

# Home Hill State High School



## Responsible Behaviour Plan For Students



**Queensland  
Government**

**Current as of January 1, 2017 – December 31, 2019**



The Code of  
**School  
Behaviour**  
Better Behaviour  
Better Learning

# HOME HILL STATE HIGH SCHOOL

## ***Responsible Behaviour Plan for Students*** based on *The Code of School Behaviour*

### **1. Purpose**

Home Hill State High 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**

Home Hill State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, community meetings and staff professional development meetings.

Development of this plan included a review of important data sets relating to:

- attendance;
- unexplained absence;
- suspension and exclusion;
- cancellation of enrolment;
- behaviour incidents including bullying and cyber-bullying;
- other inappropriate online behaviour or inappropriate use of mobile phones or other electronic devices.

The Plan was endorsed by the Principal and the President of the P&C in June 2017, and will be reviewed as required in legislation.

### **3. Learning and behaviour statement**

Essential to effective learning is a safe, supportive and disciplined learning environment that respects the following rights:

- the rights of all students to learn;
- the rights of teachers to teach;
- the rights of all to be safe.

Students are expected to:

- participate actively in the school's education program;
- take responsibility for their own behaviour and learning;
- demonstrate respect for themselves, other members of the school community and the school environment;
- behave in a manner that respects the rights of others, including the right to learn;
- co-operate with staff and others in authority.

All areas of Home Hill State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan is based on Responsible Thinking and outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Home Hill State High 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.

This code of behaviour has been agreed upon and endorsed by all staff and our school P&C. The code of behaviour is aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

Our school community has identified a code of behaviour to teach and promote our high standards of responsible behaviour. At Home Hill State High School we expect students to demonstrate:

- **COMMON SENSE**
- **COURTESY**
- **CONSIDERATION**
- **COOPERATION**
- **COMMITMENT**

At Home Hill State High School, we have also identified a core set of rights and responsibilities for all members of the school community:

RIGHT	RESPONSIBILITY
All students have the right to learn without being disrupted by others.	No student should disrupt the learning of others.
All members of the school community should be treated with courtesy and respect.	All members of the school community should treat others with courtesy and respect.
Every member of the school community has the right to work in a safe environment.	No member of the school community should use any form of harassment or any form of discriminating words or actions. All members of the school community are to adopt a 'hands off' policy to avoid physical confrontations.
All individuals have the right to take pride in their school.	All individuals should act in ways that help to build a good public image of the school within the community.
All members of the school community have the right to be supported by other members of the school community.	All members of the school community should perform their roles in a way that supports others while upholding and maintaining the school's Responsible Behaviour Plan.

**The Home Hill State High School community holds the following beliefs about behaviour:**

- High standards of personal achievement and behaviour are expected.
- Mutual respect is the basis of any code of responsible behaviour.
- Most students will respond positively if expectations about behaviour are published and clearly communicated.
- The achievement of self-discipline is a worthwhile goal in the overall management of behaviour.
- Self-discipline occurs when people assume responsibility for, and ownership of, their own behaviour.
- The value of all individuals in the school community should be recognised
- Communication with parents/carers is a valuable component of the behaviour management process.
- Teachers and administrators should have the discretion to make professional judgements about behaviour management.
- Teachers should endeavour to accept responsibility for, and ownership of, classroom behaviour management strategies.
- Strategies for handling major behaviour problems should always involve the school Principal.
- Student Disciplinary Absences and Exclusions are viable options for managing serious infringements of the Code of Behaviour.
- Legislative and departmental guidelines and policy will be adhered to and reasonable discretion exercised.
- The school motto: "The End Crowns the Work" is a value that should underpin all school actions, including behaviour.



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

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of **universal**, **targeted**, and **intensive** supports.

- **Universal**

In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted**

In a supportive and well-disciplined school, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive**

In a supportive and well-disciplined school, approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory;
- a continuum of whole school positive preventive action for all students.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Home Hill State High School we emphasise the importance of directly teaching students the behaviours 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 inappropriate behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each element of our school code. The School-wide Expectations Teaching Matrix below outlines our agreed code of behaviour and specific behaviour expectations in all school settings.

The whole school context includes behaviours when students are attending events or representing the school at off campus locations, including school camps. The whole school context also includes when students are travelling to and from school.

## SCHOOL-WIDE EXPECTATIONS TEACHING MATRIX

	WHOLE SCHOOL CONTEXT	CLASSROOM	PLAYGROUND and OVAL
COMMON SENSE	<ul style="list-style-type: none"> <li>Think before you speak or act - make safe, sensible, acceptable choices</li> <li>Consider the consequences of your actions and behaviour</li> <li>Use equipment appropriately</li> <li>Abide by safety instructions at all times</li> <li>Conduct yourself in a lawful, ethical, safe and responsible manner</li> </ul>	<ul style="list-style-type: none"> <li>Follow safety requirements at all times</li> <li>Act in a responsible manner at all times</li> <li>Help to solve problems rather than to create them</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Ensure your actions will not endanger yourself or another person</li> <li>Walk rather than run around buildings</li> <li>Keep walkways and stairwells clear</li> <li>Wait for buses behind the fence and line up for buses in an orderly manner</li> <li>Leave the school grounds immediately after 3pm unless otherwise instructed</li> </ul>
COURTESY	<ul style="list-style-type: none"> <li>Recognize and respect the rights of others before, during and after school</li> <li>Treat everyone with respect</li> <li>Use good manners at all times</li> <li>Use polite language with appropriate tone and volume when speaking</li> <li>Act in a non-threatening manner</li> <li>Respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Line up quietly for your teacher</li> <li>Ask permission to leave the classroom</li> <li>Put up your hand to ask and answer questions</li> <li>Speak to other students only when allowed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Follow the directions of all staff</li> <li>Treat tables and chairs, trees and grounds with respect</li> <li>Keep the grounds free of litter</li> <li>Use language that is not offensive</li> </ul>
CONSIDERATION	<ul style="list-style-type: none"> <li>Ensure your actions support a safe and respected environment at all times</li> <li>Respect the property of others</li> <li>Display courtesy, consideration and respect for others whenever using personal technology devices</li> <li>Consider the welfare of others at all times</li> </ul>	<ul style="list-style-type: none"> <li>Allow others to contribute to activities</li> <li>Respect the right of others to learn</li> <li>Respect others' feelings</li> <li>Encourage the participation of others</li> <li>Maintain a supportive classroom environment</li> </ul>	<ul style="list-style-type: none"> <li>Line up in an orderly manner and wait your turn at the tuckshop and taps</li> <li>Clean up after yourself</li> <li>Allows others to participate</li> <li>Assist staff conducting extra-curricular activities for students</li> <li>Return sports equipment on time</li> </ul>
COOPERATION	<ul style="list-style-type: none"> <li>Cooperate with those in authority</li> <li>Follow the instructions of staff</li> <li>Abide by school policies and procedures</li> <li>Accept 'We See – You Lose' phone policy</li> <li>Take responsibility for your behaviour</li> <li>Accept the consequences of your actions</li> <li>Report bullying/harassment to staff</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit rooms in an orderly way</li> <li>Follow instructions immediately without questioning</li> <li>Abide by teacher seating plans</li> <li>Follow all class rules</li> <li>Accept the consequences of your actions in the classroom context</li> </ul>	<ul style="list-style-type: none"> <li>Avoid out of bounds areas at all times</li> <li>Follow directions of staff on playground duty without question</li> <li>Follow sun safety rules – wear a hat</li> <li>Help to keep all areas free from litter by using bins for rubbish</li> </ul>
COMMITMENT	<ul style="list-style-type: none"> <li>Arrive at school and your class on time</li> <li>Move quickly between classes</li> <li>Commit to our school uniform and behaviour expectations</li> <li>Participate in extra-curricular activities</li> <li>Get involved - make a positive contribution to the school and wider community.</li> <li>Act in ways that uphold our school motto - "The End Crowns the Work".</li> </ul>	<ul style="list-style-type: none"> <li>Participate actively in the school's education program</li> <li>Be prepared for each class by bringing required and appropriate equipment</li> <li>Complete classroom work, homework and set tasks to the best of your ability</li> <li>Participate fully in classroom activities</li> <li>Complete assessment in accordance with task requirements</li> <li>Ensure all work is your own.</li> </ul>	<ul style="list-style-type: none"> <li>Commit to fair play</li> <li>Commit to a safe and litter free school</li> <li>Care for the school environment by reporting vandalism, graffiti or other damage.</li> </ul>

When students fail to meet behaviour expectations, the key to successful discipline is to offer them choices so they can consider their actions and decide the way they want to behave. Such an approach underpins a Responsible Behaviour Plan for Students based on Responsible Thinking.

It is very important that all of our students have the opportunity to learn in a safe and supportive environment, free from disruption. The aim of the Responsible Thinking strategy is to teach students to think for themselves about their choices, and to accept responsibility for their actions. This is a process that students need to learn and they need our guidance to do so. Posters depicting the responsible behaviour flow chart (**Appendix A**) and school expectations (**Appendix B**) will be displayed in each classroom.

Responsible Thinking is based on the principle that children are self-controlling beings whose behaviour is their means of trying to control what matters to them. Trying to control children only by rewards or punishment does not teach them responsible thinking. The only way to encourage students to be self-controlled people is by teaching them to think responsibly for themselves.

The best way for adults to assist students is to ask questions that help students to focus on their own behaviour. A student who disrupts a class is asked the following questions:

1. What are you doing?
2. What should you be doing?
3. What will happen if you disrupt again?

The teacher may use the Planning For Success Time Out 1 plan – In-Class (**Appendix D**) to assist the student to consider their behaviour if the behaviour recurs. If the student chooses to return to working on task, no further action is taken. If the student chooses to disrupt again, he/she is choosing to go to time-out to consider their behaviour. The teacher uses a behaviour referral form (**Appendix C**) to send the student to a 'buddy' class or to the HOD or Deputy Principal. (For major incidents the student is referred directly to the Head of Department/Deputy Principal.)

When sent out of class, the student sits and reflects on his/her actions. When the student is ready to return to his/her own class, the student fills out a Considering My Behaviour Time Out 2 plan (**Appendix E**). The student then takes the plan to his/her teacher. When both are happy that the plan is workable it is signed and the student re-enters the classroom. Any subsequent disruptive behaviours are treated in the same way.

If a student is disruptive when sent out of the class he/she is asked the same questions. If the student continues to disrupt, this indicates an unwillingness to follow the rules, and decisions are made concerning the appropriate setting for that student at that time.

Students who regularly go to time-out in the office need further support and an intervention meeting is conducted by the HOD/Deputy with the student. The HOD/Deputy may involve the parents, classroom teachers or support staff as required to devise a plan to help the student.

It is a continuous process, which means everyone who deals with students is constantly teaching them how to think for themselves and to deal effectively with their problems through creative and effective plan-making. This is accomplished not through lecturing or threatening them, but through asking specific key questions.

Most programs place the burden on teachers for dealing with student disruptions, by asking teachers to "do" something to the student or to satisfy their "needs". This Responsible Thinking strategy gives students the opportunity to consider their behaviour and make the choice to either stay in class and follow school rules or go to a plan-making location where they stay (for that subject) until they decide they want to return to class and follow the rules.

This process allows all students to focus on their work at school and, when working effectively, it creates a calm, settled school where learning is the focus. A student needing some time to calm down or to speak with support staff may be given a REBOOT card (**Appendix S**).

## **Universal Behaviour Support**

Home Hill State High School implements universal (whole school) proactive and preventive processes and strategies for:

- facilitating the development of acceptable standards of behaviour, including:
  - **explicit and scheduled teaching of rules, behavioural expectations or values;**
  - induction of new students and staff;
  - school-wide system of positive reinforcement;
  - implementation of programs to address bullying and appropriate online behaviour;
  - providing opportunities for parents to be involved with activities that promote and reinforce acceptable behaviour.
- encouraging positive aspirations, relationships and values to develop, including:
  - establishing effective classroom management systems that encourage acceptable behaviour;
  - procedures that provide students rapid access to assistance for learning problems.
- encouraging all students to take increasing responsibility for their own behaviour and the consequences of their actions, including:
  - recognition that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace;
  - making reasonable adjustments for students as required to facilitate the development of social competencies;
  - procedures that emphasise teaching students new skills to meet their needs in the school environment;
  - procedures which recognise the importance of positive reinforcement in the teaching and learning process.

### **Implementation actions include:**

- Use of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Administration Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Home Hill State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual learning plan developed with students, parents and relevant specialists or support staff (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. Such a learning plan is developed to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - attendance and truancy (**Appendix F**)
  - harassment (**Appendix G**)
  - drug related matters (**Appendix H**)
  - the use of personal property technology devices at school (**Appendix I**) ;
  - incidents of bullying, including cyber-bullying (**Appendices J and K**).

As a consequence of our relatively small school population, whole school behaviour support is enhanced by wide spread knowledge of individual students' characteristics and behaviour.



A variety of strategies and programs are used to teach school-wide expectations, including:

### **Engaging Curriculum & Effective Teaching**

Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:

- access to relevant professional development;
- mentoring from the Head of Department or Behaviour Support personnel;
- open and informed communication from school leaders.

### **Implementing Specific Curricular Programs**

A range of specific curricular programs are utilized. These include:

- Anti-bullying/Anti-harassment Program – Years 7 to 12
- Human Relationships Education – Years 7 to 10
- SET program – offered in years 7 to 12
- Year Eight Orientation Program
- Year Seven Induction Program
- Behaviour Intervention Program – specific groups/all years as required
- Girls With a Purpose Program – identified thru support services/School Chaplain
- Anger Management Program – identified thru support services/Youth Support Co-Ordinator.

### **Utilizing Support Staff**

Personnel with specific roles who offer support and programs designed to assist students with behavioural issues include:

- Behaviour Support Teacher;
- Guidance Officer;
- School Chaplain;
- Youth Support Coordinator;
- Community Education Counsellor;
- School-based Youth Health Nurse.

### **Adopting Management of Behaviour Responsibilities**

All staff should:

- implement behaviour management which is consistent with school policy;
- emphasise the “positive set” and not just the “negative set” of behaviours (using smiles, nods, verbal encouragement and recognition, other reinforcement of appropriate behaviour);
- be insistent, consistent and persistent at all times;
- apply consequences with relentless consistency.

### **Communicating with Stakeholders**

- emphasis on effective communication with home (letters, phone calls, reporting, interviews). **Appendix O and Appendix P** provide examples of letters available for staff use;
- Parents/Carers and Citizens Association reports and meetings;
- newsletter updates and attendance/behaviour information to support parent intervention;
- Home Hill State High School website and My School website information;
- School Annual Report;
- School Magazine.

### **Implementing Professional Qualities**

- Adherence to Code of Conduct and Professional Standards for Teachers;
- Awareness of and appropriate action in Child Protection matters;
- Undertake appropriate professional development;
- Staff induction program, including a “Behaviour Management” component.

### **Providing Opportunities for Student Leadership and Student Governance:**

- formal leadership positions eg School Captains;
- Student Council – leadership and representative positions;
- Sporting House Captains and Vice-captains;
- task committees eg year 12 committees, year 11 disco committee etc;
- programs provided by community organisations such as Lions, Rotary and Toastmasters;
- Interact Club – year 11 and 12 students;
- Captains of school sporting teams eg. rugby league, netball;
- Leaders' Investiture - student roles and responsibilities;
- Awards' night - student roles and responsibilities;
- Australia day and ANZAC day activities - student roles and responsibilities.

### **Developing Life Skills through School Camps:**

Skills in independence, leadership and building positive relationships are taught and promoted at a number of school camps:

- Year 12 Leadership camp;
- Year 9 Adventure camp;
- school leaders programs;
- Special Needs students camping program, including Stanton Lodge visits.

### **Maintaining Structured School Procedures:**

- organized, well managed curriculum offerings with balance between mandated and chosen subject offerings enhancing student engagement;
- attendance monitoring through Form Class rolls and individual teacher rolls;
- form class identity with pastoral care components;
- Learning Support programs and after school tutoring program;
- reporting processes – Mid Semester 1; end of Semester 1; end of Semester 2
- Assessment Calendars and 'special consideration' procedures
- procedures for variation to school routine and risk assessment
- clearly identified WHS procedures emphasising student and staff wellbeing

### **Providing Extra-curricular and Co-curricular activities:**

- Inter-school and representative sport;
- Intra-school sporting activities, eg table tennis competition;
- Student Discos;
- Student Ball;
- Fete – assisting with stalls and entertainment;
- School Trips eg Year 9 & 10 Science and Engineering, Year 12 Civics and Citizenship Excursion;
- Lions Youth of the Year, Toastmasters Youth Leadership Program, Rostrum Voice of Youth, Rotary Mock Interview Program;
- Drama Festival;
- Academic competitions: English, Mathematics, Science, Engineering, Accounting;
- Community service/involvement opportunities including ANZAC Day activities, Clean-Up Australia, Shave for a Cure, Growers Race Day Clean-up etc.



At Home Hill State High School, communication of our key messages about behaviour is backed up through positive reinforcement, which provides students with feedback for engaging in expected school behaviour. Effective teaching practice at Home Hill State High School is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are encouraged to give consistent and appropriate acknowledgement and rewards through both formal and informal means. Informal positive feedback should be a feature of every teacher's daily interactions with students.

Formal acknowledgement is given through:

- School Assemblies;
  - Utilised as a forum for recognition and acknowledgement in a public, whole of school manner.
- Community Acknowledgement:
  - Leaders' Investiture;
  - Sports Awards Night;
  - Awards Night;
  - newsletters;
  - school magazine;
  - school website;
  - newspaper articles;
  - school ceremonies.

### **Re-directing low-level and infrequent problem behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. At Home Hill State High School we will respond to unacceptable behaviour in a number of ways.

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 Home Hill State High School's expectations.

The best way for adults to assist students to change their behaviour is to ask questions that help students to focus on their own behaviour. A student who disrupts a class is asked the following questions:

1. What are you doing?
2. What should you be doing?
3. What will happen if you disrupt again?

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**

Due to the size of Home Hill State High School, it is important to recognise that a significant proportion of staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and many members of staff every day. Targeted behaviour support occurs around a specific setting, issue, student or group of students.

Each year, a small number of students at Home Hill State High School are identified needing extra assistance in the way of 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 in a timely manner.

This support is provided to students who have not responded to universal (whole-school) behaviour support processes and strategies employed by the school.

Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Personnel involved in the team approach include: Teachers, Parents/carers, Behaviour Management/Learning Support teacher, Principal, Deputy Principal, Heads of Department, members of the student services staff eg Guidance Officer, School-based Youth Health Nurse, Youth Support Coordinator, Chaplain, Community Education Counsellor.

Strategies used for targeted behaviour support may include:

- use of behavioural data to accurately identify students requiring targeted support;
- school based referral process (**Appendix C**) for teachers seeking assistance to support students with targeted-level needs;
- team approach to supporting students on targeted support programs;
- use of data-based criteria for evaluation and exit from targeted support program;
- making adjustments as required to address individual students' needs;
- daily behaviour cards to monitor behaviour and report to parents (**Appendix N**);
- range of research-validated program options for targeted support such as:
  - adult mentoring;
  - check in/check out;
  - targeted/small group social skilling;
- 'newcomer' programs for new students;
- teacher support and/or referral to a Head of Department's class or 'buddy' teacher;
- teacher support via referral to a Head of Department, Deputy Principal or Principal for student 'time-out';
- referral to support staff personnel;
- an Individual Behaviour Plan;
- curriculum adjustment, possibly including:
  - change in curriculum choices;
  - change of class to refocus on schooling rather than socializing;
  - adjusted class work, assessment and reporting;
  - teacher aide support;
  - tutorial support.;

### **Individual Behaviour Plan**

Students identified as requiring targeted support may require an Individual Behaviour Plan. Teachers, the student and parents/carers are involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. A monitoring and review mechanism is contained in each Individual Behaviour Plan to indicate progress.

## **Intensive behaviour support**

Intensive intervention procedures must respond to chronic problem behaviour and must support continued learning engagement where possible. This support is provided to students who have not responded to the universal and targeted behaviour support processes and strategies employed by the school. Home Hill State High School is committed to educating all students, including those with the highest behavioural support needs.

Students identified as needing intensive behaviour support are those who have had targeted support but who are still at risk of significant educational underachievement due to their inappropriate behaviour.

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 and other relevant specialist staff.

Strategies used for intensive behaviour support may include:

- a school based referral process for teachers seeking assistance;
- a team-based approach for providing intensive individualised support that includes a high frequency of adjustments;
- individual sessions with the Behaviour Support Teacher;
- counselling with the Guidance Officer;
- contact with parents/carers to develop a 'team' approach to modifying behaviour;
- development of appropriate behaviour expectations and strategies;
- use of behaviour data to accurately identify students requiring individualised support;
- monitoring the impact of support for individual students through continuous data collection;
- a collaborative approach to achieve continuity and consistency;
- research validated procedures in place for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment);
- any individual plans that may involve physical restraint. Procedures outlined in [Safe, Supportive and Disciplined School Environment](#) and [Student Protection](#) must be followed and communicated to staff;
- flexible and/or alternative learning options including a modified timetable or attendance schedule or an alternative program of instruction or close supervision in the office;
- teacher-aide support through school or district behaviour funding;
- regional behaviour support referrals;
- recommendation to parents/carers to access outside agencies such as Child Youth Mental Health Service or their General Practitioner;
- reviewing student's behaviour progress regularly.

Administration staff members will co-ordinate a Case Management methodology involving specialist services where available. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/carers and relevant school support personnel and personnel from the specialist services. The focus is specifically on the individual, his/her problem behaviours and factors associated with the occurrence of such behaviours.

Agencies contributing specialist services may include: Disability Services Queensland, Child & Youth Mental Health, Queensland Health, Department of Child Safety, Police, Local Council, Burdekin Community Association, Burdekin Area Youth Watch (BAYWATCH), and EQ District Office.

## **Staff requirements and professional development**

Staff are required to follow the school behaviour support processes at all times. Administration staff (Principal, Deputy Principal, Heads of Department, year level Co-ordinators) monitor the behaviour process in both a formal and informal way.

Each classroom displays the Responsible Behaviour flowchart (Appendix A) and the Expectations chart (Appendix B).

All staff who refer a student to Time Out are required to enter the behaviour incident into OneSchool and to refer the incident to the relevant HOD and/or Year Level Co-ordinator

Each year staff undertake PD in managing student behaviour. Such PD has consisted of a range of development activities, for example: viewing the Qld College of Teachers Christine Richmond video 'Behaviour Management' and discussing/workshopping in response to stimulus questions; working with activities and scenarios drawn from the Better Behaviour Better Learning materials.

Each year the school processes and procedures are 'refreshed' by the Deputy Principal during the Student Free Days. New and/or beginning staff are introduced to the school's Responsible Behaviour Plan and processes through individual and small group meetings with the Deputy and the relevant subject area HOD.

Behaviour incidents in OneSchool are reviewed regularly by the year Level Co-Ordinator and HOD and Deputy Principal to ensure the correct processes are followed by staff. Data collected and collated is reviewed by the Administration team and, as required, an improvement strategy is devised and implemented. In some instances that will result in individual meeting between a staff member and the HOD or Deputy. In other instances it may be appropriate to present to all staff for a wider implantation or review of processes.

## 5. Emergency situation 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 unacceptable behaviour. This will require that all staff are trained with regard to the following immediate, reinforcement and correct and follow-up strategies. 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, withdraw if the situation escalates.

### Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

### 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.

## **Physical restraint**

School staff are responsible for:

- using physical restraint
  - as an immediate or emergency response
  - as part of student's individual plan, including prevention of self-harming behaviours
  - when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
  - after considering the welfare of student, staff and other students
  - with such force as is reasonable under the circumstances
  - in conjunction with teaching and reinforcement of alternative appropriate behaviour
- developing strategies to deal with situations involving the use of physical restraint by
  - using risk management procedures
  - following procedures in accordance with Code of conduct
  - following the Student protection procedure
- considering any issues that might exacerbate the situation such as
  - body language, tone of voice or facial expressions
  - student's sensitivity to sounds or touch
  - student's methods of communication
- assuming a calm demeanour to avoid escalating student's behaviour
- maintaining appropriate observation or monitoring of student during and after incident of physical restraint
- following specific processes for
  - Physical restraint - immediate or emergency response
  - Physical restraint – planned response including prevention of self-harming behaviours (individual plan).

## **Record keeping**

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

- School Incident Report recorded in OneSchool;
- Student Record of Incident (as per process for Natural Justice) attached into OneSchool Incident Report record.

Staff involved in an incident involving physical intervention will be offered the chance to 'debrief' with either the Principal, the Deputy Principal or the Guidance officer.

## **Risk Management**

Following an emergency situation or critical incident any future risk should be assessed and managed. Such risk management will involve the Principal and/or Deputy Principal, the Guidance Officer and, if appropriate, the Workplace Health and Safety Officer.

## **Staff training**

There is an obligation to train staff in dealing with an emergency and/or critical incident. Further, staff must be trained in appropriate ways to intervene physically if the situation requires such intervention. The responsibility for ensuring training shall fall to the Principal and/or Deputy Principal in conjunction with the Chair of the Health and Safety Committee. Such training should ideally occur every year but may be dependent of the availability of trained facilitators.



## 6. Consequences for inappropriate or unacceptable behaviour

Home Hill State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record all minor and major behaviour incidents in a timely fashion.

### Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens;
- **Major** behaviour incidents are referred directly to the school Administration team.

**Minor** problem 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 staff.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out), individual meeting with the student, apology, restitution, withdrawal of privileges, detention for work completion and/or parent contact to discuss behaviour.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that the 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 staff.

**Major** behaviours result in an immediate referral to school Administration staff because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The student is then sent to Administration. As required by natural justice, the student is asked to give his/her version of the incident using a Statement of Incident report form (**Appendix L**). A report of the student's behaviour with the student's statement attached is recorded on OneSchool as soon as possible.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** time out (**Appendix T**), detention (**Appendix U**), daily behaviour card, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, behaviour intervention program.
- **Level Two:** parent contact, daily behaviour card, behaviour intervention program, referral to Guidance Officer or other members of the support staff team, referral for specialist behaviour services, school disciplinary absence, discipline improvement plan.

- **Level Three:** students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of drugs or weapons may receive a Discipline Improvement Plan or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

### Definition of consequences\*

<b>Time out</b>	A Principal or school staff may use Time Out as a strategy for students to manage their own behaviour and to assist the student to calm down when in a volatile state. At Home Hill SHS Time Out refers to the withdrawal from classroom instruction to either a withdrawal area (with a member of the Administration team) or with a buddy teacher. A student sent to Time Out may be given the opportunity to negotiate a return to the class at the discretion of the teacher and Administration staff if deemed appropriate.
<b>Detention</b>	<p>A Principal or teacher may use detention as a consequence for disobedience, misbehaviour, or other breaches of school expectations. Teachers may give detention to students who fail to complete homework (in line with the homework policy <b>Appendix V</b>).</p> <p>Detentions can take place during lunch-times and/or after-school. Even if given lunch detention, a student will be given the time to eat lunch, rehydrate, and go to the toilet during their lunch break.</p>
<b>Temporary Removal of Property</b>	A Principal or staff member of Home Hill State High School has the power to temporarily remove property such as a mobile phone from a student, as per the procedure <a href="#"><u>Temporary Removal of Student Property by School Staff</u></a> . Such property is returned to the student through the parent when the parent is able to collect it or as negotiated by the Principal. Such property may include mobile phones, electronic equipment, toys deemed inappropriate for school use plus items that put at risk the safety or wellbeing of other students or staff, do not preserve a caring, safe, supportive or productive learning environment, or do not maintain and foster mutual respect.
<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A Principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>• disobedience;</li> <li>• misbehaviour;</li> <li>• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school</li> <li>• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</li> <li>• the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.</li> </ul>
<b>Discipline Improvement Plan</b>	A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.

<b>Proposed exclusion or recommended exclusion</b>	<p>Exclusion is considered only if suspension is inadequate to deal with the student's disobedience, misbehaviour, conduct or risk. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>• persistent disobedience;</li> <li>• misbehaviour;</li> <li>• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school</li> <li>• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</li> <li>• the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.</li> <li>• the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.</li> </ul>
<b>Community service intervention</b>	<p>A community service intervention is a disciplinary option available to principals, with the consent of the student and their parent, to address inappropriate student behaviour. The student performs unpaid work or activities in their local community or school with a host organisation or under the supervision of a school staff member.</p>
<b>Cancellation of enrolment</b>	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school. Such refusal may be identified by failure to attend regularly, failure to submit all assessment as required, failure to comply with school policies and procedures or by poor example/leadership as expected of senior students within the school community.</p>

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

**The following table outlines examples of minor and major behaviour incidents\***

Minor	Major
<ul style="list-style-type: none"> <li>• Minor physical contact (eg: pushing and shoving, tackling)</li> <li>• Throwing objects</li> <li>• Not wearing correct uniform</li> <li>• Failure to bring a note explaining absence, lateness, incorrect uniform</li> <li>• Persistent failure to follow absentee explanation procedures</li> <li>• Not wearing a hat in the playground</li> <li>• Failure to submit assessment on time</li> <li>• Failure to make a sincere effort</li> <li>• Minor breaches of assessment policy</li> <li>• Not completing set tasks</li> <li>• Failure to complete homework</li> <li>• Refusal to work as directed</li> <li>• Refusal to follow teacher direction</li> <li>• Failure to bring the correct equipment to class</li> <li>• Not being punctual (eg: lateness to class after breaks)</li> <li>• Not in the right place at the right time, including being in out of bounds areas or verandas or stairwells at lunchtime</li> <li>• Low intensity failure to respond to staff request</li> <li>• Minor disruption to class activities</li> <li>• Minor annoying/teasing of other students</li> <li>• Minor defiance</li> <li>• Non-compliance</li> <li>• Unco-operative behaviour</li> <li>• Refusal to sit where directed by teacher as per seating plan</li> <li>• Minor dishonesty</li> <li>• Use of a mobile phone in any part of the school at any time without authorisation</li> <li>• Minor bullying/harassment</li> <li>• Inappropriate language – written and/or verbal)</li> <li>• Talking out of turn in class</li> <li>• Calling out in class</li> <li>• Displaying inappropriate attitude</li> <li>• Disrespectful tone</li> <li>• Petty theft</li> <li>• Lack of care for the environment</li> <li>• Littering</li> <li>• Not playing fairly</li> <li>• Lack of care for school equipment</li> <li>• Inappropriate use of equipment</li> <li>• Engaging in water fights</li> </ul>	<ul style="list-style-type: none"> <li>• Possession of any item which could be considered a weapon</li> <li>• Use, possession or selling of drugs including alcohol and tobacco</li> <li>• Serious physical aggression</li> <li>• Fighting or other behaviours that could impact seriously on the safety of others</li> <li>• Threatening behaviour including physical and verbal threats</li> <li>• Racial vilification</li> <li>• Sexual harassment</li> <li>• Sexual misconduct</li> <li>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>• Refusal to hand over phone in line with 'We See – You Lose' policy</li> <li>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> <li>• Major bullying including cyber-bullying</li> <li>• Offensive language</li> <li>• Aggressive language</li> <li>• Verbal abuse/directed profanity</li> <li>• Stealing/major theft</li> <li>• Wilful property damage</li> <li>• Vandalism and/or graffiti</li> <li>• Major dishonesty</li> <li>• Blatant disrespect</li> <li>• Major defiance</li> <li>• Truancy</li> <li>• Leaving class without permission</li> <li>• Leaving school without permission</li> <li>• Major disruption to class</li> <li>• Persistent refusal to follow instructions of staff</li> <li>• Persistent argumentative or questioning of staff instruction</li> <li>• Ongoing disruption on the rights of others to learn</li> <li>• Serious breaches of the student ICT agreement</li> <li>• Cheating and/or plagiarism</li> </ul>

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

### **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;
- 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour**

At Home Hill State High School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed 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.

Following suspension the student, accompanied by a parent/carer, must negotiate a 'Re-entry Agreement' with the Principal. The student must complete a Re-entry Agreement (**Appendix M1 or M2**) at this meeting. A copy of the agreement is to be given to both the student and the parent/carer.

### **Tracking the Data**

The Administration team under the leadership of the Deputy Principal is responsible for the review of behaviour data each semester. Data findings are analysed and presented to staff and the wider community through the P & C and/or school newsletter. School opinion survey data specific to behaviour management is also reviewed. Where appropriate, an action plan is developed to implement an improvement agenda and inform staff development.



## 7. Network of student support

Students at Home Hill State High School are supported through positive reinforcement and whole school, targeted and intensive behaviour support, delivered by the following personnel:

- Parents/Carers;
- Teachers; Heads of Department; Administration Staff;
- Learning Support Staff;
- Guidance Officer;
- Support Staff: School Chaplain; Community Education Counsellor; School Based Youth Health Nurse; Youth Support Coordinator;
- Behaviour Support Teacher.

Support is also available through related web based resources (see Section 11) and through the following government and community agencies:

- Disability Services Queensland;
- Child & Youth Mental Health;
- Queensland Health;
- Department of Communities (Child Safety Services);
- Police;
- Burdekin Community Association;
- Burdekin Area Youth Watch (BAYWATCH).

## 8. Consideration of individual circumstances

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

- promoting a teaching/learning environment 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, cultural background and emotional state.
- recognising and taking into account the previous behaviour of the student.
- recognising the rights and responsibilities of all students as outlined above.
- recognising the importance of involving parent and caregivers in the decision making process, informing and, where appropriate, consulting with them.

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

## 9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Education \(Strengthening Discipline in State Schools\) Amendment Bill 2013](#)
- [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](#)



## 10. Related procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [The Code of School Behaviour](#)
- [Statement of Expectations for a Disciplined School Environment](#)
- [Accidents, Incidents and Incident Investigations](#)
- [Code of Conduct for the Queensland Public Service](#)
- [Department of Education, Training and Employment Standard of Practice](#)
- [Health Safety and wellbeing Policy Statement](#)
- [Managing Risks in School Curriculum Activities](#)
- [Work Experience Placements for School Students](#)
- [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](#)

## 11. Some related resources

- [School Wide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cyber safety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

## 12. Endorsement

  
Principal

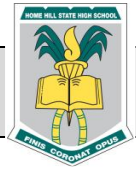
  
P&C President

Date: 13/06/17

# APPENDICES

<b>A</b>	Responsible Behaviour Flowchart
<b>B</b>	School Expectations Poster
<b>C</b>	Behaviour Referral Form
<b>D</b>	Planning for Success - Time Out 1 Plan (In-Class)
<b>E</b>	Considering My Behaviour - Time Out 2 (Out of Class)
<b>F</b>	Procedures for Documenting and Managing Attendance and Truancy
<b>G</b>	Procedures for Documenting and Managing Harassment
<b>H</b>	Procedures for Documenting and Managing Drug Related Matters
<b>I</b>	Mobile Phone and Communication Related Technology Policy
<b>J</b>	Procedures for Preventing and Responding to Incidents of Bullying, Including Cyber-Bullying
<b>K</b>	Cyber Bullying Flowchart
<b>L</b>	Statement of Incident
<b>M</b>	(1) Re-entry Agreement (2) Return from School Disciplinary Absence Plan
<b>N</b>	Behaviour/Effort Improvement Program
<b>O</b>	Letter of Commendation
<b>P</b>	Letter of Concern
<b>Q</b>	Progress Report for Parent Feedback
<b>R</b>	Future Focus Program
<b>S</b>	REBOOT Card
<b>T</b>	Time Out Policy
<b>U</b>	Detention Policy
<b>V</b>	Homework Policy





# RESPONSIBLE

Student disrupts / breaches school code



**“What are you doing?”**

**“What should you be doing?”**

**“What happens if you disrupt again?”**



Student disrupts again



**“From your behaviour, I see you have chosen to complete the Time Out 1 form -Planning for Success.”**



Student completes Time Out 1 form in class.



**“What happens if you disrupt again?”**



Student disrupts again



**“From your behaviour, I see you have chosen to go to the office / buddy class.”**



Student completes Time Out 2 form out of class, detention applied.

# BEHAVIOUR

COURTESY

COOPERATION

CONSIDERATION

COMMON SENSE

COMMITMENT



**HOME HILL STATE HIGH SCHOOL**

# EXPECTATIONS

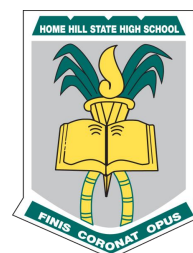


- ❖ **Abide by the school code at all times by demonstrating:**
  - **Common Sense**
  - **Courtesy**
  - **Consideration**
  - **Co-operation**
  - **Commitment**
- ❖ **Participate actively in the school's education program**
- ❖ **Take responsibility for your own behaviour and learning**
- ❖ **Demonstrate respect for:**
  - **Yourself**
  - **Other members of the school community**
  - **The school environment**
- ❖ **Behave in a manner that respects the rights of others, including the right to learn**
- ❖ **Cooperate with staff and others in authority**



# EXPECTATIONS

**HOME HILL STATE HIGH SCHOOL**





## Appendix C

### HOME HILL STATE HIGH SCHOOL

#### BEHAVIOUR REFERRAL FORM

Referral to:



☐ Buddy Class (pre-arranged) ☐ HOD/Deputy on duty at the office

Student name: \_\_\_\_\_

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

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

Subject: \_\_\_\_\_

Time Sent: \_\_\_\_\_

The 3 Responsible Thinking questions have been asked: ☐ Yes ☐ No

Time Out 1 has been completed in class: ☐ Yes ☐ No

The student has been sent with work to be completed: ☐ Yes ☐ No

Briefly describe the nature of the behaviour:

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> Constant Disruption       | <input type="checkbox"/> Inappropriate language         | <input type="checkbox"/> Disobeying Instructions | <input type="checkbox"/> Calling Out     |
| <input type="checkbox"/> Physical Aggression       | <input type="checkbox"/> Verbal Abuse                   | <input type="checkbox"/> Refusing to co-operate  | <input type="checkbox"/> Safety Breaches |
| <input type="checkbox"/> Refusing to complete work | <input type="checkbox"/> Ongoing Breach of Expectations | <input type="checkbox"/> Other: _____            |  |

Briefly describe the issue: \_\_\_\_\_

Negotiation to discuss student's plan for success:

- ☐ Send back to class once plan is completed
- ☐ I will see the student in the lunch break at \_\_\_\_\_ (time)
- ☐ I will see the student at \_\_\_\_\_ (time) on \_\_\_\_\_ (day/date).

*NB: Referring teacher must enter incident details in OneSchool as soon as possible and refer to HOD/Deputy.*

*A letter is sent home for all referrals to the office. This is sent by the HOD/Deputy on duty at the office.*

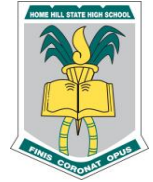
*Teachers are expected to contact parents to communicate concerns re behaviour/effort in class.*

## Appendix D

HOME HILL STATE HIGH SCHOOL

# Planning for Success

Time Out 1 plan (completed in class or relocated)



Teacher:	Subject:	Date:
----------	----------	-------

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

I understand I must take the “Planning for Success” process seriously and I know that if I refuse to complete this form as required, I will be sent to the office. ☐ Yes

I realize I am being asked to consider my behaviour and to make some choices. ☐ Yes

I accept that if I choose to continue to misbehave, I will be sent to the office. ☐ Yes

I understand that if I am sent to the office I will be given detention in lunchtime(s). ☐ Yes

What did I do? \_\_\_\_\_

Look at the Expectations Matrix on the back of this page. Write down 2 expectations you did not meet:

1. \_\_\_\_\_

2. \_\_\_\_\_

What should I have been doing? (What did the teacher expect me to be doing?)

Write down 2 **positive choices** I should have made to avoid the situation that just occurred. I should have:

1. \_\_\_\_\_

2. \_\_\_\_\_

What am I going to do **now** to make things better?

What will happen if this plan does not work?

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**If I am sent to the office, I will have to complete a Time Out 2 Form and any work given to me by the teacher/admin.**

**If I am sent to the office I will have lunch detention or after-school detention.**

**If I am sent to the office my parents/carers will be informed.**



## Appendix E

HOME HILL STATE HIGH SCHOOL

# Considering My Behaviour

Time Out 2 plan (out of class)



Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**What happened first?**

*Which part of the Code of Behaviour was a problem? Was it more than one?*

- ☐ Common Sense
- ☐ Courtesy
- ☐ Consideration
- ☐ Co-operation
- ☐ Commitment

**What was I thinking?**

*Which negative thoughts lead to your behaviour?*

- ☐ I want to be noticed
- ☐ I can't do it so why try
- ☐ It's ok to give up
- ☐ I can't be bothered
- ☐ I'm not smart enough
- ☐ I believe wasting time is better
- ☐ I act without thinking - that's ok
- ☐ I don't care about my education
- ☐ I don't think school is useful
- ☐ I don't care what others think
- ☐ I don't care about others in my class
- ☐ I want to annoy my teacher

**What was my behaviour? What did I do?**

*What stopped me from upholding the code of behaviour?*

- ☐ I was avoiding the work so I...
- ☐ I was very angry so I .....
- ☐ I wasn't paying attention; I was...
- ☐ I was off task and I was....
- ☐ I disrupted others by...
- ☐ I didn't think first; I just.....
- ☐ I put others at risk by.....
- ☐ I was feeling very worried/upset...

**What should I think next time?**

*Positive habits of the mind.*

- ☐ I will accept classroom rules by...
- ☐ I will think first and....
- ☐ I will be tolerant of others and...
- ☐ I will work through problems and...
- ☐ I will believe I can do it; therefore I ...
- ☐ I will be independent and...
- ☐ I will accept myself which means...
- ☐ I will set goals because....
- ☐ I will make an effort by...
- ☐ I will accept challenges and...

**What do I need to do now?**

- ☐ Talk with my teacher?
- ☐ Accept the consequences?
- ☐ Apologise to someone?
- ☐ 'Own' my behaviour
- ☐ Stop blaming others?
- ☐ Write a letter?
- ☐ Repair or clean something?
- ☐ Talk to my parents?
- ☐ Something else?

I agree to see my teacher to discuss my behaviour and how I can catch up on the work I missed.

I will do this on \_\_\_\_\_(day/date) ☐ before school; ☐ 1<sup>st</sup> lunch; ☐ 2<sup>nd</sup> lunch; ☐ at 3pm

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please return this form as soon as possible.*

*If this form is not returned within 3 days the student will be required to re-do the plan.*

# Appendix F

## **PROCEDURES FOR DOCUMENTING AND MANAGING ATTENDANCE & TRUANCY**

Procedures for managing attendance at Home Hill State High School follow the policies and procedures of Education Queensland. At Home Hill SHS the following procedures are followed:

➤ Procedures to assess school attendance:

- Teachers are to maintain class rolls.
- The Form Class roll is marked at 8.50am each morning and initialled by teachers.
- A list of all morning absences is entered into OneSchool and is issued to all staff.
- A register is maintained in the school office of brief absences during the day. Students who depart the school or arrive outside of normal hours must register their names and departure/arrival times at the office.
- Teachers are to check class rolls each lesson and report, as soon as possible, to the office any students who are deemed to be at school but not in class. Attempts are then made to locate the student.
- Parents/Carers of students who are absent for any reason must contact the school to explain/ acknowledge the absence.
- The method of notification (either note or personal/phone contact) and reason for absence are recorded in OneSchool and all notes filed and retained for 5 years.
- It is the responsibility of Administration staff to ensure that all absences are accounted for by explanation.
- Those not accounted for within 5 days are followed up by parent contact.
- Education Queensland's processes for persistent truancy or absenteeism – compulsory schooling and compulsory participation will be followed.

➤ Procedures to address suspected/ascertained truancy:

- Parent contact is made to verify the truancy and/or discuss the problem.
- Parents/Carers are invited to join in mutual support to deter future truancy.
- The consequences of the truancy are explained to parent and student ie. all work must be made up and the student detained from free time at school for a period not to exceed twice the period of truancy.
- Education Queensland's processes for persistent truancy or absenteeism – compulsory schooling and compulsory participation will be followed

➤ Procedures for unexplained absences:

- Education Queensland's processes for persistent truancy or absenteeism – compulsory schooling and compulsory participation - will be followed:
  - If school attendance practices show a student has been absent for up to five consecutive days without parental contact, the school will contact Parents/Carers requesting advice re student's absences.
  - For absences of five days or more, Education Queensland's processes will be followed in relation to:
    - Persistent truancy or absenteeism for children of compulsory school age
    - Persistent truancy or absenteeism for young people in the compulsory participation phase.

➤ Procedures for Managing Failure to Enrol.

- Education Queensland's processes for Failure to Enrol will be followed.

# Appendix G

## **PROCEDURES FOR DOCUMENTING AND MANAGING HARASSMENT**

Procedures for managing harassment at Home Hill State High School follow the policies and procedures of Education Queensland. At Home Hill SHS the following procedures are followed:

- Home Hill SHS ensures harassment (incl. Sexual Harassment) is appropriately addressed within the curriculum across all year levels. The nature of the harassment (incl. Sexual Harassment), its causes and effects, and what students can do about it are appropriately addressed.

Students who harass others are made aware that their behaviour may be unlawful, is against departmental policy and will not be tolerated within the school.

Through their duty of care all teachers have a role in challenging and addressing harassment (incl. Sexual Harassment) when it occurs within their classroom or in the grounds.

The Principal is responsible for dealing with complaints of Sexual Harassment.

- Specialist Support Personnel are made available and students may seek support from these people. They include:
  - School Based Youth Health Nurse
  - Guidance Officer
  - Youth Support Coordinator
  - Chaplain
  - Community Education Counsellor
- Cases of harassment are classified as major in the Responsible Behaviour Plan for Students and will be treated accordingly.
- School Specific Practices follow the Investigation - Action - Monitoring model namely:
  - Referral to members of School's Administration Team (Principal or Deputy Principal)
  - Conference with the relevant student(s) and staff involved.
  - Parental involvement where necessary eg. serious or repeated incidents.
  - Student(s) are made aware that harassment is unacceptable and will not be tolerated within the school.
  - Formulation of a plan designed to improve the behaviour of offenders and assist complainants. This may involve personnel such as Guidance Officer. This plan may be in the form of a commitment by the harassing student(s) to change the offending behaviour and an undertaking by the complainants to ensure that they report any recurrence of the behaviour.
  - Implementation and monitoring of the plan.
  - Recording allegations, decisions/actions in OneSchool.
- Serious and/or repeated cases classified as major may lead to School Disciplinary Absences and Exclusion procedures. In such cases the documentation is that prescribed by Education Queensland.
- The Principal (or other member of the School Administration Team) may choose to involve personnel external to the immediate school community such as District Office Personnel, or other agencies such as Department of Child Safety or Police where appropriate.

## Appendix H

### **PROCEDURES FOR DOCUMENTING AND MANAGING DRUG RELATED MATTERS**

Procedures for managing drug related matters at Home Hill State High School follow the policies and procedures of Education Queensland. At Home Hill SHS the following procedures are followed:

#### **Drug Related Matters**

- The school's curriculum will address drug related matters such as:
  - Alcohol and tobacco use
  - Marijuana use
  - Prescribed and over-the-counter drugs
  - Illicit drugs: heroin, cocaine, steroids and amphetamines.
- The following procedures will be utilized for handling drug related matters, involving drugs other than nicotine and alcohol.
  - All suspected drug-related misbehaviour is to be reported to the Principal.
  - The Principal will ascertain all details relating to the incident and collect and document all evidence.
  - In drug related matters Parents/Carers will be contacted where possible.
  - Where drugs are found on school premises:
    - the police will be contacted
    - drugs will be confiscated and placed in the hands of the police;
    - Parents/Carers will be contacted and advised.
- Because of the serious nature of the misbehaviour, consequences for students who either bring drugs to school or participate in drug related activities at school is categorised as major which include School Disciplinary Absences and Exclusion procedures.
- Students who act as dealers in supplying prohibited drugs to other students at the school will be suspended with a recommendation for exclusion from the school.
- Where police interview students at the school, departmental procedures will be followed. These include the presence of parent and/or the Principal or a nominated school representative.

#### **Smoking Related Matters**

The school's curriculum will address smoking prevention and cessation. The following procedures will be utilized in dealing with smoking related matters:

- **Students found smoking or with cigarettes related objects:**
  - The students are made aware that their behaviour is inappropriate, and will not be tolerated within the school.
  - Formulation, implementation and monitoring of a plan designed to modify their behaviour to ensure smoking does not occur at school.
  - Familiarity program with educational materials relating to smoking.
  - Detention involving production of materials showing the negative sides of smoking.
  - Repeated incidence of smoking and bringing cigarettes to school will be regarded as gross disobedience.



## **Alcohol Related Matters**

Alcohol related matters will be addressed in the school's curriculum and include:

- (i) responsible alcohol use
- (ii) alcohol related issues including binge drinking and drink driving.

The following procedures will be utilized in dealing with alcohol related matters:

➤ **Students found with alcohol at school:**

- Parents/Carers will be contacted.
- All cases will be reported to the Principal.
- Alcohol will be confiscated and disposed of or given to Parents/Carers.
- The students will be made aware that their behaviour is inappropriate, perhaps unlawful, and will not be tolerated within the school.
- In addition the process may involve the formulation, implementation and monitoring of a plan designed to modify their behaviour to ensure alcohol is not brought to school.

➤ **Where students attend school under the influence of alcohol:**

- their Parents/Carers will be contacted (if possible) and arrangements made for the student to be sent home;
  - procedures from point 1 followed.
- In serious cases, or where distribution of alcohol at school or school events might occur, the Principal may invoke School Disciplinary Absences and Exclusion procedures from the outset.
- The Principal will be responsible for establishing the facts, documenting all evidence, and monitoring the behaviour of students after the event.



# Appendix I

## MOBILE PHONE AND COMMUNICATION RELATED TECHNOLOGY POLICY



Mobile phones, iPods and communication related technologies are now accepted as being important to individuals in their everyday lives. With all the benefits of this technology **comes a whole new set of problems relating to individuals' rights, including the right to privacy and freedom from harassment.** Home Hill State High School has established a straightforward policy for mobile phones that provides staff, students and parents with clear guidelines and instructions for their appropriate use during school hours (8.00am to 3.00pm). The intention of this policy is to minimize opportunities for negative consequences of mobile phone use at Home Hill State High School.

**Digital bullying is insidious and powerful and can have very serious consequences for those who are the subject of attack. Bullying is not tolerated at Home Hill State High School.**

The school has computers. We have telephones that all students can access in cases of need. No student will be denied access to a phone when deemed necessary. The question to be asked is, "Why do students need a computer-connecting mobile phone at school – particularly one with photographic capabilities?" Many schools are asking this question.

**Inconsiderate use of mobile phones can be intrusive and impact negatively upon the classroom.**

At Home Hill State High School we are about developing a learning culture which promotes on-task concentration and focus. There is no place for students in class text-messaging their friends. There is no place for parents and friends phoning a student during class time. The role of parents in this educational goal is paramount.

Some people point to the value of the technology as being 'mobile'. It is seen as a security device for times when one is out of ready contact with a telephone, or when a student/young person is not under the supervision of an adult. School staff understand this, but with a mobile phone comes responsibility.

Therefore please note:

- Mobile phones and other devices **are not to be seen and are not to be heard** during the school day (8.00am to 3.00pm).
- The use of MP3s, PDAs and similar devices are to be treated like mobile phones in the classroom: **they are not to be seen and are not to be heard.**
- Mobile phones and other devices will be taken from the student if they are seen or heard. Parents will be requested to collect these devices from the office, by appointment with the Principal. If the device has previously been returned to the student/parent, the device will be held until end of term.
- The school takes no responsibility for the loss of mobile phones and other devices.

As well as formulating policies, we must engage in educating our students to value and protect each other. The role of parents and the community in this endeavour is vital.

At Home Hill SHS it is strongly recommended that mobile phones be left at home.

**Other issues** arising from the use of mobile phones e.g. cyber bullying and harassment, inappropriate images and texts etc. will be dealt with under the School's Responsible Behaviour Plan for Students.

## **Appendix J**

### **PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING, INCLUDING CYBER-BULLYING**

Home Hill State High 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 in Home Hill State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems.

Bullying behaviours that will not be tolerated at Home Hill State High 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

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

#### **Rationale**

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective 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 Home Hill State High School are being explicitly taught with specific lessons on bullying and how to prevent and respond to it included.



## **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 bullying behaviour
- All students know the Home Hill State High School Code of Behaviour and have been taught the expected behaviours attached to each part of the code
- All students have been or are being taught how to conducting themselves in accordance with the school expectations
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with the Code of Expectations
- A high level of quality playground supervision is a permanent staff routine. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the playground.
- Cyber-bullying often does not occur at school. Students are explicitly taught cyber-safety, for example, what cyber-bullying is and what they should do if they receive unwanted messages including for example:
  - Not to respond to messages but keep them to report to parents and/or teachers
  - Report any instances they see as a bystander of cyber-bullying to parents and/or teachers immediately.

Home Hill State High School will then investigate and respond to any incident of cyber-bullying.

The student curriculum modules of the anti-bullying process consist of lessons taught by selected teachers in all students. An initial introductory lesson is delivered, which teaches the Code of Behaviour to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or as a 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.

The anti-bullying process at Home Hill Sate High 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'.

Home Hill State High School has adopted the 'postcard' program as an initial step in stopping cyber-bullying. This program is run in conjunction with local Queensland Police Officers who assist in implementing the program

The following poster which is displayed in the school highlights the nature of and steps in this program.



Home Hill SHS

## Cyber-bullying Flowchart

Student has received menacing, threatening and/or offensive messages, via text, voice-mail or the internet (and has supporting evidence).



Student can identify the cyber-bully and wants the messages to stop



### **Report it**

Student reports cyber-bullying to Deputy/Principal and provides supporting evidence.  
(If evidence involves sexting or threats of violence to person or property it is a Police matter – student and parent/carer is informed and advised to go to the Police.)



### **Stop Harassing Me Postcard – Part 1**

Student fills in the details of the postcard with the Deputy/Principal.  
Parent/carer of student is informed.



### **Stop Harassing Me Postcard – Part 2**

Deputy/Principal meets with the cyber-bully to caution them on their behaviour.  
Deputy/Principal signs postcard and serves it upon the cyber-bully. The cyber-bully is required to sign the postcard to acknowledge receipt of it. The signed postcard is photocopied and a copy is kept by the school for use if a breach occurs.  
Parent/carer of cyber-bully is informed.



Case Management of Victim

Case Management of Bully

### **Postcard is Breached**

If after receiving the postcard the cyber-bully continues to send offensive/menacing/harassing messages, the harassed student may choose to make a formal complaint to Police under the offence of “Use of a carriage service to menace, harass or cause offence.” The Postcard assists in charging the cyber-bully by proving the cyber-bully knew they were committing an offence, what law they were breaking and that the Police could become involved if the offending behaviour continued.

## Appendix L

## ***Home Hill State High School Statement of Incident***

## Staff

**Student**

☐ Interview of student by staff member

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

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

**Form:** \_\_\_\_\_

**Date of incident:** \_\_\_/\_\_\_/\_\_\_

**Time:** \_\_\_\_\_

**Interviewer's Name (if applicable):** \_\_\_\_\_

**Incident Details** (give as much detail as possible, indicating anyone else who may have witnessed the incident) :

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

**Student Signature:**

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Student refused to sign:** ☐ Yes

**Student given opportunity to respond to allegations:**    ☐ Yes ☐ No ☐ Not Applicable

**Interviewer's Signature (if applicable):** .....

**Date** \_\_\_/\_\_\_/\_\_\_

**ACTIONS:** (admin to complete):

**Incident Entered into OneSchool:**    ☐ Yes    ☐ No

**Parent contacted:** ☐ Yes ☐ No

**Scanned into OneSchool:** ☐ Yes ☐ No

**Admin Signature:**

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

## Appendix M(1)



### HOME HILL STATE HIGH SCHOOL

#### RE-ENTRY AGREEMENT

STUDENT NAME: \_\_\_\_\_ YEAR: \_\_\_\_\_

This is an agreement between \_\_\_\_\_ and Home Hill SHS.

This agreement begins on \_\_\_\_\_ and remains current while enrolled at Home Hill SHS.

#### **STUDENT COMMITMENT:**

I am undertaking to improve my behaviour in the following ways:

- ☐ Abide by the HSHS Responsible Behaviour Plan for Students.
- ☐ Demonstrate: Commitment, Common Sense, Courtesy, Co-operation, Consideration.
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

*I understand that breaches of this agreement will result in further suspension and that continued and/or serious breaches of this agreement could lead to suspension with a recommendation for exclusion.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Student)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Parent/Guardian)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Principal)

## Appendix M(2)

### HOME HILL STATE HIGH SCHOOL

#### Return from School Disciplinary Absence PLAN



At Home Hill State High School, we abide by the Code of Behaviour:

**COMMON SENSE**

**COURTESY**

**CONSIDERATION**

**COOPERATION**

**COMMITMENT**

<b>Student Name:</b>	<b>Form:</b>	<b>Interview Date:</b>
----------------------	--------------	------------------------

**Return from Suspension Interview Attendees:**

**Reason(s) for Suspension:** Why were you suspended? What did you do?  
Which part of the Code of Behaviour did you fail to follow?

---

---

---

**Reflection:** How do you feel now about what you did?

---

---

---

**History:** Have you been suspended before? Why? How many times? Mainly what reasons?

---

---

What did you plan to change when you returned last time? *(Only answer if previously suspended)*

---

---

Did the plan work? Why? / Why not? *(Only answer if previously suspended)*

---

---



Are you willing to work out a plan for this incident?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

<b>Goals:</b> What do you plan to change to return to school?

<b>Reality Check:</b> What will you do if others distract you, annoy you or encourage you to misbehave?

<b>Support:</b> Who can help you stick to your plan?

<b>Commitment:</b> How do we know you are serious? How can we tell you are taking responsibility for what happened?

Do you agree to all parts of this plan and commit to following it?

I, \_\_\_\_\_, agree that I will abide by the school's Code of Behaviour.

<b>Student Signature:</b>
<b>Parent Signature:</b>
<b>Administration Signature:</b>

# Appendix N

## Home Hill State High School BEHAVIOUR/EFFORT IMPROVEMENT PROGRAM



Student: \_\_\_\_\_ Year: \_\_\_\_\_ Day: \_\_\_\_\_ Date: \_\_\_\_\_

LESSON	BEHAVIOUR with respect to the 5Cs (circle)					EFFORT with respect to the 5Cs (circle)					ASSESSMENT
1	EX	VG	S	U	NA	EX	VG	S	U	NA	<input type="checkbox"/> On track <input type="checkbox"/> Needs attention <input type="checkbox"/> Overdue
2	EX	VG	S	U	NA	EX	VG	S	U	NA	
Comments: _____											
Teacher Initials: _____ Subject: _____											
LESSON	BEHAVIOUR with respect to the 5Cs (circle)					EFFORT with respect to the 5Cs (circle)					ASSESSMENT
3	EX	VG	S	U	NA	EX	VG	S	U	NA	<input type="checkbox"/> On track <input type="checkbox"/> Needs attention <input type="checkbox"/> Overdue
4	EX	VG	S	U	NA	EX	VG	S	U	NA	
Comments: _____											
Teacher Initials: _____ Subject: _____											
LESSON	BEHAVIOUR with respect to the 5Cs (circle)					EFFORT with respect to the 5Cs (circle)					ASSESSMENT
5	EX	VG	S	U	NA	EX	VG	S	U	NA	<input type="checkbox"/> On track <input type="checkbox"/> Needs attention <input type="checkbox"/> Overdue
6	EX	VG	S	U	NA	EX	VG	S	U	NA	
Comments: _____											
Teacher Initials: _____ Subject: _____											
LESSON	BEHAVIOUR with respect to the 5Cs (circle)					EFFORT with respect to the 5Cs (circle)					ASSESSMENT
7	EX	VG	S	U	NA	EX	VG	S	U	NA	<input type="checkbox"/> On track <input type="checkbox"/> Needs attention <input type="checkbox"/> Overdue
8	EX	VG	S	U	NA	EX	VG	S	U	NA	
Comments: _____											
Teacher Initials: _____ Subject: _____											

EX – Excellent; VG – Very Good; S – Satisfactory; U – Unsatisfactory; NA – Needs Attention

Parent/Guardian signature and comments: \_\_\_\_\_

Supervising Teacher signature and comments: \_\_\_\_\_

◆ Common Sense ◆ Courtesy ◆ Consideration ◆ Cooperation ◆ Commitment – "The End Crowns The Work"

# Appendix O



## Home Hill State High School

Principal: Mr Frank Kingma  
Deputy Principal: Mr Stephen Buttsworth  
Business Services Manager: Mrs Jenny Santacaterina

### LETTER OF COMMENDATION

Student: \_\_\_\_\_ Year Level: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher's name: \_\_\_\_\_

We are pleased to advise you that your child has been recognised as demonstrating commitment to our code of behaviour (the 5C's), and is to be commended for the following:

#### Consideration

- ☐ Respects others
- ☐ Contributes to a positive environment
- ☐ Encourages / assists others
- ☐ Looks after our environment
- ☐ Builds quality relationships

#### Common Sense

- ☐ Makes good decisions
- ☐ Learns from mistakes
- ☐ Is responsible
- ☐ Understands importance of safety
- ☐ Is a suitable role model for others

#### Courtesy

- ☐ Is polite
- ☐ Models good manners
- ☐ Listens respectfully to others

#### Cooperation

- ☐ Follows instructions and rules willingly
- ☐ Is in the right place at the right time

#### Commitment

- ☐ Is prepared for learning
- ☐ Seeks feedback
- ☐ Actively engages in class work & activities
- ☐ Committed to improvement
- ☐ Show resilience and bounces back

Teacher's comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Administration: \_\_\_\_\_

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

## Appendix P



# Home Hill State High School

Principal: Mr Frank Kingma  
Deputy Principal: Mr Stephen Buttsworth  
Business Services Manager: Mrs Jenny Santacaterina

### Advice to Parent / Carer: Notification of Concerns

Student: \_\_\_\_\_ Year Level: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher's name: \_\_\_\_\_

We are writing to advise you that we have concerns that your child is having difficulties committing to our code of behaviour (the 5C's). We ask that you discuss this issue with your child to assist them in accepting responsibility for personal actions, and to focus on the main reason of schooling – learning. In particular, your child's teacher has identified the following concerns:

#### Consideration

- ☐ Shows lack of respect to others
- ☐ Interferes with the learning of others
- ☐ Shows lack of respect for our environment

#### Common Sense

- ☐ Has problems making good decisions
- ☐ Has difficulty learning from mistakes
- ☐ Can be irresponsible
- ☐ Has problems following safety instructions

#### Cooperation

- ☐ Has difficulty following instructions
- ☐ Is often late for class

#### Courtesy

- ☐ Needs reminding about politeness
- ☐ Needs reminding about good manners
- ☐ Often fails to listen respectfully to others

#### Commitment

- ☐ Often fails to bring required equipment
- ☐ Often disengaged from class work
- ☐ Is not committed to improvement
- ☐ Does not prepare well for assessment
- ☐ Has not completed recent assessment
- ☐ Often fails to complete homework

Teacher's comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you wish to contact me, my email address is: \_\_\_\_\_@eq.edu.au, or please ring the school.

Teacher's signature: \_\_\_\_\_ Administration: \_\_\_\_\_

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

# Appendix Q

## Home Hill State High School Progress Report for Parent Feedback



Student:

Year:

Date:

Teacher:

Subject:

Return to XXX by:

- Please complete the following report by ticking one of the boxes in each category. Use the space beside the boxes to include any comments you wish to make.
- This report will be used to provide feedback to the student's parents and/or guardians. Parents may see this report.
- If problems do exist, a detailed explanation assists when talking with parents.

BEHAVIOUR with respect to the 5Cs (circle)					Comments
EX	VG	S	U	NA	

EFFORT with respect to the 5Cs (circle)					Comments
EX	VG	S	U	NA	

ASSESSMENT	Comments
<input type="checkbox"/> On track	
<input type="checkbox"/> Needs attention	
<input type="checkbox"/> Overdue	

Other comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Appendix R

## Home Hill State High School



### Future Focus Program

#### Overview

The Future Focus program is designed to support students 'at risk' of not attaining a QCE or a meaningful pathway beyond high school.

#### Steps:

1. Student Identification – from teacher referrals, report card results
2. Parent / student interview with designated admin person – concerns outlined, process explained, SET Plan reviewed, options canvassed (e.g. leaving/changing schools, TAFE, work, improve effort and demonstrate commitment to school expectations), Risk of Cancellation letter given (date confirmed with initial telephone call to parent and OneSchool entry), contract conditions developed and signed.
3. Student completes Future Focus program
4. If student responds positively, they graduate from program but maintain links with admin person as a mentor.

If student has not responded positively, or there is a deterioration in effort / behaviour, an immediate review of student's enrolment will proceed with possibility of "Show Cause Notice – Cancellation of Enrolment" being issued.

#### Elements:

- Admin team member assigned as designated contact
- Daily monitoring minimum of 2 weeks – regular check-in with admin team member
- Meeting with Guidance Officer and/or Youth Support Co-ordinator to discuss career / future options, SET Plan formally reviewed
- Weekly meetings with admin team member to discuss progress, assessment and book work – student must bring their work for all subjects to this meeting
- Review after one month, follow up contact / meeting with parent(s) and student. If satisfactory, student graduates with mentoring support. If student has not met the requirements or if behaviour / effort is of significant concern, there will be an immediate review of student's continued enrolment.

#### Expectations of student

- Weekly extended meeting with admin person to discuss monitoring / progress
- Satisfactory comments on all daily monitoring
- Complete all assessment successfully and on time
- Bookwork / assessment to be well organised and presented weekly
- Attend school regularly and punctually
- Satisfactory reports from teachers on "Progress Report for Parent Feedback"
- Improvement in report card end of Term



## Future Focus Program

### CONTRACT



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

Administration Member: \_\_\_\_\_

I understand that my academic / behaviour / effort can be improved, and that my continued enrolment at Home Hill State High School requires me to abide by the 5 Core Values:

- Common Sense
- Cooperation
- Courtesy
- Consideration
- Commitment

I wish to continue my education at Home Hill State High School and choose to actively participate in the Future Focus program so that the staff at this school can assist me to plan for a successful pathway beyond high school.

I accept that that this contract requires me to comply with the School's Code of Behaviour, high expectations of work ethic and attendance. I understand that I am responsible for meeting these requirements and that I will meet the expectations outlined below:

#### Expectations of student

- Weekly extended meeting with admin person to discuss monitoring / progress
- Satisfactory comments on all daily monitoring
- Complete all assessment successfully and on time
- Bookwork / assessment to be well organised and presented weekly
- Attend school regularly and punctually
- Satisfactory reports from teachers on "Progress Report for Parent Feedback"
- Improvement in report card end of Term

#### Areas for Improvement:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

I understand that if I fail to meet the requirements of this contract, my enrolment at Home Hill SHS is at risk.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Parent/Carer

\_\_\_\_\_  
Administration Team Member

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

## Future Focus Program

### Admin checklist



Student Name:

Action	Tick
Interview time arranged with parent / student (Date: _____)	
Risk of Cancellation letter generated for interview (if appropriate)	
Interview conducted: <ul style="list-style-type: none"> <li>• Future Focus process explained</li> <li>• Report reviewed</li> <li>• OneSchool Behaviour report</li> <li>• Concerns identified</li> <li>• Areas for improvement on contract</li> <li>• Form signed</li> </ul>	
Guidance Officer / Youth Support Coordinator meeting arranged / held	
Week 1 Daily Monitoring completed (Mon, Tues, Wed, Thu, Fri) Comments:	
Week 1 Extended mentoring Comments:	
Week 2 Daily Monitoring completed (Mon, Tues, Wed, Thu, Fri) Comments:	
Week 2 Extended mentoring Comments:	
Week 2 End – Report back to parent (Daily monitoring ceases if all ok)	
Week 3 Touch Base (or extended monitoring if needed) Comments:	
Week 4 Touch Base (or extended monitoring if needed) Comments:	
Week 4 – Progress reports from teachers collected this week.	
Week 5 – Review of progress, decision on next phase, report back to parent	



### HOME HILL STATE HIGH SCHOOL

## REBOOT CARD

A CHANCE TO THINK, TAKE A BREAK, RESTART



This card is used to allow a student to leave the class temporarily

**“Reboot”** offers you the opportunity to cool down or take a moment for yourself. You may go to the toilet or for a drink and then return to class immediately. If you need a longer break, you can go to talk with a support staff member in room B14 or the office (but nowhere else). When you return to class, return this card to your teacher.

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



*Learning - Performance - Citizenship*

# Appendix T

## **Home Hill State High School Time Out Policy**

At Home Hill State High School the Principal or a staff member may use Time Out as a strategy for students to manage their own behaviour and to assist the student to calm down when in a volatile state. Time Out may also be an effective strategy to reduce the frequency of a particular behaviour.

At Home Hill SHS Time Out refers to the withdrawal from classroom instruction to either a withdrawal area (with a member of the Administration team) or with a buddy teacher. A student sent to Time Out may be given the opportunity to negotiate a return to the class at the discretion of the teacher and Administration staff if deemed appropriate.

When determining whether Time Out is to be used, a staff member should consider situations or conditions where the use of Time Out is and is not appropriate, including a student's individual plan. Staff members are required to follow the school's processes for Time Out as identified by the school's Responsible Behaviour Plan, specifically the Responsible Behaviour Flowchart and the Behaviour Referral Form.

The Principal must ensure all staff, students and parents are aware of the appropriate use of and procedures for Time Out. At all times emergency procedures are to be in place for students 'out of class'.

When using Time Out, the Principal and staff:

- keep the student in any time out area under supervision at all times
- ensure the student is safe
- give the student opportunity to re-join class in intervals of no more than 10 minutes
- provide the student with opportunities to complete assignments or assessments to fulfil educational requirements
- if applying time out as a management technique, ensure that it is consistent with
  - the developmental stage of the student
  - any special needs that the student may have
- should the use of time out with a particular student become increasingly frequent or regular, develop a more comprehensive strategy to support the student's full participation in the educational program.

At Home Hill State High School the Principal and members of the Administration team are responsible for reviewing the use of time out regularly.

## Appendix U

### Home Hill State High School Detention Policy

The use of detention is a behaviour management strategy and disciplinary consequence which may be applied at Home Hill State High School. A detention can be implemented to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

The Principal or a teacher may use detention as a consequence for disobedience, misbehaviour, or other breaches of school expectations. At Home Hill State High School members of the Administration team and classroom teachers are responsible for giving and supervising detention.

Detentions can take place during lunch-times and/or outside of school hours. If given lunch detention, a student will be given time to eat lunch, rehydrate, and go to the toilet during their lunch break.

If an out-of-school hours' detention is to be used, arrangements must be made for the Principal or a teacher to supervise students.

If the detention is to be undertaken **outside of school hours**, including Saturday:

- parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- parents have been consulted about suitable times for the detention to be completed within the parameters set by the school and
- parents have been informed of:
  - location and duration of the detention
  - their responsibility to arrange travel/supervision to and from the detention, where appropriate.

Detention is recorded in OneSchool (keeping records in OneSchool enables them to be used as evidence in the future, e.g. it records that a student knew the expected behaviour and consequences and records the support put in place by the school).

Home Hill State High School will apply consistent responses in line with the school's Responsible Behaviour Plan if detentions are not completed by students.

In instances where a student has repeatedly received detentions:

- parents must be notified and
- a behaviour plan is to be implemented to support the student.

# Appendix V

## Home Hill State High School Homework Policy

The Home Hill State High School homework policy has been:

- developed and reviewed in consultation with the school community
- disseminated to the school community

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where applicable.

At Home Hill State High School homework is most effective when it:

- is clearly related to class work
- is appropriate to particular years of schooling
- is varied and differentiated to individual learning needs
- consolidates, revises and/or applies students' classroom learning
- develops students' independence as a learner through extension activities
- assists students to prepare for upcoming classroom learning
- is monitored by the teacher.

At Home Hill State High School we aim to provide homework that

- is purposeful and relevant to students' needs and appropriate to the phase of learning
- is appropriate to the capability of the student & develops his/her independence as a learner
- is varied, challenging and clearly related to class work
- is balanced across all learning areas while allowing for student commitment to recreational, employment, family and cultural activities
- does not disadvantage students whose circumstances result in a lack of access to resources such as computers and the internet outside school.

The implementation of homework should be consistent and effective, including a consistent approach to the amount of time students are to spend in completing homework (at particular year levels and in particular learning areas). Such guidelines are included in the school prospectus.

At Home Hill State High School homework must be utilized to effectively support learning. Homework can engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials, items, information)
- preparing, planning and/or producing information for upcoming assessment tasks

### ***Home Hill State High School teachers:***

- set homework on a regular basis & clearly communicate the purpose, benefits and expectations of all homework.
- check homework regularly and provide timely and useful feedback.
- explicitly teach strategies to develop organisational and time-management skills, providing opportunities to practise these
- give consideration to student's other academic and personal development activities (school based or other) when setting homework
- discuss with parents and caregivers any developing problems concerning their child's homework and suggest strategies to assist with their homework
- establish and follow up with clearly articulated consequences for failure to complete set homework and contact parents as needed if homework is not regularly completed.

***Home Hill State High School students:***

- be aware of the school's homework policy & discuss with parents or caregivers homework expectations
- accept responsibility for the completion of homework tasks within set time frames
- follow up on comments made by teachers & seek assistance when difficulties arise
- organise time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment
- complete detentions set by the teacher for failing to do homework set and catch up on work missed