Harlaxton State School
revised Responsible Behaviour Plan for Students 2013 -2015

Based on '*The Code of School Behaviour*'

The Whole Child

Making Connections Creating Opportunities

The Code of School Behaviour

Better Behaviour Better Learning

1.   Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2.   Consultation and data review

Harlaxton State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken throughout the year. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2007-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in November 2012 and will be reviewed in 2015 as required in legislation.

3.   Learning and behaviour statement

All areas of Harlaxton State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Harlaxton State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour in a safe environment:

● Respect
● Relationships
● Resilience

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

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

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Harlaxton State School we emphasise the importance of directly teaching students the behaviours/ values we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support- a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to two of our three school values. It is anticipated that specific lessons on resilience and identification of emotions combined with the expectations of respect and relationship building help students to build and demonstrate resilience. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	Whole School	Classroom	Entering/ leaving school	Play/Under-cover Area	Eating Areas	Toilets	Transition /Lining Up	Tuckshop / Sports Room	Excursions/ Off Campus
Relationships	* I treat others the way I want to be treated * I use good manners * I can sincerely apologise and react appropriately to an apology * I show kindness to others * I understand differences * I encourage all to participate for the good of the group * I display self-control * I understand that honesty is important * I have a good sense of humour * I display tolerance *I will display commitment in all group situations	* I am organised * I am able to set goals * I develop good time management skills * I am a good listener * I follow expected class routines * I have clean hands before entering classrooms	* I follow instructions from the crossing supervisors/ bus driver	* I include others in games * I return equipment and cease play at the bell	* I am a good role model for other student. * I will follow eating routines * I use drinking fountains at correct times	* I use toilets at correct times	* I can follow the expected routines	*I show good manners * I follow directions * I only go to tuckshop if I have ordered.	* I will show common sense * I am trustworthy * I participate positively

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	Whole School	Classroom	Entering/ leaving school	Play/Under-cover Area	Eating Areas	Toilets	Transition /Lining Up	Tuckshop/ Sports Room	Excursions/ Off Campus
Respect	* I speak respectfully to everyone * I treat others the way I want to be treated * I follow adult directions * I care for my school * I wear my school uniform with pride * I encourage and support others * I use manners when entering all classes * I walk quietly and appropriately * I make positive choices in all situations	* I care for property * I use positive language * I politely follow adult directions * At dismissal I pack up things/ clean area * I stand behind my desk (to show I am ready to be dismissed)	* I keep noise to a minimum * I walk bikes in and out of school grounds * I line up in the correct area for bus	* I invite others to join in * I share equipment * I use positive language * I consider others * I politely follow adult directions * I use equipment sensibly * I wear a hat * If I borrow some sports equipment, I return it	* I will follow eating routines * I use drinking fountains at correct times * I keep eating areas clean & tidy * I politely follow adult directions * I return sports equipment to the designated area to be collected after eating/ dismissal.	* I respect privacy of others * I clean up after myself * I care for my school amenities	* I walk/ line up quietly and appropriately * I wait quietly outside for instructions	* I use manners * I treat sports equipment carefully * I line up quietly	* I use polite language * I treat others the way I want to be treated * I care for all property * I show pride in myself and the school

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on school parades and during active supervision by staff during classroom and non-classroom activities.

Harlaxton State School implements the following proactive and preventative process and strategies to support student behaviour:

- A dedicated section of the school newsletter, informing parents of the students demonstrating expected behaviours.
- Comprehensive induction programs in the Harlaxton State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  o The Use of Personal Technology Devices* at school (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
  o Dress Code (Appendix 3)
  o Support for the Whole Child doc (Individual Behaviour Plan) Appendix 4

Reinforcing expected school behaviour

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

Harlaxton State School   **HaRRRA Postcard**

- Staff members hand HaRRRA postcards out to students they observe following school values in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Once awarded a completed post card the students brings it to the office to be entered in the Friday draw. On parade all postcards are read out- acknowledging the behaviour they were awarded for. One is drawn out of the box to win a prize and the students then take the postcards home

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more resiliently, more respectfully or more proactively in building positive relationships. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support: Respond Program

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

Students requiring extra support for their behaviour are discussed by **all staff** and plans (Individual behaviour plan) are put in place to address perceived need. This can be in the form of alternative programs, specific social skilling programs, consultation with the behaviour support team case worker, working with the Chaplain, or the guidance officer when available. The students have increased daily opportunities to receive positive contact with adults, through mentoring and additional support from

behaviour support team personnel. Where required, adjustments are made to the program through academic support or targeted social skills training.

Students whose behaviour does not improve after the above intervention, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support. Parents and caregivers are contacted throughout the process to ensure that any factors impacting on the child from their home environment can be considered.

Intensive behaviour support: Behaviour Support Team
Harlaxton State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.
The *Intensive Behaviour Support Team:*
- Works with other staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through continuous data collection
- Makes adjustments as required for the student, and
- Works with the school staff to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for unacceptable behaviour
Harlaxton State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Unacceptable behaviour is recorded on playground sheets (see appendix 4).
Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school principal

Minor behaviours are those that:
- are minor breeches 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 problem behaviours
- do not require involvement of specialist support staff or administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specific period of time, removal to a "Buddy Teacher" classroom, partial removal (time away), individual meeting with the student, apology, restitution or timeout.
- a re-direction procedure. The staff member takes the student aside and:
    1. names the behaviour that student is displaying,
    2. asks student to name expected school behaviour,
    3. states and explains expected school behaviour (if necessary),
    4. gives positive verbal acknowledgement for expected school behaviour.

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

Major behaviours result in an immediate referral to Administration because of their seriousness.
When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major problem behaviours may result in the following consequences:
- Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence,
AND/OR
- Parent/ Caregiver contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, 1-5 day suspension from school

Students, who engage in very serious problem behaviours such as major violent physical assault, can expect 6-20 days suspension and a possible recommendation for exclusion from school.

Related problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- Articulate the relevant expected school behaviour
- Explain how their behaviour differs from expected school behaviour,
- Describe the likely consequences if the problem behaviour continues; and
- Identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour
At Harlaxton State School all staff members have participated in behaviour management professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.
Basic defusing strategies
Avoid escalating the problem behaviour
  (Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language)

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

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

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

Debrief (Could be in Time- out of by classroom teacher etc)
> (Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations)

Physical Intervention

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

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others

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

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

It is important that all staff understand:

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

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

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances,
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

- Incident report (Appendix 6)
- Health and Safety incident record

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Mentors
- Guidance Officer
- Student Care Welfare counsellor
- School Chaplain
- Harlaxton Police Beat Officer
- Intensive Behaviour Support Team
- Positive Learning Centre Staff

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

- Disability Services Queensland
- Child and Youth Mental Health (CYMH)
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- RAI referral- Referral for Active Intervention
- The Smith Family
- Local church groups
- Neighbourhood Centre
- Life Line
- Domestic and Family Violence Prevention Service
- The Salvation Army
- Young Women's Place
- Australian Red Cross

8. Consideration of individual circumstances

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

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

- Prompting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation an their emotional state
- Recognising the rights of all students to:

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- o Express opinions in an appropriate manner and at the appropriate time
- o Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- o Receive adjustments appropriate to their learning and/ or impairment needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulations 2006
- Criminal Code Act 1899
- Anti-discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related Policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-002: Police Interviews and Police or Staff Searches at the State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Student
- Cyber safety policy

11. Some related resources

- Bullying. No way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Harlaxton SWPBS Behaviour/ Values lessons

Endorsement

| _____ | _____ | _____ |
| *Principal* | *P&C President or*
Chair, School Council | *Regional Executive Director or*
Executive Director (Schools) |

Effective Date: 1 January 2013-31 December 2015

Appendix 1
The Use of Personal Technology Devices*/other Valuables and at School-
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for other whenever they are using person technology devices.

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

Confiscation
Mobile phones, if bought to school must be handed into the school office immediately upon arrival and signed out at the end of the school day. Any parent wishing their child to bring a mobile phone to school must complete the attached form (Appendix 5) and return it to the school office. The form will remain current for the period of the school year.

Recording Voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of the school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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 this is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, laptop computers, PDA's, Blackberry, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods and devices of a similar nature.

Valuables

Money brought to the school should be carried in a secure pocket. It is not to be left in desks or school bags. Property of significant value should not be brought to school unless essential for the learning program e.g. spectacles, sporting equipment. The school cannot accept responsibility for damage or loss and no insurance scheme covers this equipment.

Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyber bullying)

Purpose

1. Harlaxton State School strives to create positive, predictable environments for all students at all times of the day. The discipline and teaching environment that we are creating is essential to:
   - Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - Raising achievement and attendance
   - Promoting equality and diversity and
   - Ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Harlaxton State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying may be related to:
   - Race, religion or culture
   - Disability
   - Appearance or health conditions
   - Sexist or sexual language /gestures
   - Young carers or children in care.

Definition of Bullying

Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

Direct physical bullying

This form includes hitting, tripping, and pushing or damaging property.

Direct verbal bullying

This form includes name calling, insults, homophobic or racist remarks, or verbal abuse.

Indirect bullying

This form of bullying is harder to recognise and often carried out behind the bullied person's back.
It is designed to harm someone's social reputation and/or cause humiliation.
Indirect bullying includes:
• lying and spreading rumours;
• playing nasty jokes to embarrass and humiliate;
• mimicking;
• encouraging others to socially exclude someone;
• damaging someone's social reputation and social acceptance; and
• cyber-bullying, which involves the use of phone calls, email, text messages or chat rooms to humiliate and distress someone.

What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management.

There are three socially unpleasant situations that are often confused with bullying:

Mutual conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power.

Both parties are upset and usually both want a resolution to the problem.

However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying

Rationale

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

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

Prevention

3. Attempting to address specific problem behaviours will not be successful if the general level of disruption 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 3 school values and have been taught the expected behaviours attached to each value 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.

4. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

5. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

6. 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.

7. 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 Harlaxton State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

8. Harlaxton State School uses behavioural data for decision-making. This data is entered into our database on a regular 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.

Work with the school to solve the problem
Schools take their responsibilities in relation to bullying behaviour very seriously and they have more success when parents work with the school to solve the bullying problem and see the school as an ally.
Once parents have a reasonably clear picture of the situation and the facts they should let their child know they are approaching the school. Parents should make an appointment with their child's teacher, and not just turn up at school.
At the meeting:
• It is a good idea for parents to make notes of the points they want to make before the meeting.
• It is useful for parents to stay calm and avoid making accusations against the school. If parents become angry, make accusations or demand certain actions, it may make the situation worse.
• Parents should present information in a way that makes it clear to the school that they see themselves and the school as partners in trying to fix this problem.
• It can be helpful to remember that if a parent was not aware that their child was being bullied, then perhaps the child's teachers would not have known about it either.
• Parents can ask about the policies and procedures the school has to deal with bullying.
The school will need time to investigate and to talk to teachers and, perhaps, other students.
 A follow-up call to see what has been done can be helpful. Alternatively, parents can ask the school when they will contact them.
At the next meeting, parents and the school can establish a plan for dealing with the current situation and future bullying incidents. Before parents leave, they can ask for clarification about the plan.

If a child does not appear to be coping, parents can ask for the school counsellor to become involved. Parents should encourage their child to report any further bullying incidents to a teacher.

Parents should acknowledge the possibility that their child may be involved in bullying another student

Respond calmly and non-defensively, and commit to working with the school to manage the problem in a helpful way.

A situation can be made worse for a child if parents directly approach the bullied student or their family or try to get other parents to take your child's side. Parents should see the situation as an opportunity for their child to learn important developmental lessons.

What Parents Can Do to Reduce Bullying at School

Parents should let their children know how much they disapprove of bullying and why.

Any type of bullying at home should be avoided, and respect for others should be modelled and encouraged.

Emphasis should be given to seeing things from another child's point of view.

Supporting any other child who is being bullied should be encouraged.

It is helpful for the school if parents report all incidents of bullying that they are aware of at the school, not just incidents that happen to their own child.

Differences should be respected and embraced rather than ridiculed.

Parents should talk to their child about the qualities associated with caring friendships and discourage them from staying in 'friendships' where they are mistreated or not respected.

Appendix 3 Uniform Code

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Harlaxton State School
Student Uniform Code

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Harlaxton State School community has collaboratively developed a *Student Uniform Code* that supports the wearing of a school uniform to provide a safe and supportive teaching and learning environment through:

- Ready identification of students and non-students at school;
- Eliminating distraction of competition in dress and fashion at school;
- Fostering a sense of belonging and school pride, and
- Enhancing mutual respect among students by minimising visible evidence of economic or social differences.

The *Student Uniform Code* has been formally endorsed by the Harlaxton State School Parents & Citizen's Association and complies with Education Queensland policy SMS-PR-022: "Student Dress Code".

The *Student Uniform Code* applies to all Prep – Year 7 students when:

- Attending or representing their school;
- Travelling to and from school, and
- Engaging in school activities out of school.

Assistance for families
The P&C operates a Uniform Shop from the school site for the convenience of parents. The Uniform Shop sells new uniforms at very reasonable prices .The school willingly assists families with the provision of donated uniforms as available and required. We make every effort to ensure all students who attend our school have access to a school uniform and are happy to provide assistance to parents to meet this goal. Families who may be experiencing economic hardship requiring special arrangements, or an extended period of time, to purchase school uniforms should contact the principal for confidential assistance.

Special needs
Students with special needs and circumstances can be accommodated on a case-by-case basis through negotiation with the principal.

Sanctions
The school can impose sanctions dependent on the severity and recentness of the non-compliance with the dress code. Sanctions can include:
Detention;
Preventing the student from attending or participating in any activity for which the student is representing the school;
Preventing the student from attending or participating in any school activity that is not an essential school educational program.

Review
The *Student Uniform Code* will be reviewed on an annual basis in consultation with staff and the Parents & Citizen's Association.

Inappropriate dress
- Non-uniform items such as jeans, cargo pants, multi-coloured jackets and other 'street wear'.
- Baseball caps, singlet tops and sleeveless shirts are unacceptable as they do not conform to our "Sun Smart" policy.
- Bike pants are not considered suitable attire however girls may wear navy or black netball-style undergarments under a skirt.

Free dress/ non-uniform days
- Sun safe clothing - no singlet tops, sleeveless shirts, exposed midriffs or mini skirts.
- Shorts must cover upper thighs.
- Suitable footwear – no thongs or open-toed sandals.
- No makeup, fingernail polish or jewellery (other than what is listed as allowed).
- Appropriate messages on T-shirts – no offensive language, drawings or messages are acceptable.

Appendix 4

Harlaxton State School   **SUPPORT for the Whole Child**   Name: **XXXXXXXXX**   DOB:

School Case Manager**:**   Date of Plan: Review Date: **………………………**

Identified School Goal/s:

Behaviours of Concern	School Routines/Values/ Expectation	Proactive Strategies	Corrective Strategies	Action	Consequences
e.g. reactions to minor incidences.	Resilience	Direct to thinking area.(2 verbal warnings)	Send to Buddy teacher (Reegan)	Complies	When ready comes back to class and resolves issues with teacher support
				Refusal to comply	Parent contacted - suspension
Comments					

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It must be noted that this plan has been written in fully knowledge of XXXXXX past behaviours and possible reasons for non-compliance. Every effort will be made to accommodate XXXXXX as she begins to understand what triggers certain behaviours and she develops strategies to deal with them. The elements of this plan give clear guidelines to all staff in how they are to manage XXXXXXX in the school setting.

Position	Name	Signature	Date
Principal			
Guidance Officer			
Support Teacher			
Class Teacher			
Parent/Carer			
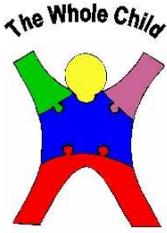
Mobile Phone & Electronic Equipment Request
(Request remains valid for one school year only)

The Whole Child

**Making Connections
Creating Opportunities**

I _____ request that my child
_____ is able to bring a

Mobile phone ☐

An i-pod or other listening device ☐

Or _____

to Harlaxton State School.

My child requires this item because (a valid reason must be supplied)
_____
_____
_____
_____

Signed _____ Date _____

I understand that my child must bring the item to the school office when they arrive at school and collect it from the office at the end of the school day. The device must be turned off when handed in.

Failure to comply with these rules may result in my child having the device confiscated.

I understand the school takes no responsibility for the device being damaged, stolen or rendered unserviceable.

Office use only

approved by _____ Date   /   /2013

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Harlaxton State School
One School Incident Report

Staff Member: _____

Student(s) Perpetrator: (Family) _____(Given)_____

_____   _____

_____   _____

Date: ____/ ____/ ____

Period: (please circle)

After school	Before school	First eating break	First play break
First session	Middle session	Second eating break	Second play break
Third Session	Transitioning	Other: _____	

Subject: (please circle)

Alternative Program	Art	Classroom	Eating break
Integrated unit	Library	Literacy block	LOTE
Mentoring	Music	Numeracy block	Parade
Phys Ed	Playtime	Relief Teacher	R.I
Teacher aide	Technology	Off Campus Activity	Other: _____

Location: (please circle)

Basketball courts	Parent room	Lower Oval	Upper Oval
Classroom	Computer lab	Eating Area	Excursion
Interschool sport	Library	Tuckshop	Tennis Court
Bus Stop	Our SHED	Out of Bounds	Transition
Pedestrian Crossing	Pool	Snr Boys Toilets	Snr Girls Toilets
Jnr Boys Toilets	Jnr Girls Toilets	Other: _____	

Witnesses: _____   _____

Incident Details:

Student Categories: (please circle)

Academic infringement	Anti-social behaviour	Avoidance behaviour
Bullying/ Harassment	IT abuse	Non compliance
Physical aggression	Serious misdemeanour	Substance abuse
Vandalism	Verbal aggression	Other: _____

Strategy Referrals: (please circle)

CT/ RT	Playground withdrawal	Time-out
Natural Consequence	Restorative Justice	Other: _____

Record of Contact:

Name: _____ Relationship with student: _____

Date: ___/ ___/ ___

Letter   Phone   Person-to-person   (please circle)

Name: _____ Relationship with student: _____

Date ___/ ___/ ___

Letter   Phone   Person-to-person   (please circle)