadow Teacher in Playground

Staff members on playground duty will only refer a student to the RTC after they have implemented a range of strategies to redirect behavior or if the student behavior is a major behavior as described on the EHSS Behaviour Flowchart. Students who exhibit a major behavior but who do not need immediate attention from admin will shadow the staff member on duty prior to a referral to the RTC being made.

**When managing behaviour, staff members on duty will consider**

- appropriateness of consequences safety of children and adults
- rights of others and whether these have been abused
- context in which the behaviour occurs
Investigate
- listen to students equally and fairly;
- determine the problem (check this with the children)
- identify the cause;
- facilitate solutions and/or restitution;

consider whether...
- the resulting consequence is already sufficient;
- if any consequence is necessary at all
- if any further consequence is needed. (in many cases, a reminder may be sufficient to solve a problem)
- whether you need to refer the matter further E.g. RTC or Admin

Recognition of appropriate behaviours is of equal, if not greater importance than setting limits for inappropriate behaviour. This recognition should be reflected in how time is spent on behaviour management. If positive recognition does not occur then some students will continue or escalate inappropriate behaviours to gain negative recognition.

Positive Consequences
Teachers will look for opportunities to reward students for positive behaviours such as:
- Co-operating with others
- Respecting others
- Showing concern for others
- Cleaning up litter

Caught You Caring slips will be issued to recognise positive behaviours. Students with these slips can redeem them for a fruit ice treat from the tuckshop

Other forms of positive recognition
- Verbal praise
- Non-verbal reinforcement — a smile, a handshake, thumbs up, high five.

Disciplinary Negative Consequences
- Seats around the school within sight of duty teacher can be used as designated places for Time Out from play for a period of time, when considered appropriate.
- For **Minor Behaviours** (as per the "EHSS Behaviour Flowchart") - no onward referral is required. Imposition of logical consequences as deemed appropriate by duty teacher.
- For **Major Behaviours** (as per the "EHSS Behaviour Flowchart") – duty teacher to complete RTC Playground Referral Form
- For **Major Behaviours requiring immediate attention** - student to be referred to admin. Admin to investigate and provide consequence.

Classroom Management
- In managing children’s behaviour, it is essential that a balanced approach be followed.
- An over-reliance on limit setting/undesirable consequences is adopting a hostile approach to children, is in no one’s best interest and is likely to result in ineffective management.
- The crucial factor in managing behaviour is what we do, when children exhibit appropriate behaviour.
We believe that acknowledging appropriate behaviour is not only a proactive strategy to prevent inappropriate behaviour, but also a tool that encourages and builds a child’s self worth and self-esteem.

- Rewards should be age appropriate and valued by students
- Positives should never be taken away for misbehaviour.
- A combination of individual, group/whole class recognition should be implemented.
- Students should earn rewards within a realistic timeframe.

Examples of Positive Classroom Behaviour Strategies

- Class Rewards
- Individual rewards
- Certificates
- Pencils
- Free time
- Letters home
- Stamps
- Phone call home
- Student of the week
- Display student work
- Send to the Office
- Send to other classes to show work
- Special responsibility/duty
- Use of special equipment
- Chart for progress
- ‘Star Award” (Assembly each week)
- Sport
- Change of routine
- Class picnic
- Brag book
- Sticker book

OFF-CAMPUS ACTIVITIES

Students are at risk of being withdrawn from off-campus activities (e.g. camps, excursions and interschool sport if they present a significant risk to the safety and well-being of themselves and/or others or is involved in significant inappropriate behaviour which may reflect on the school and bring its good name and standing into disrepute.

The same expectations, guidelines and consequences of the Responsible Behaviour Plan for Students apply to Interschool Sport, excursions and camps.

In a situation where administration has made a decision to withdraw a student from camp, the following process will be followed:

- Camp Supervisors will organise with school/parent, the method of transport and pick up.
- Transport arrangements will be at the parent’s cost
- On return to school, the student, parents, and administration meet to discuss the incident and follow up consequences.
- Consequences are applied.
EMERGENCY SITUATION OR CRITICAL INCIDENT RESPONSES AND FOLLOW UP STRATEGIES

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

Avoid escalating the unacceptable 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 situation or incident, 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

Reinforcement and Correction Strategies

- If the student responds by displaying more positive behaviour, acknowledge their choice and cooperation and re-direct the other students’ attention to the work or activity.
- If the student continues with the problem behaviours, remind them of the process for dealing with their concerns – being calm before discussing the incident, consequences of continued unacceptable behaviour. Take steps to ensure the safety of everyone.

Maintain a safe environment for self and students

- Be aware of options for obtaining assistance to ensure the safety of other students and exiting students from the classroom.
- Seek help if you feel you do not have the skills to deal with the situation or attempts to calm the situation or the student is not responding.
- Exit yourself and other students from the situation.
- Monitor or have a support person monitor the student’s location or movements and seek assistance from administration.

Follow Up Strategies

Restore normal school operations as soon as possible.

Provide post incident opportunities that include:

- Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
- Assisting the individual 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.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.
Physical Intervention

Staff may make legitimate the 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 Eatons Hill State School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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.

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 reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student

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.

Record Keeping

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

Consideration of individual circumstances

Our school includes students with diverse needs in terms of their ability to manage their behaviour. This includes students in our SEP with ASD, or others across the school with ADHD and other medical conditions and an increasing number with high social /emotional needs. In some cases there are inherent difficulties in gaining parental support for shared responsibility in managing their childrens’ behaviour.

Despite this complexity the expectation is that the "Responsible Behaviour Plan for Students" at Eatons Hill applies to all students (Appendix 10). Consistency in implementation of the rules and consequences for behaviour — positive and negative - is essential to the plan's effectiveness overall. Individual adjustments to the processes and procedures, which ensure a consistent approach to behavior will be made as and when necessary to support our students and assist them to make positive behavior choices.
Network Of Student Support

Students at Eatons Hill State School are supported through positive reinforcement and a system of school-wide, targeted, and intensive behaviour support programs and responses. In addition, the following adults may form part of group and individual students’ support networks.

- Parents
- Teachers
- Specialist Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School related Police Officer - Adoptacop
- School Based Youth Health Nurse

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
- Neighbourhood Centre

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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

RELATED PROCEDURES

- 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

**SOME RELATED RESOURCES**
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

**ENDORSEMENT**

_______________________  ______________________  _______________________
                        Principal                P&C President           Assistant Regional Director

Effective Date: 2013 to 2015
APPENDIX 1

The Use of Personal Technology Devices at School

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

Certain Personal Technology Devices Banned From School

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

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 Eatons Hill State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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 bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

Breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

**Text Communication**

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

**Assumption of Cheating**

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

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

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

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
**Special Circumstances Arrangement**

Students who require the use of a personal assistive 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.

**Inappropriate Behaviour Outside of School Hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*
APPENDIX 1B

CYBER-SAFTY USER AGREEMENT FOR STUDENTS

Dear Parent/Caregiver,

The measures to ensure the cyber-safety at Eatons Hill State School are based on our key virtues. To assist us to enhance learning through the safe use of information and communication technologies (ICTs), we ask you to read this document and sign the attached Cyber-safety ICT User Agreement Form.

The computer network, Internet access facilities, computers and other ICT equipment/devices bring great benefits to the teaching and learning programs at our school and to the effective operation of the school. All ICT equipment on school premises is for educational purposes appropriate to this environment, whether it is used on or off the site.

The overall goal of Eatons Hill State School is to create and maintain a cyber-safety culture that is in keeping with our values and with legislative and professional obligations. The Cyber-Safety ICT User Agreement Guidelines include information about student’s and staff obligations, responsibilities, and the nature of possible consequences associated with cyber-safety breaches that undermine the safety of the school environment.

Material sent and received using the network may be monitored and filtering and monitoring software are in place to restrict access to certain sites and data, including e-mail.

Attempts to access inappropriate sites by conducting searches based on inappropriate words or topics and emails containing unacceptable language are identified electronically and referred to the Systems Administrator for follow up. As identification relates to student logon information, password security is an important safeguard for all students and staff.

All students will be issued with a copy of the Cyber-safety ICT User Agreement Guidelines and once the Cyber-safety ICT User Agreement Form has been signed and returned to school, students will be able to use the school ICT equipment.

Please contact our school if you have any concerns about your child’s safety in using the Internet and ICT equipment/devices.

TERMINOLOGY

Cyber-safety refers to the safe use of the Internet and ICT equipment and devices, including mobile phones.

School ICT refers to the school’s computer network, Internet access facilities, computers, and other ICT equipment and devices as outlined below.

ICT equipment and devices include computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video and digital cameras and webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar technologies.

Inappropriate material means material that deals with matters such as sexual behaviour, cruelty or violence in a manner that is likely to be injurious to children or incompatible with a nurturing school environment.

E-crime occurs when computers or other electronic communication equipment/devices (e.g. Internet, mobile phones) are used to commit an offence, are targeted in an offence, or act as storage devices in an offence.

Phil Savill
Principal
**CYBER-BULLYING**

**Cyber-bullying** is bullying which uses e-technology as a means of victimising others. It is the use of an Internet service or mobile technologies such as e-mail, chat room discussion groups, instant messaging, web pages or text messaging with the intention of tormenting, threatening, harassing, humiliating or otherwise targeting another person.

**No-one has the right to bully another person.** At its most serious, cyber bullying is illegal and can be investigated by the police.

**Staff members** have the responsibility to ensure that:

- students are informed and educated about safe and appropriate cyber communication and usage in particular the Cyber-safety ICT User Agreement Guidelines for at our school
- students and staff are aware of the nature of cyber bullying and its potential impacts on both the victim and the perpetrator
- students are aware of the consequences of cyber bullying
- all cases of cyber bullying are reported and responded to promptly
- there is supervision of technology use that is effective for monitoring and deterring cyber bullying

**Students** have a responsibility to ensure that they:

- do not participate in cyber bullying
- do not use mobile phones, cameras or other ICT equipment or devices without authorisation by the principal or a teacher or to record audio and visual material that is not authorised as part of the school curriculum program
- do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming
- do not disseminate inappropriate information through digital media or other means
- report incidents of cyber bullying to a member of staff or trusted adult

**CYBER-SAFETY ICT USER AGREEMENT GUIDELINES**

**Parents/caregivers** play a critical role in developing knowledge, understanding and ethics around their child’s safety and safe practices regardless of the time of day. Being cyber-safe is no exception and we invite you to discuss with your child the following guidelines and expectations to help them be responsible and stay safe when using ICT at school and after formal school hours.

- I will use the computers and other ICT equipment only for my learning.
- I will go online or use the Internet at school only when a teacher gives permission and an adult is present.
- If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.
- If I have my own user name, I will log on only with that user name. I will not allow anyone else to use my name.
- I will keep my password private.
- I will use the Internet, e-mail, or other ICT equipment or devices only for positive purposes, not to be mean, rude or offensive, or to bully, harass, or in any way harm anyone else, or the school itself, even if it is intended as a joke.
- While at school, I will not attempt to search for things online that I know are unacceptable such as anything that is rude or violent or uses unacceptable language such as swearing.
• If I find anything that upsets me, is mean or rude, or that I know is not acceptable at our school, I will:
  • not show others students
  • turn off the screen
  • get a teacher straight away.

• I will not bring any ICT equipment/devices to school without written permission from home and the school. This includes things like mobile phones, iPods, electronic games, and cameras. If these items are brought to school, they are to remain in school bags on entry to the school grounds and given into the safe keeping of the class teacher or our office during school hours and collected at the end of the school day unless permission has been granted otherwise.

• I will not connect any ICT device to school ICT, or run any software without teacher permission e.g. a USB/portable drive, camera or iPod. The school cyber-safety strategies apply to any ICTs brought to school.

• To ensure my compliance with copyright laws, I will not download or copy any files such as music, videos, games or programs without the permission of a teacher or the owner of the original material.

• I will not put any personal identifying information about myself or others online without checking with a trusted adult. Personal identifying information includes any of the following:
  • my full name
  • my address
  • my e-mail address
  • my phone numbers
  • photos of me and/or people close to me.

• I will respect all school ICTs and will treat all ICT equipment/devices with care. This includes:
  • not intentionally disrupting the smooth running of any school ICT systems
  • not eating or drinking in close proximity to ICT equipment/devices
  • not attempting to hack or gain unauthorised access to any system
  • not attempting to use another student’s login or password
  • following all school cyber-safety strategies, and not joining in if other students choose to be irresponsible with ICTs
  • reporting any breakages/damage to a staff member.

If I do not follow cyber-safety practices, the school may inform my parents/caregivers. In serious cases, the school may take disciplinary action against me. My family may be charged for repair costs. If illegal material or activities are involved or e-crime is suspected, it may be necessary for the school to inform the police.
CYBER-SAFETY ICT USER AGREEMENT FORM

To the parent/caregiver/legal guardian:

Please read this page carefully to check that you understand the guidelines and your responsibilities under this agreement.

I understand that Eatons Hill State School will:

- do its best to enhance learning through the safe use of ICTs. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or on ICT equipment/devices at school or at school-related activities
- work with children and their families to encourage and develop an understanding of the importance of cyber-safety through education designed to complement and support the ICT Use Agreement initiative. This includes providing children with strategies to keep themselves safe in a connected online world
- respond to any breaches in an appropriate manner
- welcome enquiries at any time from parents/caregivers/legal guardians or children about cyber-safety issues.

My responsibilities include:

- discussing the information about cyber-safety with my child and explaining why it is important
- supporting the school’s cyber-safety program by emphasising to my child the need to follow the cyber-safety strategies
- contacting the principal or nominee to discuss any questions I may have about cyber-safety and/or this ICT Use Agreement.

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CYBER-SAFETY ICT USER AGREEMENT

I have read and understood this Cyber-safety Use Agreement and I am aware of the school’s initiatives to maintain a cyber-safe learning environment.

Name of child..............................................................................................................................

Group/Class ............................................................................................................................

Name of parent/caregiver/legal guardian...............................................................................

Signature of parent/caregiver/legal guardian........................................................................

Date........................................

Please note: This agreement will remain in force as long as your child is enrolled at this school. If it becomes necessary to add/amend any information or rule, you will be advised in writing.

PLEASE RETURN THIS SECTION TO SCHOOL AND KEEP A COPY FOR YOUR OWN REFERENCE.
APPENDIX 1C

CYBER-BULLYING

Cyber-bullying is bullying which uses e-technology as a means of victimising others. It is the use of an Internet service or mobile technologies such as e-mail, chat room discussion groups, instant messaging, web pages or text messaging with the intention of tormenting, threatening, harassing, humiliating or otherwise targeting another person.

No-one has the right to bully another person. At its most serious, cyber bullying is illegal and can be investigated by the police.

At the time of enrolment or upon the updating of relevant school documents, all parents and students will be requested to read and sign the Eatons Hill State School Cyber-safety ICT User Agreement. This document will be retained as part of student records and indicates the parent and student’s commitment to our school’s guidelines on appropriate ICT use including cyber communication.

Staff members have the responsibility to ensure that:

- students are informed and educated about safe and appropriate cyber communication and usage in particular the Cyber-safety ICT User Agreement Guidelines for at our school
- students and staff are aware of the nature of cyber bullying and its potential impacts on both the victim and the perpetrator
- students are aware of the consequences of cyber bullying
- all cases of cyber bullying are reported and responded to promptly
- there is supervision of technology use that is effective for monitoring and deterring cyber bullying

Students have a responsibility to ensure that they:

- do not participate in cyber bullying
- do not use mobile phones, cameras or other ICT equipment or devices without authorisation by the principal or a teacher or to record audio and visual material that is not authorised as part of the school curriculum program
- do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming
- do not disseminate inappropriate information through digital media or other means
- report incidents of cyber bullying to a member of staff or trusted adult

Parents are encouraged to have an awareness of their children’s use of computer technologies at home in particular cyber communication and social networking activities to reinforce important safety messages and positive attitudes to the appropriate use of these technologies.

See Appendices for the CYBER-SAFETY USER AGREEMENT FOR STUDENTS
APPENDIX 2

PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING
(INCLUDING CYBERBULLYING)

Purpose

Eatons Hill State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Eatons 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.

Bullying behaviours that will not be tolerated at Eatons 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.

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.

At Eatons Hill 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

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

The anti-bullying procedures at Eatons 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 school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the three 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.

Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety e.g. how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including e.g:

- Not to respond to messages but keep them to report to parents and/or teachers immediately.
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Eatons Hill State School will then investigate and respond to any incident of cyberbullying.

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 three 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.

Eatons Hill State School acknowledges the National Day of Action Against Bullying and Violence through our Peaceful Playground Weeks’ focus in Semester 1 and Semester 2. During these weeks, our school highlights the importance of addressing bullying within our school community and reinforces appropriate strategies and ways for adults and children to respond to bullying.

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 Eatons Hill takes care to combine knowledge with practice in a process of active
learning, so that students understand by ‘doing’ as much as by ‘knowing’.

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

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

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences as outlined in the Major Incidents consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Eatons Hill State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact the school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the school principal on 32649222.
APPENDIX 4

Caught You Caring!

Any one at our school may complete this form to recognize special acts of kindness, caring, generosity of spirit, compassion or courage that brighten someone else’s day.

If you are the recipient of this award please go to the tuck-shop to collect a jelly cup or a jelly stick or a gel pen. Your certificate will be kept at the tuck-shop and entered into a draw at the end of Term for further recognition of your kindness.

Name: 

Class: ___________________________ Date: _________________________

APPENDIX 5

Positive Behaviour Postcard
APPENDIX 6

EATONS HILL STATE SCHOOL - PEACEFUL PLAYGROUNDS FOCUS

~ Striving to be a caring and friendly school for all children~

Eatons Hill State School is committed to establishing our school as a caring and friendly place where all students are able to learn in a positive and safe learning environment. Our school works hard to maintain a caring, respectful, inclusive and supportive school culture and an ethos where bullying is not acceptable. Our Peaceful Playgrounds focus each semester is intended as a school wide approach to reinforcing specific skills and strategies related to reducing and responding to bullying incidents and other negative social behaviours.

WHAT IS BULLYING?

Bullying is the repeated use of aggression or other targeted behaviour towards another with the intention of causing fear, distress or harm to them. It is a display of power by a group or an individual against another.

WHAT IS NOT BULLYING?

While it is important to understand and define what bullying is, it is also important to be clear about what behaviours are NOT bullying. The National Centre against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single acts of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying because they do not involve deliberate and repeated harm and a power imbalance, they need to be addressed in the same way as other inappropriate student behaviours in association with the school’s Responsible Behaviour Plan.

SCHOOL WIDE STRATEGIES TO REDUCE AND PREVENT BULLYING

To establish a school culture and an ethos that promotes working towards a bully free school, our school implements a range of strategies aimed at highlighting the key messages of our anti-bullying policy.

- recognition of the National Day of Action Against Bullying and Violence through a designated week of action against bullying each semester to highlight school strategies in creating a more friendly and caring school and strategies to use against bullying behaviours
- identification of the colour blue with anti-bullying strategies
- development and distribution of resources displaying school slogans, posters and strategies promoting affirmative action against bullying
- Virtues certificates, “Caught you caring” affirmations and recognition of positive behaviours that are a regular part of our school culture.
- school assemblies to raise awareness of the school’s anti-bullying policy and develop student’s emotional awareness of the effects of bullying
- Bystanders against Bullying - a “letter box” to enable students to pass on information about bullying or aggressive behaviours occurring at play times, before or after school
- Duty supervisors are expected to provide careful and vigilant supervision and to be clearly visible in the playground. Effective and proactive management occurs when children are closely monitored in the kind of things they say to each other, and the way they play together responding to those who are left out
All staff will be expected to undertake proactive strategies against bullying e.g.

- engage students in whole school anti-bullying strategies and educational programs
- teach the core virtues outlined in the school’s Responsible Behaviour Plan
- display strategies to deal with teasing behaviours and teach anti-bullying strategies to all students
- encourage students to report incidents of bullying of themselves and others
- listen to and act upon reports of bullying
- follow the advised course of action in responding to reported incidents of bullying

All staff will be required to following up Incidents of reported bullying as outlined in processes for dealing with a major behaviour incident.

The school will implement processes to address identified bullying behaviours and students who are bullying by:

- arranging a meeting with parents of any child who is involved in persistent and/or serious bullying incidents;
- assisting the child who is choosing to bully someone to understand and change his/her behaviour;
- requiring the child who is choosing to bully someone to take part in an intervention program with the principal, deputy principal, or guidance officer, should further transgressions occur;
- removing any child who continues to bully others from the playground and or school for a required period of time and applying more significant consequences should there be no change in his/her behaviour.
- protecting and supporting victims of bullying to eliminate the likelihood of them being bullied again;
- working with parents of the victim to give their child strategies to avoid being bullied;

Students who are bullied are more likely to get help in dealing with the bully if they

- speak to a teacher or a trusted adult giving accurate details of the incident;
- develop strategies to respond appropriately to teasing or harassment;
- develop and relate to a network of teachers and friends

Students who witness bullying will be encouraged to:

- immediately get the teacher or seek help from an adult
- report incidents of covert bullying to a teacher
- not join in with or encourage the bullying behaviour;
- not adopt the passive bystander attitude of doing nothing but look on;
- intervene if they can safely stop the bullying;
- take a stand and lend a hand;

The Role of Parents

If parents suspect that their child is experiencing bullying or is bullying somebody, we urge them to contact the class teacher or the school administration to arrange an appointment.
APPENDIX 7A

Three Important Rules

- Be respectful
- Be responsible
- Be safe
**FOUR KEY VIRTUES**

**RESPECT**

*For self, others, and environment*
Treating yourself, others and things in the environment as people or objects of worth and value

*Built on the qualities of*
- consideration,
- courtesy,
- acceptance
- conservation

**EVERYONE COUNTS**

**RESPONSIBILITY**

*Commitment to doing the right thing, even when no one is looking and being dependable and trustworthy*

*Built on the qualities of*
- self-discipline,
- accountability,
- citizenship,
- commitment

**DOING THE RIGHT THING**

**COURAGE**

*Being brave enough to do the right thing even when it’s difficult or scary, by taking on challenges and admitting mistakes*

*Built on the qualities of*
- honesty,
- integrity,
- perseverance,
- assertiveness,
- resilience

**FACING FEARS**

**COMPASSION**

*Caring to help others in need*

*Built on the qualities of*
- kindness,
- empathy
- fairness
- generosity

**BEING THE CARING KIND**
### APPENDIX 7C

#### Eatons Hill School-wide Behaviour Expectations Matrix

<table>
<thead>
<tr>
<th>Behavior Expectations in Context</th>
<th>All Areas</th>
<th>Property</th>
<th>Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being Respectful</strong></td>
<td>• Acknowledge and respect the rights of others to feel safe and learn.</td>
<td>• Be helpful and kind whenever you have the chance</td>
<td>• Respect the privacy of others in toilets</td>
</tr>
<tr>
<td></td>
<td>• Treat all others the way you like to be treated.</td>
<td>• Consider how your actions might affect other people.</td>
<td>• Obtain permission to use school and other people’s property</td>
</tr>
<tr>
<td></td>
<td>• Listen to other people’s ideas and opinions.</td>
<td>• Use language appropriate to our school environment</td>
<td>• Knock on doors when seeking to enter other classrooms and offices.</td>
</tr>
<tr>
<td></td>
<td>• Move quietly about the school.</td>
<td>• Respect the individuality and rights of others</td>
<td></td>
</tr>
<tr>
<td><strong>Being Responsible</strong></td>
<td>• Follow the rules of your school and classroom. rules</td>
<td>• Accept responsibility for mistakes and try to make amends.</td>
<td>• Follow the ‘No hat, No play outside’ policy.</td>
</tr>
<tr>
<td></td>
<td>• Follow the school dress code and wear the school uniform correctly.</td>
<td>• Try to stay calm and resolve conflicts peacefully.</td>
<td>• Eat food in designated areas.</td>
</tr>
<tr>
<td></td>
<td>• Consider how your actions might affect other people</td>
<td>• Report dangerous situations to an adult.</td>
<td>• Follow the rules of the game.</td>
</tr>
<tr>
<td></td>
<td>• Cooperate with teachers and other students</td>
<td>• Use technology responsibly</td>
<td>• Play in the designated play spaces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Honour your cybersafety agreement</td>
<td>• Enter the bike sheds only if you intend to leave or collect your bicycle or scooter.</td>
</tr>
<tr>
<td><strong>Being Safe</strong></td>
<td>• Do not throw or play with sticks, stones or other objects likely to cause harm.</td>
<td>• Work to solve problems in acceptable ways.</td>
<td>• Move around the school in a quiet, orderly manner.</td>
</tr>
<tr>
<td></td>
<td>• Avoid rough or dangerous play including tackling, fighting, pinching, kicking, and wrestling.</td>
<td>• Physical or verbal aggression is not acceptable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Avoid running or playing on stairs.</td>
<td>• Seek help from an adult if a situation is getting out of hand.</td>
<td>• Stay out of gardens and trees.</td>
</tr>
</tbody>
</table>

Bullying, name calling, swearing, rumour spreading, racism, taking or misusing the property of others and damaging our school environment are unacceptable and disrespectful behaviours and actions.

These expectations are communicated to students and reinforced in a variety of contexts including school newsletters, follow up to staff briefings, classroom lessons, school gatherings, Peaceful Playground Week, during active supervision by staff during classroom and school
APPENDIX 7D

MISBEHAVIOUR

Minor Behaviours (examples)
- Low level disruption (talking, calling out)
- Answering back
- Low level teasing
- Throwing unacceptable objects
- Encouraging misbehaviour
- Riding bikes/ scooters through school
- Interferring with others’ games
- Littering
- Offensive language (not at anyone)
- Use of a personal device at school (mobile phone)

Major Behaviours (examples)
- Continual disobedience
- Rudeness/ disrespect
- Offensive language (towards someone)
- Fighting/ aggressive behaviour
- Threats/ harassment
- Severe/ ongoing bullying
- Vandalism/ graffiti
- Stealing
- Possessing banned/ unsafe items
- Truancy
- Spitting
- Inappropriate use of computer
- Inappropriate use of a personal device (mobile phone)

RULE REMINDER

Behaviour continues or student displays other minor behaviours

TIME OUT

Behaviour continues or student displays other minor behaviours

RTC

Behaviour stops:
Student continues with class task or playtime
### Responsible Thinking Classroom Referral Form

#### Classroom Incident

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

#### Minor Behaviours (Teachers must follow agreed behaviour management strategies)

- Minor Behaviours (examples)
  - Low level disruption (talking, calling out)
  - Answering back
  - Low level teasing
  - Throwing unacceptable objects
  - Encouraging misbehaviour

- Riding bikes/ scooters through school
- Interfering with others games
- Littering
- Offensive language (not at anyone)
- Other _____________________

#### Strategies implemented prior to referral

- Rule Reminder
- Time Out
- Classroom Detention (Morning Tea/Lunch)
- Classroom Behaviour Management Strategies (List)

#### Major Behaviours (RTC referral)

- Major Behaviours (examples)
  - Continual disobedience
  - Rudeness/ disrespect
  - Offensive language (towards someone)
  - Fighting/ aggressive behaviour
  - Threats/ harassment
  - Severe/ ongoing bullying

- Vandalism/ graffiti
- Stealing
- Possessing banned/ unsafe items
- Truancy
- Spitting
- Other _____________________

#### Explain the Incident

________________________________________________________________________________
________________________________________________________________________________

#### Other Students involved/witnesses

________________________________________________________________________________
________________________________________________________________________________

#### Referring Teacher must enter OneSchool details and contact parent

Teacher Signature ____________________  Admin Signature ____________________
## Responsible Thinking Classroom Referral Form
### Playground Incident

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

### Minor Behaviours (Teachers must follow agreed behaviour management strategies)
- Answering back
- Low level teasing
- Throwing unacceptable objects
- Encouraging misbehaviour
- Riding bikes/ scooters through school
- Interfering with others games
- Littering
- Offensive language (not at anyone)
- Other_______________________

### Strategies implemented prior to referral
- Rule Reminder
- Time Out
- Shadow Teacher in Playground
- Playground Behaviour Management Strategies (List)

### Major Behaviours (RTC referral)
- Repeated disobedience
- Rudeness/ disrespect
- Offensive language (towards someone)
- Fighting/ aggressive behaviour
- Threats/ harassment
  - Severe/ ongoing bullying
- Vandalism/ graffiti
- Stealing
- Possessing banned/ unsafe items
- Truancy
- Spitting
- Other_______________________

### Explain the Incident

________________________________________________________________________________
________________________________________________________________________________

___________________________________________________________

### Other Students involved/witnesses

________________________________________________________________________________
________________________________________________________________________________

### Referring Teacher must enter OneSchool details and contact parent.
Referring Teacher Aides to contact RTC staff for follow up

Teacher Signature ______________________ Admin Signature ______________________
Dear Parent/Carer,

Your child, _______________________________ has been referred to the Responsible Thinking Classroom on the ____/____/____.

They have reflected on their behaviour during the session. Please discuss this matter at home to help us improve your child’s understanding of acceptable behaviour in our school.

Referrals to the Responsible Thinking Classroom are recorded. Three or more referrals per term can result in serious consequences.

This term, this is your child’s:

<table>
<thead>
<tr>
<th></th>
<th>First Referral:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Behaviour recorded and playtime missed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Second Referral:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Behaviour recorded and playtime missed</td>
</tr>
<tr>
<td></td>
<td>Student flagged with relevant deputy principal and class teacher.</td>
</tr>
<tr>
<td></td>
<td>Please note: A third referral will result in consequences listed below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Third or more referral:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Behaviour recorded and playtime missed</td>
</tr>
<tr>
<td></td>
<td>Administration contacted for further discussion</td>
</tr>
</tbody>
</table>

**Other consequences may include:**

- Parent interview
- Loss of privileges (e.g. excursions, camps, sport, performances, etc.)

I have read the above information and discussed the matter with my child.

Parent/Carer’s name: _______________ Signature ____________________

Marylin Terrace
Eatons Hill Q 4037
(PO Box 324, Albany Creek Q 4035)
Telephone: (07) 3264 9222
Facsimile: (07) 3264 9200
Email: the.principal@eatohillss.eq.edu.au
(Revised Draft – 2/5/14)

Scope: The aim of “Preparing for Learning” is to ensure that all students at our school are transitioned appropriately (quietly, safely and in a timely manner) before school, between subjects (if applicable) and after play breaks.

Enhanced school routine will commence week 3 (Monday 5th May)

DAILY ROUTINE - Prior to 8.45 am

Students in all years go to their morning assembly areas:
- Year 1 and 2 – Under Administration Block & Shelter Extension
- Years 3, 4, 5 – Gathering Area
- Years 6 and 7 – Senior Eating Area

Note: Prep classes are exempt from this policy and parents/prep students are permitted to assemble at respective classrooms upon arrival at school)

The Oval, Indoor Sports Complex, Hall and Classrooms are not available to students before school unless they are under the direct supervision of a coach, staff member or adult supervised, organised/extra-curricular activity.

Bell Times   Expectation

8.10am  Member of Admin Team (Principal/Deputy Principal) commences roving before school duty
Students are expected to be seated in their respective assembly areas upon arrival at school

8.45am  Students are to assemble into their class lines waiting for collection by their teacher.
Teachers can collect their class from this point on.

8.55am  Learning activities commence for the morning session. Children should be in class ready to begin the day.

Note: Prep students must remain with their parent or carer until the classroom is opened at 8:45.

11:00am  First break commences with 15 minutes eating time. This is the main lunch break.

11:15am  Students will be dismissed from eating areas at the discretion of duty supervisors. Play time commences.

11:35am  First break finishes. All children go to the toilet, have a drink etc. and return to their designated collection area. Students are to line up in class lines. Teachers are to remain on duty and ensure all students have returned to their collection areas.
11.40am  Teachers can collect their students from designated assembly points.
11.45am  Learning recommences.

1:30pm  Second break commences with 10 minutes eating time.

1:40pm  Students will be dismissed from eating areas at the discretion of duty supervisors. Play time commences.

1:50pm  Second break finishes. All children go to the toilet, have a drink etc. and return to their designated collection area. Students are to line up in class lines. Teachers are to remain on duty and ensure all students have returned to their collection areas.
1.55pm  Teachers can collect their students from designated assembly points.
2pm  Learning recommences

3:00pm  School day ends. Students depart from the school. Students travelling by school bus assemble in the Junior Courtyard.

Expectations for class and student movement around the school:
It is expected that all teachers (inclusive of specialists – PE, Music, LOTE, NCT) implement the following guidelines:

- Student movement is to be quiet, orderly and timely
- Class movement is to be quiet, orderly and timely
- Class groups are to walk in two straight lines with the teacher in a position to monitor student behaviour
- Students waiting to enter a classroom must be standing quietly, in two lines waiting for the teacher to allow them into the room
- Students leaving the classroom during learning time (toilet, errands, tuckshop) need to be sent with a student buddy. Please consider who you partner students with. It is ill-advised to send two students with known behaviour problems together.
- Students must wear hats at all times when outside. This includes walking to the Indoor Sports Complex. The school rule on this is: *No hat, you must play in a shaded area.*

**Designated class collection areas:**

a) **Before School Collection Areas** (As per current arrangements)
- Years 1 & 2: Under Admin Block
- Years 3, 4 & 5: Gathering Area
- Years 6 & 7: Senior Eating Area

b) **End of Play Collection Areas:**
- **Prep** – as per current collection arrangements
- **Year 1:** Under Admin Block
- **Years 2, 3 & 4:** Gathering Area (**Except 2MO & 2R**. Students are to sit in two quiet straight lines on the concrete undercover area adjacent to their classroom)
- **Year 5:**
  - 5A, 5C and 5W – F Block Courtyard (Lower Level)
  - 5L and 5M – Outside of classroom (students are to sit in two quiet straight lines)
- **Year 6/7J:** Tuckshop Undercover Area (students are to sit in two quiet straight lines)
- **Year 6:** F Block Upstairs Undercover area (students are to sit in two quiet straight lines)
- **Years 7:** Senior Eating Area

**New Bell Times**

8:10am – admin on duty
8:45am – students assemble waiting for collection by class teacher
8:55am – learning commences
11:00am – first break eating time
11:15am – first break play time commences
11:35am – first break finishes, students return to designated collection area
11:40am – teachers to collect students from assembly point
1:30pm – Second break eating time
1:40pm – second break play time commences
1:50pm – second break finishes, students return to designated collection area
1:55pm – teachers to collect students from assembly point
3:00pm – school finishes
EATONS HILL STATE SCHOOL
RESPONSIBLE THINKING PROCESS

The Responsible Thinking Process (RTP) is based on Perceptual Control Theory developed by William Powers.

For children to succeed, they must believe you care about them, that you have confidence in their ability to solve problems, and they must experience mutual respect.

The stronger the relationship, the easier it is to resolve differences. If done in a calm, respectful environment, this responsible thinking process can help build that relationship. It also teaches self-discipline through promoting responsible thinking.

Ask questions in a calm, respectful, curious voice. Never yell or tell, always ask. Avoid excuses by not asking why.

**Responsible Thinking Questions to redirect behaviour**

- WHAT ARE YOU DOING?
- WHAT ARE THE RULES? or IS THAT O.K.?
- WHAT HAPPENS WHEN YOU BREAK THE RULES?
- IS THIS WHAT YOU WANT TO HAPPEN?
- WHERE DO YOU WANT TO BE? or
- WHAT DO YOU WANT TO DO NOW?
- WHAT WILL HAPPEN IF YOU DISRUPT AGAIN?

**WHEN CHILDREN AVOID DEALING WITH YOU**

If they avoid answering a question, repeat it. If they persist in not dealing with you, then ask.

**DO YOU WANT TO WORK AT THIS OR NOT?**

If they continue to avoid dealing with you, or, if after settling down, they again begin to disrupt, it means they don’t want to follow the rules and have chosen to go to a restricted area. Then you say....

**I SEE YOU HAVE CHOSEN TO LEAVE OR IN THE PLAAYGROUND (HAVE A TIME OUT OR SHADOW TEACHER)**

Once you have said this, never back down. The child must leave at once and go to a restricted area. Once they decide they want to return and obey the rules, they must be taught how to create a detailed plan, and how to use this plan to negotiate with the person in charge of where they were disrupting.
# Individual Behaviour Support Plan

<table>
<thead>
<tr>
<th>Student:</th>
<th>Year level:</th>
<th>Commencement Date:</th>
<th>EQ ID Number:</th>
<th>Date of Birth:</th>
<th>Teacher:</th>
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**School:** Eatons Hill State School

## Long Term Goals:

## Behaviours to be addressed:

## Identified Behaviour Goal/s to achieve Long Term Goals:

## Student Strengths:

### Preventative and Teaching Strategies

#### Strategies
- Class support
- Playground support

#### Before school support:
- Reinforcements for desired behaviour
- Individual Monitoring
- Case Monitoring / Evaluation

### Reactive Strategies

#### Strategies
- In-class
- Playground
- Managing Inappropriate Behaviour

#### School Behaviour Management Strategies
- Before School:
- Carer Communication

### Interagency Support

#### Involvement

### Other Information

#### Points
This plan has Parent/Carer agreement: Yes / No (Circle one)

Review Date:

Signature Date:

_ _ / _ _ / _ _

________________    __________________    __________________    __________________
Deputy Principal      Classroom Teacher      Parent      Student