

Hilder Road State School

COURAGEOUS, CREATIVE, CONNECTED

Student Code of Conduct 2021-2024

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

Hilder Road State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

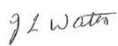

The Hilder Road State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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Endorsement

Principal Name:	Mrs Jodie Watts
Principal Signature:	
Date:	16/06/2021
P/C President Name:	Mr Justin Brown
P/C President Signature:	
Date:	21/06/2021

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Whole School Approach to Discipline

Hilder Road State School utilises the Positive Behaviour for Learning (PBL) framework for discipline and support of all students. PBL is a multi-tiered, evidence based approach that is applied to all settings, including classrooms and non-classroom areas such as playground, toilets, tuckshop etc. It is inclusive of all school activities on and off site.

The PBL framework supports discipline at Hilder Road State School by:

- supporting teachers to teach, model and respond effectively to student needs
- providing a predictable learning environment where staff and students know what is expected
- maintaining consistent school and classroom improvement practices.

At Hilder Road State School, we believe that discipline includes the practice of explicitly teaching students behavioural expectations. Staff make expectations clear, provide supportive instruction on how to meet expectations and use any behavioural incident as an opportunity to re-teach expectations (teaching opportunity). The PBL 3-tier continuum of support is used to cater for the universal and individual needs of our students.

Tier 1 (Differentiated) – Staff implement whole school process and practices to prevent problem behaviours. Support is provided through:

- clear, shared expectations for behaviour that are explicitly taught for different school settings
- consistent positive feedback
- a range of strategies to respond to students who are not following the school's expectations
- continuous collection and use of data for decision making.

Tier 2 (Focussed) - Some students need additional support and instruction for their learning. Targeted interventions, support and instruction build upon what has been taught to students at the universal level. The focus of Tier 2 is on staff intervening early to support their students through:

- increasing structure and predictability
- increasing opportunities for feedback
- monitoring the progress of students
- linking academic and behavioural performance
- increasing communication between home and school
- collecting and using data for decision making

Tier 3 (Intensive) - A few students may need intensive support and instruction. Staff intervene early supporting students through:

- team based functional behavioural assessment
- linking academic and behavioural performance
- personalised interventions that focus on prevention
- intensive instruction and support to reduce the frequency of behaviour
- strategies for enhancing specific feedback
- the effective use of consequences
- use of data for decision making.

Any students, parents, carers who have questions or would like to discuss the Student Code of Conduct or PBL framework are encouraged to speak with their child's class teacher or make an appointment with school administration.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should model the same four Positive Behaviour for Learning (PBL) expectations in place for students; being Harmonious, Engaged, Responsible and Organised (HERO).

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Hilder Road State School.

Harmonious

- Use kind words
- Use inside/outside voice at the right time
- Include others and take turns
- Help others

Engaged

- Have-a-go, even if it is difficult
- Use whole body listening
- Ask for help and feedback

Responsible

- Follow instructions promptly
- Keep your hands, feet and objects to yourself
- Walk on hard surfaces
- Care for the environment (put rubbish in bins, be water wise, use pathways)

Organised

- Use equipment, resources and furniture safely
- Follow class and school routines
- Wear correct school uniform

The full list of HERO expectations can be found in Appendix A.
HERO Summary Infographic can be found in Appendix B.

Students who consistently show these expectations receive recognition (teacher/class determined e.g. marbles in a jar, Dojo points, stickers etc), HERO tickets, HERO-Grams, or whole class rewards. Acknowledgement will also be made of those students who have made significant improvements towards their behaviour goals.

For students who do not have any minor or major incidents in a term, an end of term reward will be organised to celebrate their HERO qualities. Students with behaviour related to a disability or trauma, will be included if significant improvement has been made in line with their personal behaviour goals, and they have had no major incidents. For 2021 only, to promote visibility of our HERO qualities, HERO ribbons will be awarded to these students at the end of Terms 1, 2 and 3. These can be worn daily on uniforms. Trivial incidents will be treated as 'teachable' moments and will not be included in this. Suggestions to celebrate could include: Free dress/dress up, no homework for a week, free time, special toy day, extra PE, special sport competition, disco, movie day, extra playtime, preferential seating in class for a week, or pizza party.

For students who consistently display HERO qualities and have no minor or major incidents for the whole year, and those students (with disabilities or trauma) who achieved their personal behaviour goals, will receive a HERO wrist band, which they can wear each year after. Each year level will have a different colour wrist band. For students who have received a wrist band at the end of Year 1 **and** Year 2, they will receive a lapel pin to also wear during Year 3. For students who have received a wrist band in Year 3, Year 4 **and** Year 5, they will receive a lapel pin to wear during Year 6.

The above recognition system will be trialled in 2021 and reviewed in Term 4, 2021.

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Harmonious

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are consistently modelled for all students.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You take a positive, solution-focussed approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, (parents, staff and students), and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

Engaged

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You give feedback to, and work collaboratively with the school to improve student outcomes.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your child attends school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Organised

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You ensure your child is equipped with the resources requested at the beginning and during the year.	We will encourage your child to use their personal and school-provided resources with care and respect.
You will read and action letters sent home with your child or provided in electronic form, eg email.	We will communicate with you regarding activities and events that require your approval and/or payment, giving you sufficient time for due consideration and budgeting.

Consideration of Individual Circumstances

Staff at Hilder Road State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same may not meet their intellectual and behavioural needs. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective, eg. due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose nor discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the class teacher to discuss the matter.

Differentiated and Explicit Teaching

Hilder Road State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Hilder Road State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

Teachers at Hilder Road State School can differentiate their teaching to meet the needs of students through Instructional Management.

Instructional Management

❖ Active supervision

- Moving
- Scanning
- Interacting
- Techniques for effective transitions

❖ Multiple opportunities to respond

- Strategies include
 - Tracking students
 - Choral response
 - Response cards
 - Response devices
 - Direct instruction

❖ Activity sequence and offering choice

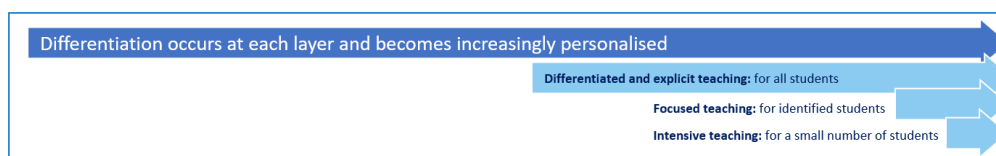
- Strategies for adjusting sequence
 - Varying intensity or degree of difficulty of tasks
- Strategies for offering choice
 - Materials to work with
 - Type of task
 - Place and with whom to work

❖ Academic success and task difficulty

- Strategies for adjusting task difficulty
 - Differentiation of the curriculum
 - Reasonable adjustments
 - Scaffolding learning

PBL NSW ED

There are three main layers to differentiation, as illustrated in the diagram below. This model is also used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Whole School Approach to Discipline section. That is, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, (included as an attachment to this document) as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

A key element in the development of positive classroom climate is embedding **Essential Skills for Classroom management (ESCMs)** as a part of the universal supports at Hilder Road State School. All teachers are required to effectively embed ESCMs as foundational supports across all situations.

The ESCMs emphasise teacher's language, both verbal and non-verbal, to focus students' attention, while promoting the importance of positive teacher-student relationships developed through the learning process. (Please see Appendix C).

Focussed Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focussed teaching is provided to help them achieve success.

Focussed teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focussed teaching provides students with more opportunities to practise skills and multiple opportunities to receive feedback and achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Hilder Road State School to provide focussed teaching. Focussed teaching is aligned to the PBL Expectations Matrix (Appendix A), and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Hilder Road State School has a range of Student Support staff (SEP co-ordinator, Guidance officer, STLaN, Chaplain) in place to help arrange and deliver focussed teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students: for example:

- Rocket Program
- Circle Time
- Advisory Visiting Teacher - Behaviour management.

Parents will be notified of the use of such programs and notations will be recorded in the students 'Personalised Learning Plan'. For more information about these programs, please speak with the Principal.

Intensive Teaching

Research evidence shows that, even in an effective, well-functioning school there will usually be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be referred to the school's Student Support Services Committee that will oversee the coordination of the program, communicate with stakeholders and directly consult with the student. Plans, minutes and progress will be noted within the student's 'Personalised Learning Plan' and/or 'Support Provisions Plan'.

Behaviour Consequences

The behaviour consequences model used at Hilder Road State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. A copy of the Behaviour Response Flowchart is attached (Appendix D).

The differentiated responses to problematic behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

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

- **Teachable** problem behaviour is handled by staff members at the time it happens
- **Minor** problem behaviour is handled by staff members within 24 hours
- **Major** problem behaviour is referred directly to the school Administration team and investigated accordingly

Teachable problems behaviours are those that:

- are trivial breeches of the class or school rules, e.g. running on hard surfaces
- only require rule reminder, redirection or re-teaching to resolve in the moment

Minor problem behaviours are those that:

- are minor breeches of the class or school rules
- do not seriously harm others or cause to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not usually require involvement of specialist support staff or Administration
- may require follow-up to ascertain details of the incident
- typically require Tier 1 Behaviour consequences

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration for investigation and follow-up
- require Tier 2 or Tier 3 behaviour consequences
- may lead to referral to Student Support Services or external Specialist/Support Agencies

All Minor and Major behaviour incidents and associated parent contacts are required to be recorded in OneSchool.

The following table outlines examples of teachable, minor and major problem behaviours:

	Teachable	Minor	Major
Harmonious	<ul style="list-style-type: none"> Saying something insensitive to others; her lunch stinks. Saying work is complete when it is not. 	<ul style="list-style-type: none"> Lie affects others and causes an escalation of behaviours e.g. lies / accuses other students of something. Plagiarism. 	<ul style="list-style-type: none"> Student accused staff of physical or verbal assault but found with evidence that the incident did not occur, forging note from parent.
	<ul style="list-style-type: none"> Trivial interruptions, joke telling, making noises 	<ul style="list-style-type: none"> Occasional calling out or interfering with neighbour, one off leaving seat without permission, taking and touching other people's equipment, making ongoing noises including tapping after initial reminder. 	<ul style="list-style-type: none"> Verbal: ongoing name calling, racial slurs, family comments, comments about ability, direct swearing, commenting on another's looks or appearance. Sustained yelling, talking, talking over the top of a teacher, consistently out of seat behaviour to interrupt activities
	<ul style="list-style-type: none"> Not sharing play equipment Breaking own belongings 	<ul style="list-style-type: none"> Throwing, kicking or breaking someone else's or own belongings or school property. 	<ul style="list-style-type: none"> Deliberately impairs the usefulness of property; kicking a hole in wall, throwing / breaking furniture, graffiti
	<ul style="list-style-type: none"> Infrequent random comments: 'they look funny' 	<ul style="list-style-type: none"> Saying / doing something you know will cause a reaction: 'fight, fight, fight' or 'don't listen to them'. Infrequent comments or gestures directed at a person targeting race, religion, gender, disability: e.g. loser, 'I'm not playing with you because you...' 'four eyes, fatso', 'slanty eyes', 'midget' 	<ul style="list-style-type: none"> Saying / doing something with the intention of intimidating someone and making them threatened: 'I'm going get my older brother to bash you'.
Engaged	<ul style="list-style-type: none"> Not asking for help when needed Infrequent inattention to direct teaching 	<ul style="list-style-type: none"> Infrequent refusal to participate in tasks after initial reminder. 	<ul style="list-style-type: none"> Continual refusal to participate in learning, which is of no disruption to others to participate in learning. Ignoring prompts to engage in tasks.
	<ul style="list-style-type: none"> Playing games on computers rather than doing assigned work 	<ul style="list-style-type: none"> Accessing electronic devices, internet, games or websites at inappropriate times, after initial reminder. Visiting inappropriate websites. 	<ul style="list-style-type: none"> Posting photos of other students with the intention to embarrass them, posting inflammatory comments, persistently accessing inappropriate websites.
Responsible	<ul style="list-style-type: none"> Trivial contact: tripping into others Throwing a stick at a tree 	<ul style="list-style-type: none"> Chasing someone with a stick or other object without the intention to hurt, hiding other people's property. Contact without intent to injure e.g. tripping, pushing into others, throwing objects, inappropriate touch. 	<ul style="list-style-type: none"> Using an object to deliberately cause injury, stealing or theft of another's property. Serious physical aggression; Hurting another causing injury
	<ul style="list-style-type: none"> Running on hard surfaces 	<ul style="list-style-type: none"> Repeated running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	<ul style="list-style-type: none"> Not starting assigned work in a timely manner 	<ul style="list-style-type: none"> One off refusal comment or use of offensive language in conversation with an adult Walking away when given an adult instruction. 	<ul style="list-style-type: none"> Repeatedly using defiant language directed at adults, refusal comments e.g. 'you can't make me' Written or verbal threats.
Organised	<ul style="list-style-type: none"> Infrequent late return to class 	<ul style="list-style-type: none"> One off late arrival to class for inappropriate reason e.g. waiting for friend after initial reminder Playing in toilets Not playing school approved games 	<ul style="list-style-type: none"> Repeated late return to class or refusal to attend class
	<ul style="list-style-type: none"> One-off wearing of incorrect uniform, shoes or accessories 	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	<ul style="list-style-type: none"> Tossing an eraser across the room to another student 	<ul style="list-style-type: none"> Incorrect use of equipment 	<ul style="list-style-type: none"> Being unsafe with school or personal belongings
	<ul style="list-style-type: none"> Bringing to school; chewing gum, trading cards, games, toys 	<ul style="list-style-type: none"> Possession of a mobile phone not handed in. Continued bringing to school; chewing gum, trading cards, games, toys after initial reminder. 	<ul style="list-style-type: none"> Using an item as a weapon to harm or threaten to harm. Being in possession of an object capable of causing bodily harm (e.g. knife, lighter).

Differentiated (Tier 1)

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problematic behaviour. This may include:

Support

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Selective attending of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal interaction
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class / playground
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Re-state expected behaviour
- Reminder to STOP, WALK, TALK

Consequences

- Restorative conversation between parties
- 10 min in class at breaktime
- Removal of privileges / property (eg removal of iPads, miss assigned day on playground)
- Missing out on playtime
- Complete class or homework at playtime
- Time out – walk with duty staff member
- Community service e.g. pulling weeds
- Limit area of play for a set period of time to increase direct supervision
- Limit games available to play for a set period of time
- Write a letter to teacher/parent explaining which expectation was not met and the impact on others – email home to parents
- Warning notification slip given to class teacher for 'teachable moments' (so that an overall picture of instances for individual students can be overseen by class teacher).

Focussed (Tier 2)

Class teacher is supported by other school-based staff to address problematic behaviours. This may include:

Support

- Restorative conversation between parties
- Functional Behaviour Assessment – teacher template to assist
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Teacher-led Targeted skills teaching in small group
- Counselling and guidance support
- Seek advice from Student Support Services Committee or colleagues for problem solving
- Stakeholder meetings – parents and/or external agencies

Consequences

- Write letter of apology
- Restore if possible – eg tidy up if a mess was made
- Miss playtime
- Behavioural contract –Class or Admin – self and teacher rating
- Self-monitoring plan
- Goals chart
- Time out on benches
- Communication book to be sent home
- Complete class or homework at playtime
- Check in Check Out strategy
- Removal of privileges
- Internal school withdrawal
- Withdrawing from events or celebrations (non-essential)
- Teacher coaching and debriefing
- Meeting with parents and/or external agencies

Intensive (Tier 3)

The Student Support Services Committee addresses persistent or ongoing serious problematic behaviour. This may include:

- Functional Behaviour Assessment based support plan
- Complex case management and review
- Referrals to specialised programs after SSS referral e.g. ROCKET, GRIT.
- Stakeholder meeting with parents and external agencies including regional specialists
- Principal - Short term suspension (up to 10 school days)
- Principal - Long term suspension (up to 20 school days)
- Police - Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Director-General - Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

Staff at Hilder Road State School will utilise the Behaviour Response Flowchart to assist in responding to inappropriate student behaviour. (See Appendix D.)

Staff need to document disciplinary incidents in OneSchool in a timely manner (within school day – unless a longer investigation is undertaken).

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Hilder Road State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Hilder Road State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer, school chaplain)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as a guidance officer, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Hilder Road State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property (Appendix E)
- Use of mobile phones and other devices by students (Appendix F)
- Preventing and responding to bullying (Appendix G)
- Appropriate use of social media (Appendix H)
- Uniform Policy and Dress Standard (Appendix I)
- Enrolment Policy (Appendix J)

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. *The Temporary removal of student property by school staff procedure* outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Hilder Road State School has determined that explicit teaching of responsible use of mobile phones and digital devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Mobile phones, pagers, portable CD players, MP3 players, iPods, iPads, personal digital assistants, smart watches, wearable technology or sensing devices, digital video cameras and similar electronic devices have the potential to:

- cause disruption to the teaching/learning environment; and/or
- breach privacy laws.

With the exception of iPads for students in dedicated BYOD classes, **it is highly recommended that students not bring mobile phones and other electronic devices to school.**

Students who require the use of a personal technology device in special circumstances (for example to assist with a medical condition/disability or for a special project) should negotiate special arrangements with the Deputy Principal or Principal.

It is also agreed that time and space should be provided each day at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Preventing and responding to bullying

Our Pro-active approach

Hilder Road State School uses the Positive Behaviour for Learning (PBL) Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

PBL is a plan for our school to;

- be a positive place to learn
- teach students how to behave at school
- tell students when they do the right thing
- help students when they make mistakes
- work together with parents.

The PBL Framework ensures all students are explicitly taught the expected behaviours and establishes clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

Linking the PBL Framework with the Personal and Social Capabilities of the Australian Curriculum, and the Student Learning and Wellbeing Framework enables our teachers to proactively support the psychological, physical, personal, social and cognitive development of our students. This allows our community to;

- Create safe, supportive and inclusive environments,
 - explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing.
- Build the capability of staff, students and the school community,
 - communicating information and advice on the benefits of supporting young people to be healthy, confident and resilient.
- Develop strong systems for early intervention,
 - using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community.

Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school.

Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Staff at Hilder Road State School will have opportunities to engage in professional development which enhances their skills in universal behaviour prevention (PBL Tier 1), essential skills of classroom management, disability and inclusivity aware strategies, developing self-regulation in students and understanding their role in responding to bullying (including cyberbullying).

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bystanders can be an important dynamic involved with bullying. **Bystanders** may be assistants, reinforcers, outsiders, or defenders.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Hilder Road State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Advice to Students (www.bullyingnoway.gov.au)

What can I do if I am being bullied in person?

If you are being bullied, and you feel safe to do so:

- ignore them
- tell them to stop and then walk away
- pretend you don't care - try to act unaffected or unimpressed
- go somewhere safe
- talk to an adult at the school or at home
- get support from your friends; ask friends, parents or teachers for their help to deal with the issue safely.

Having the courage to talk to someone is important if you are being bullied. Sometimes, just telling someone firmly to stop bullying you can be effective.

If that doesn't work, ask friends, parents or teachers for their help to deal with the issue safely.

What can I do if I am being bullied online?

If you are being bullied online (cyberbullied), and you feel safe to do so:

- don't respond to the message or image
- save the evidence as a screenshot if you wish to use it as part of dealing with the bullying
- block the sender and delete the message

- report the situation to the website or Internet Service Provider
- talk to trusted people—friends, adults, teachers, parents and police if necessary.

What can I do if I see someone else being bullied? What should bystanders do?

If you see someone else being bullied, and feel safe to do so, you can:

- refuse to join in
- not watch
- tell the person doing the bullying to stop
- tell the person doing the bullying that you will talk to a teacher
- say something supportive to the person who is being bullied or invite them to join your group
- say to the person being bullied that the other person's behaviour is not okay
- leave negative online conversations – don't join in with online bullying.

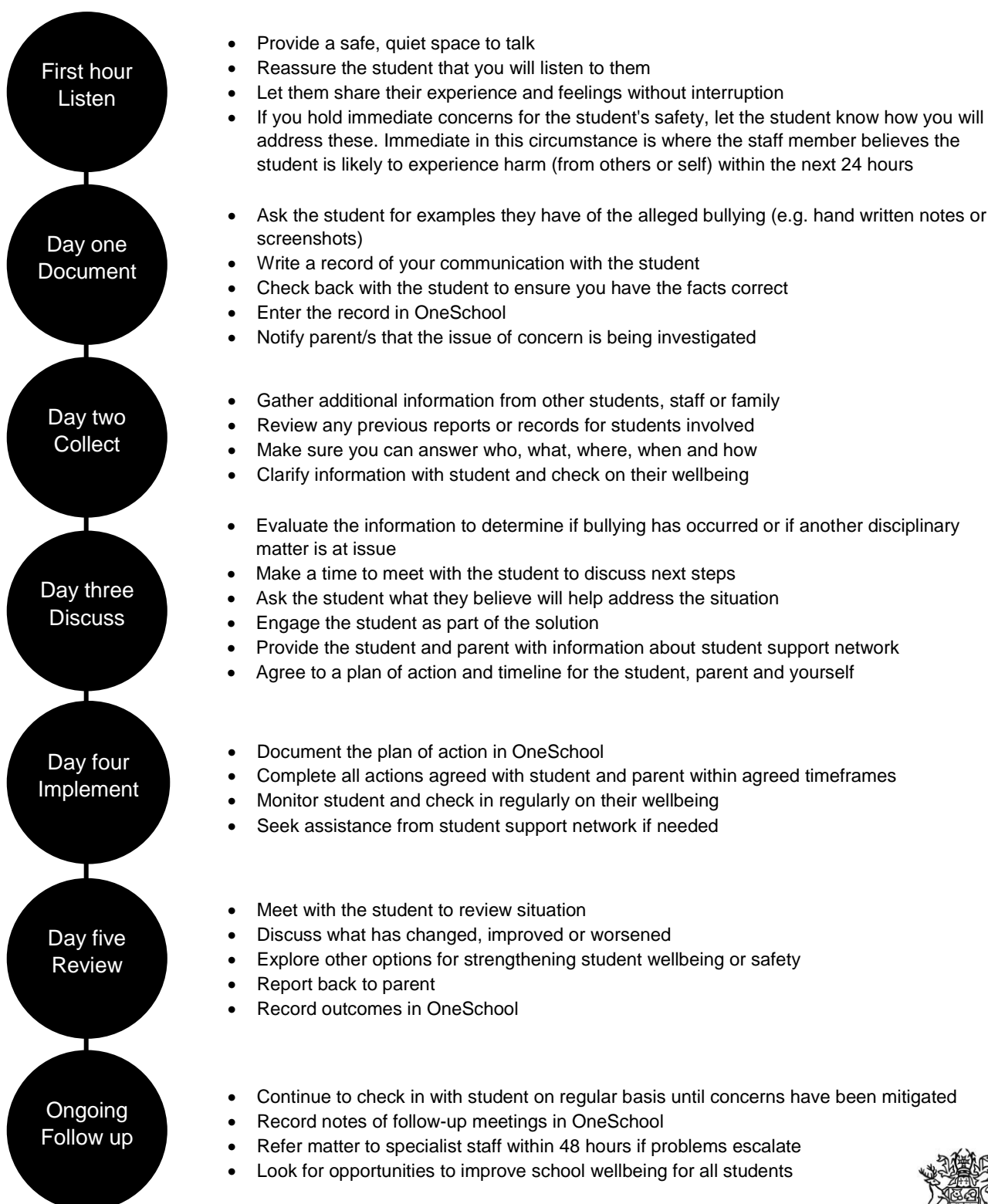
The following flowchart explains the actions Hilder Road State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school hours or school grounds if the conduct adversely affects, or is likely to affect, other students and /or the good order and management of the school. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Hilder Road State School - Bullying response flowchart for teachers

Class teachers undertake an initial investigation of any alleged bullying. The timeframes noted below may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Teachers will alert parents to the fact that such investigations can take several days.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teachers in the first instance -



Cyberbullying

Cyberbullying is treated at Hilder Road State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](https://www.esafety.gov.au) (<https://www.esafety.gov.au>) or the Queensland Police Service.

Students enrolled at Hilder Road State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying, which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff who engage in such behaviours will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

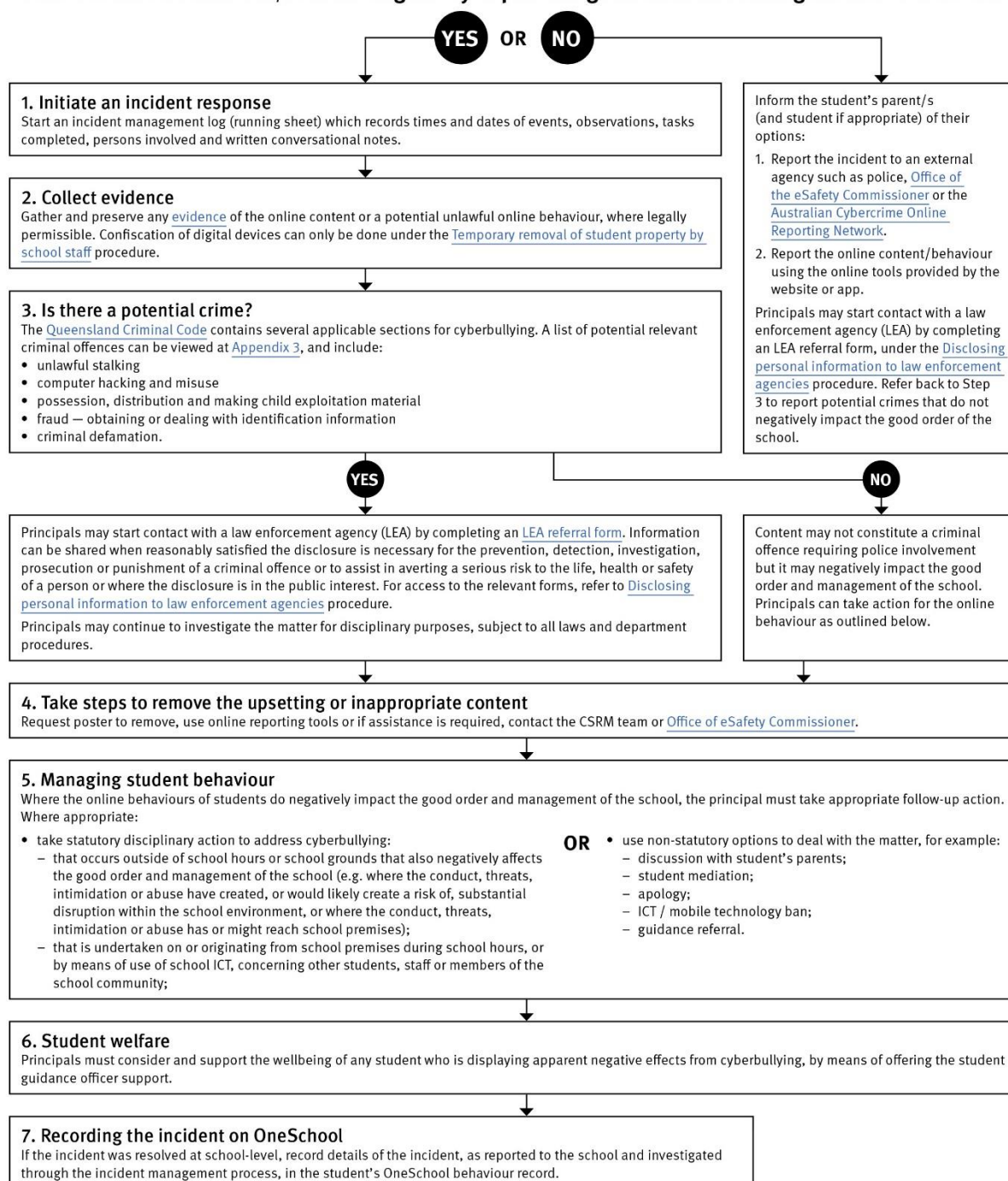
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

Each year, students at Hilder Road State School involved in a BYOD program, will be engaged in a dedicated Cyber Safety session conducted at school (usually at the start of the school year). This is most often conducted by an advisor from the Queensland Government's Cybersafety & Reputation Management branch.

The team provides a [guide for parents](https://behaviour.education.qld.gov.au/resources-publications/Documents/cyberbullying-parents-caregivers-guide.pdf) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. (<https://behaviour.education.qld.gov.au/resources-publications/Documents/cyberbullying-parents-caregivers-guide.pdf>)

Student Intervention and Support Services

Hilder Road State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, to support them. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Hilder Road State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This could include individual discussions, social skilling, referral to mental health or other support services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school withdrawal, withdrawal from events or celebrations or more severe punishments such as suspension or exclusion from school.

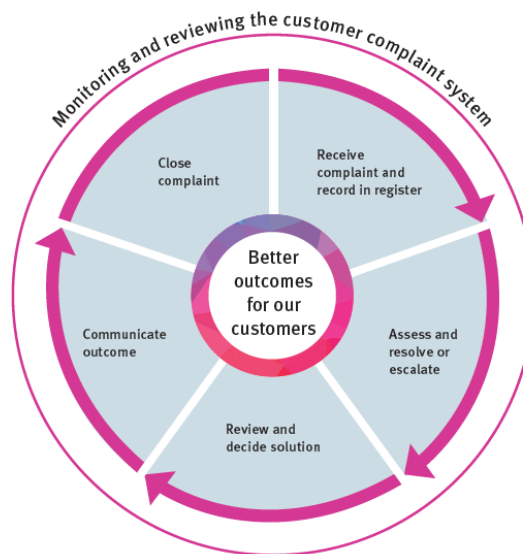
Possible Disciplinary consequences of bullying could include;

- Teacher led -Targeted skills teaching in small group
- Detention
- Behavioural contract
- Self-monitoring plan
- Check-in Check-Out strategy
- Removal of privileges
- Internal school withdrawal
- Withdrawing from events or celebrations (non-essential)
- Principal - Short term suspension (up to 10 school days)
- Principal - Long term suspension (up to 20 school days)
- Police - Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

- Director-General - Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

Complaints Management Process

During the course of your children's school years, you may have cause to make a complaint about an issue with your child's education. The Department of Education is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with the Department of Education provisions.



Hilder Road State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Hilder Road State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise, and at the commencement of Yr 4.

Hilder Road State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Hilder Road State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying or intimidation does occur.

Student's signature

Parent's signature

School representative signature

Date

This will be signed again at the commencement of Year 4 by parents and students

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

Students:

There are very few social media apps that are recommended for Primary School age children. See table below for recommended ages for children to access some common social media apps (sample only).

Minecraft 10+	Snapchat 13+	Clash of the Clans 13+
Zoom 16+	Facebook 13+	Animal Jam 13+
Houseparty 13+	Facebook Messenger 13+	Google Hangouts 13+
Tik Tok 13+	Roblox 8+	Kik 13+
Instagram 13+	Fortnite Battle Royale 13+	Dubsmash 12+

Most of these apps have the ability to chat online or share videos. Please check the safety guide if you want more information about a variety of social media apps and games.

<https://www.esafety.gov.au/key-issues/esafety-guide>

School expectations – At Hilder Road State School, it is expected that students will not use social media sites, messaging services or games while at school, without the express permission of their teacher in relation to the work undertaken in class. No social media should be utilised before or after school or at break times. Games are only to be played with express permission/approval from staff members

Parents:

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.

- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Uniform Policy

Hilder Road State School has a longstanding uniform policy built on tradition, culture and community expectation. We do this to:

- Identify our students;
- Ensure the health and safety of our students;
- Develop a consistent image of, and pride in our school; and
- Nurture a sense of community and belonging.

Parents are encouraged to promote the wearing of the school uniform by ensuring students wear the HRSS uniform as stated in the uniform policy.

The uniform consists of both summer and winter variations, sports, inter-school, and music uniforms. A Year 6 shirt is also an option for our senior students.

The HRSS formal uniform must be worn:

- for school photos
- during excursions
- when representing the school at community events, and
- when seniors are officiating at formal school events.

Our uniform is to be worn neatly and with pride. All garments are to be named. Jewellery should be kept to a minimum for health and safety reasons. Only clear nail polish is acceptable.

Restrictive Practices

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

Guiding principles

State school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate foreseeable risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive Practices procedure.

Generally, the restrictive practices permitted under this procedure must only be used where:

- a) the restrictive practice is reasonable in all the circumstances, and
- b) there is no less restrictive (most inclusive) measure available to respond to the behaviour in the circumstances.

Restrictive practices are the use of interventions and practices that have the effect of restricting the rights or freedom of movement of a person. Restrictive practices include:

- a. seclusion;
- b. containment;
- c. physical restraint;
- d. mechanical restraint;
- e. clinical holding;
- f. chemical restraint.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Seclusion occurs:

- when the student is taken and put in a room or area that they are unable to leave or believe they cannot leave;
- if there is no adult in the room or area with the student who is secluded;
- when staff are observing the student from outside of the room or area;
- if the student is only able to leave the room or area when staff permit them to do so.

Containment is a planned restrictive practice that involves a single student being in a room or area for the purpose of engaging in learning. The room is secured by a fob or similar system and the student's free exit is impeded. The student is always accompanied in the room, by at least one adult and the student is not left alone in that room or area at any time.

Containment occurs:

- as a planned approach for supporting an individual student;
- when the student spends all or some of their school day in the room as outlined in their Individual Student Safety Plan which parent/s will be asked to sign (short term only);
- when there is at least one staff member in the room with the student at all times;
- when staff who are with the student have access to a fob or similar system which enables everyone to exit the room in an emergency;
- when the student is only able to leave the room if staff enable them to do so.

Physical restraint means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Physical restraint is implemented to prevent the risk of foreseeable harm to the student themselves and other people.

Physical restraint will only be implemented when:

- a dynamic situation when despite attempts by school staff to respond to and de-escalate the behaviour, there continues to be foreseeable risk of harm to the student themselves or others.

Examples of physical restraint that might be "reasonable" in the circumstances would be:

- a) using manual guidance to prevent a student running onto a busy road
- b) holding a student to prevent them physically attacking someone, or
- c) holding a student's hand to prevent repetitive, serious self-injurious behaviour.

There are some students who have a pattern of behaviour that presents foreseeable harm to themselves or others. In circumstances where there is foreseeable risk presented by a particular behaviour of a student, the principal and school staff might plan for the use of physical restraint.

Mechanical restraint is the restraint of a student by application of a device to the student's body or limb of the student to restrict the student's movement. Mechanical restraint is implemented to respond to:

- serious repetitive behaviours of self-injury, that causes foreseeable harm to the student;
- self-injury that occurs as the result of a phenotype behaviour associated with a known condition e.g. Retts Syndrome.

Mechanical restraint will always be planned in advance and detailed in the student's ISSP, the device used will be prescribed to respond to a specific behaviour and parents will be consulted as part of the plan.

Clinical holding is a planned restrictive practice that occurs when staff employ, when necessary, pre-arranged strategies and methods (of physical restraint) that are necessary and in the best interests of the student, based upon an assessed need and agreed in advance in order to provide essential healthcare or personal care. Clinical holding is prescribed by the appropriately qualified health professional.

Clinical holding occurs in very rare circumstances and is used to provide necessary care to a student who has additional and complex healthcare needs.

Clinical holding is always planned in advance and a lot of information will be gathered to help inform the decision that it is necessary to use clinical holding. Sometimes planned clinical holding is only required for a short period of time, e.g. to provide essential healthcare to a student who is recovering following surgery who is well enough to return to school.

School staff who undertake clinical holding will be provided with specialist training from a suitably qualified health professional or specialist training provider. The trained school staff will adhere to a plan that explains why clinical holding is used, how it will be used and the specific circumstances in which clinical holding will occur. So far as possible and when safe to do so, the use of clinical holding will be reduced over time with the aim to be ceased.

Clinical holding **is not to be used** to provide routine non-essential healthcare to students who are unwilling to cooperate with the task or who refuse to consent to a routine non-essential medical treatment, this includes the provision of routine immunisations on school premises.

Chemical restraint is the use of medication to control or subdue a student's behaviour. Chemical restraint is prohibited in all state schools, including special schools.

Seclusion and physical restraint should not be used to respond to:

- a) a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- b) a student leaving the classroom/school without permission, unless the leaving of the classroom or school causes foreseeable risk to the safety of the student or another person
- c) verbal threats of harm from a student, except where there is a reasonable belief that the threat will be carried out immediately, and
- d) property destruction caused by the student unless the property destruction is placing any person at a risk of harm.

After the use of a restrictive practice:

After using seclusion or physical restraint:

- a) the state school staff member(s) involved in the incident will immediately (e.g. within an hour) notify the principal of the incident
- b) the state school staff member(s) involved in the incident must record the incident in OneSchool as soon as practicable (e.g. within 24 hours).

The report must include:

- i. the name of the student(s) and staff member(s) involved
- ii. date, time and location of the incident
- iii. names of witnesses (staff and other students)
- iv. details of the incident
- v. any action taken to de-escalate the situation
- vi. why the restrictive practice was used
- vii. the nature of the restrictive practice used
- viii. the duration of the restrictive practice
- ix. any injuries
- x. immediate post incident actions, such as first aid or contact with emergency services, and
- xi. details of any post-incident support provided or organised

Following the use of any restrictive practice, a Focussed Review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures. (See Focussed Review facilitator checklist and report record – Appendix C.)

At times, other interventions may be utilised to support students to manage their behaviour. In an effort to empower students to understand their own behaviours, and when/how they can re-join their class when feeling regulated and ready to be a learner.

Time-out

Time-out is a planned behaviour intervention. It is a behaviour strategy in which a student is taken from an activity and placed in a different, less-rewarding situation or setting whenever they engage in undesirable or inappropriate behaviour(s), the student is accompanied throughout the application of time out.

Time out occurs:

- as a planned behaviour intervention strategy;
- in the classroom or another area where the student is unable to engage in the reinforcement that is causing their behaviour;
- at the direction of the teacher;
- when the student is under the supervision of the teacher and is never left alone throughout the implementation of the strategy;
- for the shortest possible time.

Time-in / Recharge

Time-in is a planned behaviour intervention. It is a behaviour strategy in which a student has the opportunity to recharge and re-set themselves within the classroom. This is often at a desk in the room, a quiet space or in a reading corner. It can be teacher-directed or student-selected, and is usually only for a few minutes. It is not a punishment and is not a place to complete class work or a task. It may involve a reflection of what made the student unsettled and if he/she is ready to return to being a learner.

Self-directed time

Self-directed time is sometimes called time away, chill out time or cooling off period. It is an informal behaviour support strategy that may be used as part of a planned behaviour support response. Self-directed time enables students to leave a stressful situation for supervised time alone and is often used to prevent escalation of behaviour.

Self-directed time occurs when the student:

- recognises a situation may increase stress to them or lead to an escalation in their behaviour;
- requests permission to use self-directed time away from the classroom;
- leaves the classroom or educational activity without prompting or support;
- goes to a prearranged room or area e.g. a garden, quiet space, lounge room;
- is monitored at all times while they are having self-directed time;
- chooses to return to the classroom or educational activity as soon as they feel able to do so.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

At Hilder Road State School we will prepare for and respond to a disaster or emergency situation. This includes weather, geological, biological or human events that pose risks to life, property or the environment.

Our Mission is to;

- ensure the safety of students, staff and any other persons within the facility.
- minimise the damage to Department of Education property and facilities.
- resume educational services when safe to do so.

Hilder Road State School has developed a School Emergency Response Plan - SERP (updated annually). Each year, all staff engage with this plan to ensure that they know what to do and who to contact in emergencies. The SERP documents both Departmental staff (i.e. Regional Directors, Infrastructure, Communication and Logistics support etc.) and outside agencies (i.e. water or electricity suppliers, Police, State Emergency Services or Local Disaster Management Groups) that may need to be contacted in an emergency. There are copies of the School Emergency Response Plan in the Administration block (3 copies) and the library for quick reference. In most circumstances, the principal will assume the role of School Response Co-ordinator.

Each term students and staff practice either a Lockdown or Evacuation drill to ensure that rapid responses to emergencies are undertaken in a timely manner to preserve and protect life. All staff, students and visitors are expected to participate in drills if they are on site at the time of a drill. Visitors are expected to sign-in to the school using the PassTab system in the office.

- For **evacuations** – a rising tone /siren will sound over the Public Address system to indicate that all staff, students and visitors should get 'up and out' of the buildings and retreat to the safe zones.
- For **lockdowns** – a loud continuous monotone siren will sound over the Public Address to indicate that all staff, students and visitors should move indoors and lock windows and doors until notified.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). Lockdown or Evacuation procedures will be utilised to handle most emergencies. If the emergency encompasses the whole school and it is deemed unsafe to remain on the school grounds, students, staff and visitors will be evacuated to Wittonga Park.


For students with identified behaviour risks, Individual Behaviour Support Plans and/or Individual Safety Support Plans are developed with the class teacher/s, support staff and parents. These will be stored in OneSchool and shared with other relevant staff (i.e. Specialist teachers). Ideally, these plans look to identify triggers for inappropriate behaviours and suggest strategies to mitigate the risk of harm to self or others.

If there are **critical incidents** involving the behaviour of students, and staff need immediate assistance, they will call the office and an internal announcement will be made for all available staff to make their way to the area. Upon arrival, attending staff will ask "What do you want me to do?" The staff member who made the call will be responsible for the triage of the situation and will direct other staff members. In a case where the triage staff member feels that the experience of others would be best suited to this role, they may relinquish control of the situation to the more experienced staff member. The safety of students, staff and visitors will be the highest priority in the first instance. Once this is established, de-escalation can commence.

After an emergency or critical event, an opportunity to debrief will be available. This may be through teachers, colleagues, the Guidance Officer, or external sources, e.g. Life Works.

In the case of an attempted suicide, Hilder Road State School has a Suicide Response Plan. It is included as an Appendix in the SERP. This clearly outlines what actions should be taken in the first hour, day, week and month, as well as a longer term response to monitor the wellbeing of staff and students, implement prevention strategies and acknowledge special dates or anniversaries.

Appendix A- HERO Matrix of Expected Behaviours

	H	E	R	O
Locations	Harmonious <i>Treating self and others with care and respect</i>	Engaged <i>Actively participating in all school activities</i>	Responsible <i>Doing the right thing and being safe</i>	Organised <i>Being prepared with equipment and time</i>
ALL AREAS	<ul style="list-style-type: none"> Use polite, positive and encouraging language towards self and others Use an appropriate noise level Include others and take turns Respect others space and belongings Be kind and help others 	<ul style="list-style-type: none"> Participate in all learning and other school activities Use whole body listening 	<ul style="list-style-type: none"> Be honest and accept consequences Follow instructions Keep your hands, feet and objects to yourself Be in the right place at the right time Care for the environment (put rubbish in bins, be water wise, use pathways) We walk on hard surfaces 	<ul style="list-style-type: none"> Use equipment, resources and furniture properly Leave valuables at home Follow routines Wear correct school uniform
LEARNING ENVIRONMENTS	<ul style="list-style-type: none"> Follow classroom rules Let the teacher teach Let other student learn Help others to succeed 	<ul style="list-style-type: none"> Actively ask for assistance and feedback Keep trying when things are difficult 	<ul style="list-style-type: none"> Ask permission to enter or leave the classroom Sit safely on chairs Use shared resources responsibly 	<ul style="list-style-type: none"> Have equipment ready for learning Keep work space tidy Return borrowed equipment
USING ICT DEVICES	<ul style="list-style-type: none"> Ensure online behaviours are respectful and obey acceptable use policy 	<ul style="list-style-type: none"> Use approved apps 	<ul style="list-style-type: none"> Keep username and passwords private Use devices only in class 	<ul style="list-style-type: none"> Store ICT devices securely Hand mobile phones and electronic devices into office and collect after school finishes
AUDIENCE	<ul style="list-style-type: none"> Sing the National Anthem 	<ul style="list-style-type: none"> Respond to speaker prompts and questions 	<ul style="list-style-type: none"> Move to and from stage sensibly (no high fives) 	<ul style="list-style-type: none"> Sit in class rows
EATING (undercover) and PLAY AREAS	<ul style="list-style-type: none"> Share equipment and play areas Stick up for others who need it Use Stop, Walk, Talk to problem solve conflict situations 		<ul style="list-style-type: none"> Follow the eating area rules Wear a sunsafe hat Follow rules of games Sit quietly while waiting for your teacher at the end of play 	<ul style="list-style-type: none"> Leave your lunchbox in a sensible place Return equipment to appropriate place at the end of play bell
TOILETS	<ul style="list-style-type: none"> Wash your hands 		<ul style="list-style-type: none"> Use toilets properly Leave toilets clean and tidy 	<ul style="list-style-type: none"> Leave items outside toilets, eg lunchbox, drink bottle, books
BEFORE & AFTER SCHOOL	<ul style="list-style-type: none"> Encourage others to do the right thing Ask permission to use other people's belongings 		<ul style="list-style-type: none"> Walk bike/scooter in school grounds Sit on the veranda before 8:30am 	<ul style="list-style-type: none"> Arrive on time to before and after school activities Get ready for learning
OSHC	<ul style="list-style-type: none"> Share the OSHC spaces and equipment with others 	<ul style="list-style-type: none"> Participate in OSHC group activities and group talks 	<ul style="list-style-type: none"> Play OSHC approved games Wash hands after being welcomed into the room and also before and after eating Ask permission to leave the OSHC room for both toilet and outside play Participate in cleaning the OSHC room before leaving 	<ul style="list-style-type: none"> Respect OSHC equipment

Appendix B – HERO Summary Infographic



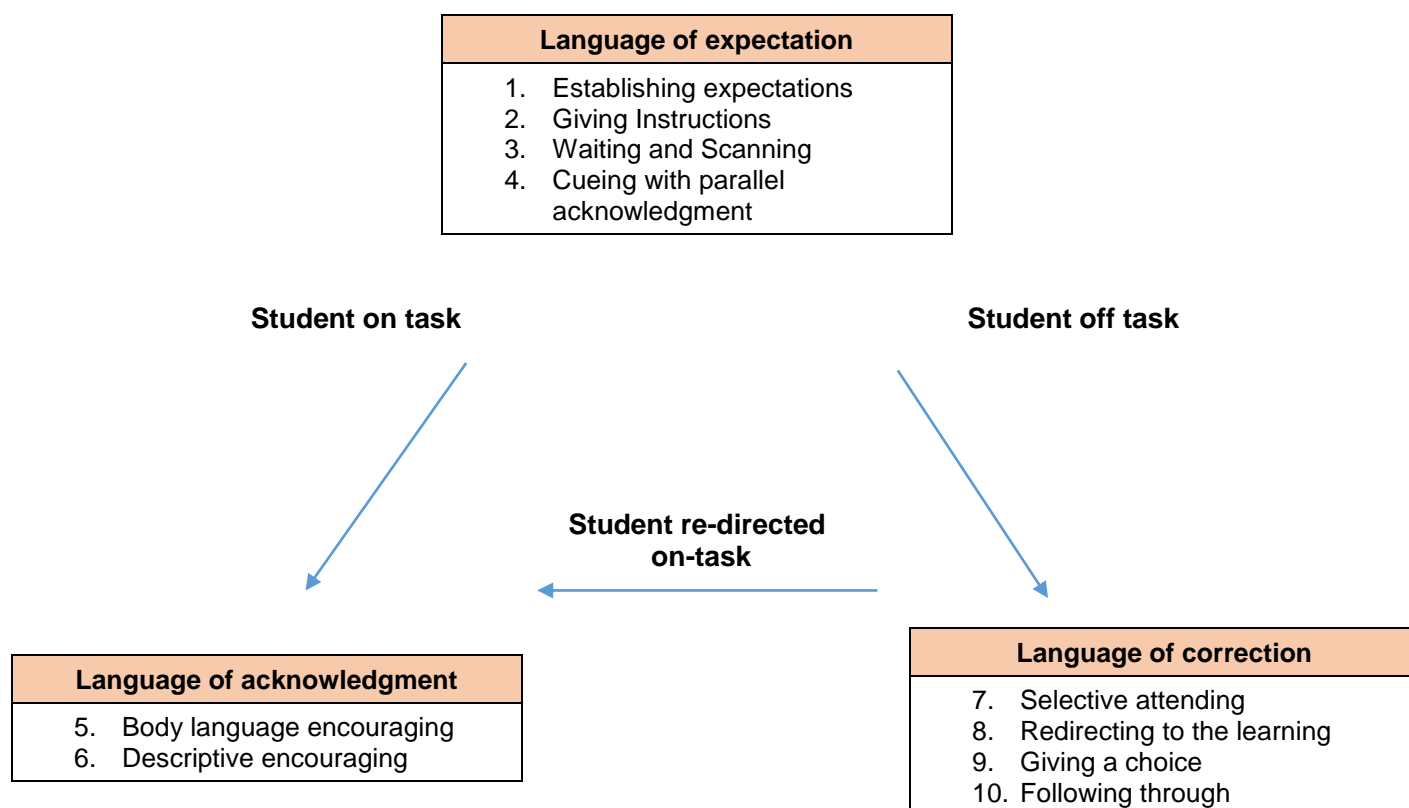
Appendix C – Essential Skills for Classroom Management

Classroom Management refers to both teacher practice and student behaviour. Positive classroom climate, positive interpersonal relationships, clarity around expectations and consistency of consequences (both positive and negative) all work together to create an effective learning environment.

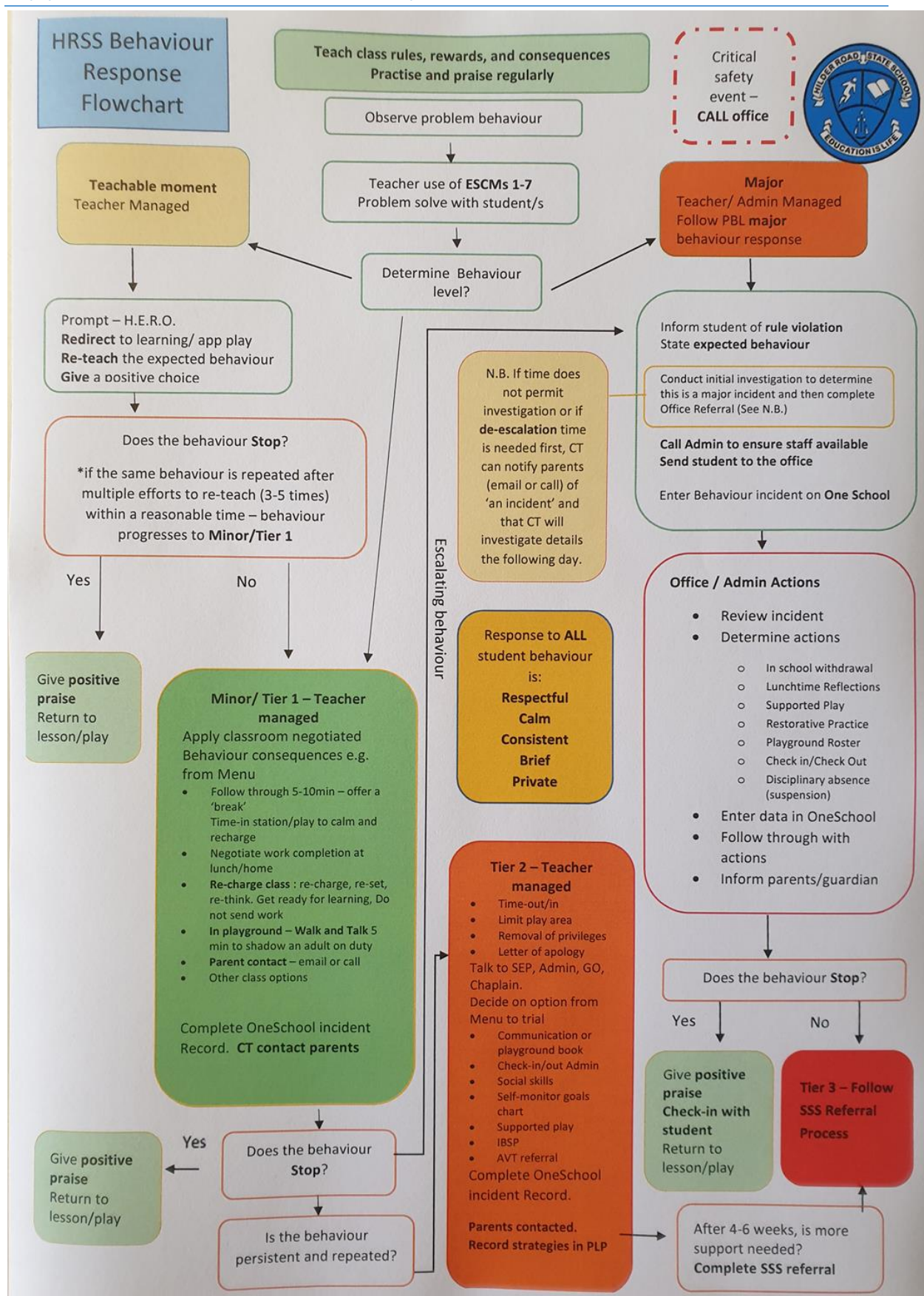
The use of ESCMs in context.

Essential Skill	Description
Establishing expectations	Making rules
Giving Instructions	Telling students what to do
Waiting and Scanning	Stopping to assess what is happening
Cueing with parallel acknowledgment	Praising a particular student to prompt others
Body language encouraging	Smiling, nodding, gesturing and moving near
Descriptive encouraging	Praise describing behaviour
Selective attending	Not obviously reacting to some certain behaviour
Redirecting to the learning	Prompting on-task behaviour
Giving a choice	Describing the student's options and likely consequences of their behaviour
Following through	Doing what you said you would

The Essential Skills for Classroom Management Framework (DETE, 2007)



Appendix D – Behaviour Response Flowchart





HILDER ROAD STATE SCHOOL

Temporary Removal of Property Policy

Rationale

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

Temporary removal of student property

- property may be temporarily removed from a student if the principal or state school staff are reasonably satisfied the removal is necessary to;
 - ensure compliance with the Student Code of Conduct
 - preserve the caring, safe, supportive and productive learning environment of the school
 - maintain and foster mutual respect among staff and students at the school
 - encourage all students to take responsibility for their own behaviour and the consequences of their actions
 - provide for the effective administration of matters about the students of the school.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Hilder Road State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Hilder Road State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- must obtain consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- may, in emergency circumstances, search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- must obtain consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Hilder Road State School:

- ensure your child does not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Hilder Road State School Student Code of Conduct
 - is illegal (such as drugs)
 - puts the safety or wellbeing of others at risk (such as knives, firearms)
 - does not preserve a caring, safe, supportive or productive learning environment (such as batons, clubs or nunchaku)
 - does not maintain and foster mutual respect (such as offensive/racist printed material);
- may collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Hilder Road State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Hilder Road State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- may collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Retention of temporarily removed student property

The Principal and state school staff may retain temporarily removed student property if;

- the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
- Police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
 - if police seize the property under the *Police Powers and Responsibilities Act 2000* (Qld), advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff
 - if police decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable.
- student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent it is available for collection
- where staff reasonably suspect that the student is not the lawful owner of the property.

Non-Compliance

- Any student who fails to fulfil his/her responsibilities pertaining to the Temporary Removal of Property Policy will be treated in accordance with the school's Student Code of Conduct.

HILDER ROAD STATE SCHOOL



APPROPRIATE USE OF MOBILE PHONES & OTHER ELECTRONIC DEVICES

It is an expectation of the Hilder Road State School Community – P&C, the Principal and Staff – that all students abide by the Appropriate Use of Mobile Phones & other Electronic Devices Policy. A parent/carer application to enrol at Hilder Road State School is taken as acceptance of this policy.

Rationale

Mobile phones, pagers, portable CD players, MP3 players, iPods, iPads, personal digital assistants, smart watches, digital video cameras and similar electronic devices have the potential to:

- cause disruption to the teaching/learning environment; and/or
- breach privacy laws.

With the exception of iPads for students in dedicated BYOD classes, **it is highly recommended that students not bring mobile phones and other electronic devices to school.**

Students who require the use of a personal technology device in special circumstances (for example to assist with a medical condition/disability or for a special project) should negotiate special arrangements with the Deputy Principal or Principal.

It is also agreed that time and space should be provided each day at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

The responsibilities for students using digital devices at school or during school activities, are outlined below.

It is **acceptable** for students at Hilder Road State School to:

- use iPods, iPads, video cameras or other digital devices for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment

It is expected that students:

- hand all mobile telephones and electronic devices into the office at the start of each school day and collect at the end of the school day.
- NOT access the text or phone functionalities during school time. All parental contact will be via the school office.
- be courteous, considerate and respectful of others when using a mobile device.
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Hilder Road State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone or electronic device in technology-free designated spaces or times (i.e. before/after school or at break times)
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during assessments
- take into or use mobile devices during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Hilder Road State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

All parents/students sign an ICT agreement about acceptable use of digital devices upon enrolment.

As a result of inappropriate use of digital technologies, students may have their access to the network limited or revoked for a period of time, and/or have their device removed from their possession for a period of time.

Implications

- It is acknowledged that there are times when parents need to contact their children in the event of an emergency or to confirm pick-ups. The school office will accept calls and pass messages to students via their teachers.
- The school will provide a school mobile for staff to take on excursions, camps and extra-curricular activities. If necessary, parents can contact teachers regarding their children via the school mobile phone.
- Students are not to take mobile phones and other electronic devices on excursions, camps or extracurricular activities unless authorised by the Deputy Principal or Principal.
- No liability will be accepted by Hilder Road State School in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's negligence.

Non-Compliance

- Any student who fails to fulfil his/her responsibilities pertaining to mobile phones and other electronic devices will be treated in accordance with the school's Student Code of Conduct.



HILDER ROAD STATE SCHOOL

Preventing and Responding to Bullying Policy

It is an expectation of the Hilder Road State School Community, P&C, the Principal and Staff – that all members of the community abide by the Anti-Bullying Policy. When enrolling at Hilder Road State School, parents will be presented with the Anti-Bullying Compact to sign on behalf of their child as acceptance of this policy, and students in Year 4 will again sign this Compact.

Rationale

A climate in which bullying occurs is not regarded as healthy and schools in which students experience bullying can face reputational harm. Bullying can impact on student engagement, learning and attendance. Concerns about bullying need to be taken seriously and receive a satisfactory response from the school. The impact of bullying behaviour may affect everyone in a school community.

The national definition of bullying for Australian schools is:

Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

Responsibilities

STAFF - preventing

- promote positive student behaviours
- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
- making sure the physical environment and school policies and practices are accessible and inclusive of students and families

STAFF - responding

- promote positive student behaviours
- follow appropriate processes when responding to allegations and incidents of bullying
- immediate action must address the physical and emotional safety of the student, for example providing a safe place for the student, redirecting students engaging in bullying behaviours or interrupting and addressing verbal abuse in situ
- respond to allegations and incidents of bullying
- take reasonable steps to prevent bullying and respond to complaints to help bring the bullying to an end
- ensure records in OneSchool are maintained accurately in relation to any allegations of bullying.

STUDENTS

- make every effort to develop and practice positive, respectful relationships with all members of the school community.
- who wish to make a report about bullying should approach a teacher with whom they feel most comfortable or trust, which may be their regular class teacher, a Guidance officer or Deputy Principal.
- report incidents of bullying or intimidation to a trusted adult as soon as practicable after the incident.
- support others being bullied or intimidated through positive bystander behaviours.

Students must understand that if they engage in bullying behaviour, they may face disciplinary action whether the behaviour;

- occurs at school
- occurs outside of school hours or settings (including school camps and excursions)
- is directed towards other community members or students from other school sites.

Non-Compliance

- Any student who fails to fulfil his/her responsibilities pertaining to the Anti-Bullying Policy will be treated in accordance with the school's Student Code of Conduct.



HILDER ROAD STATE SCHOOL

APPROPRIATE USE OF SOCIAL MEDIA

It is an expectation of the Hilder Road State School Community – P&C, the Principal and Staff – that all students abide by the Appropriate Use of Social Media Policy. A parent/carer application to enrol at Hilder Road State School is taken as acceptance of this policy.

Rationale

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to;

- cause pain and suffering to individuals, groups or even whole communities,
- damage the reputation of individuals, groups or the school community,
- cause disruption to the teaching/learning environment; and/or,
- breach privacy laws.

Therefore, it is highly recommended that parents regularly monitor and review the social media, apps and games their child/ren have access to, and adhere to the recommended ages for use of such. A guide for parents can be found at the office of the esafety Commissioner.

<https://www.esafety.gov.au/key-issues/esafety-guide>

Implications

- The majority of primary school students are too young to access MOST popular social media/games.
- There are risks associated with the use of social media and online chatting.
- The use of social media can be anonymous.
- Digital footprints are permanent.
- Parents can assist by blocking inappropriate social media, games or apps.

School expectations – At Hilder Road State School, it is expected that students **will not use social media sites, messaging services or games while at school**, without the express permission of their teacher in relation to the work undertaken in class. No social media should be utilised before or after school or at break times. Games are only to be played with express permission/approval from staff members.

Responsibilities

- Any student who uses an electronic device is responsible for the content they post, whether inside or out of school hours
- Students need to think before they act online, and consider the best choice of action to achieve the best outcome for everyone
- Students need to understand that sometimes they will need to discuss their choices with a trusted adult

- Posting on any games, apps or social media is expected to be;
 - Respectful
 - Positive
 - Mutually agreed between parties
 - Protective of the reputation of others
- Students must report any misuse of social media, games or apps immediately to a parent or the school

Non-Compliance

- Any student who fails to fulfil his/her responsibilities pertaining to social media or electronic devices will be treated in accordance with the school's Student Code of Conduct.

HILDER ROAD STATE SCHOOL

SCHOOL UNIFORM POLICY



Rationale

Hilder Road State School has a longstanding uniform policy built on tradition, culture and community expectation. We do this to:

- Identify our students;
- Ensure the health and safety of our students;
- Develop a consistent image of, and pride in our school; and
- Nurture a sense of community and belonging.

Parents are encouraged to promote the wearing of the school uniform by ensuring students wear the HRSS uniform as stated in this uniform policy.

School uniform requirements

Formal summer uniform:	Winter variations:	Sports uniform:
<ul style="list-style-type: none">• Blue check dress• Blue check shirt• Plain navy skorts or shorts• Sunsafe hat – bucket hat or legionnaire style• Black formal shoes OR Black and/or white joggers *• Navy ankle socks	<ul style="list-style-type: none">• Navy jacket with school logo or plain navy jumper / jacket• Plain navy tracksuit pants• Navy stockings or leggings may be worn <u>under</u> uniform	<ul style="list-style-type: none">• Coloured House shirts with school logo can be <u>worn weekly on designated PE days</u>, as well as at sporting carnivals (ie: swimming, cross country, athletics)• Togs, swimming cap and sun shirt are required for swimming lessons conducted in Term 1 (Yrs 1-3) and Term 4 (Yrs 4-6, Prep)

** Specific-purpose shoes (eg: football boots, running shoes) can be worn for the relevant event only (eg: soccer squad training, athletic carnivals) but are not to be worn as a substitute for general school shoes.*

Inter-school sports uniform:	Music / musical uniforms:	Year 6 Senior Shirts
<ul style="list-style-type: none">• An inter-school sports shirt is an optional variation for students in Years 4-6 participating in the Interschool sports program. Shirts can <u>be worn weekly on Fridays</u>.	<ul style="list-style-type: none">• For instrumental music performances, formal check shirts are to be worn with plain navy trousers.• Musical shirts are an optional variation for Years 4-6 students involved in the school musical and can be <u>worn on Fridays</u> leading up to the musical performance.	<ul style="list-style-type: none">• Senior shirts are an optional variation for students in Year 6. Senior shirts can be <u>worn in place of the formal check shirt</u>, except during excursions or officiating at formal school events eg: ANZAC Ceremony, Open Days.

The HRSS formal uniform must be worn:

- for school photos
- during excursions
- when representing the school at community events, and
- when seniors are officiating at formal school events.

Presentation:

Our uniform is to be worn neatly and with pride. All garments are to be named. Jewellery should be kept to a minimum for health and safety reasons. Only clear nail polish is acceptable.

The only jewellery included in the dress standard is as follows:

- A watch
- Earrings, which are to be confined to plain sleepers or studs

All of the above would be worn at the owner's risk.

Hair:

Hair is to be worn neatly and not obstruct sight during learning activities or physical activity. Long hair or long fringes should be tied back. Hair accessories (ribbons, bows, clips) should be in school colours. Hair bands should be in school colours or match natural hair colour. Hair dyes must maintain a natural look.

Variations:

All students are expected to wear the appropriate uniform, on the designated day, unless negotiated with the Principal for medical reasons.

Non-compliance:

It is acknowledged that from time to time students will wear alternative items temporarily due to not having access to correct uniform items eg: outgrowing items, washing machine broken etc. In these moments, parents are asked to phone or email their child's class teacher.

Where parent communication has not been received the following actions will be taken by class teachers:

- Check with student to see if there is a reason; if not, remind of uniform expectation;
- For repeated occurrence, check with parent to understand reason for non-compliance; remind of expectation; refer to Principal if financial hardship is indicated.

Where financial hardship is not indicated, and alternative options for medical reasons have not been approved, the following consequences may be applied:

- Requesting the item be removed and placed in school bag (eg: brightly coloured hair accessories)
- Required to change into spare stock held in office
- Privilege removed for representing school at a community event

- Potential impact on shortlisting process for Year 5 Leadership Log
- Potential impact on retaining Year 6 leadership roles

To support families experiencing financial hardship, the school community will be invited to donate second hand items to the school or uniform shop to provide to families at no cost.

Uniform shop

All school uniform requirements are available from our Uniform Shop located next door to the Tuckshop. The Uniform Shop is open each Tuesday 8.15am – 9:30am and Thursday 2.30pm – 3.30pm, and is run by the paid Uniform Shop Convenor with volunteers on a roster basis.

HILDER ROAD STATE SCHOOL

COURAGEOUS | CREATIVE | CONNECTED

Embracing learning and life with curiosity and confidence



principal@hilderroadss.eq.edu.au

Principal: Jodie Watts | **Deputy Principal:** Amanda Cooper

Enrolment Agreement

HILDER ROAD STATE SCHOOL

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Hilder Road State School.

Responsibility of student to:

- attend school on every school day for the educational program in which they are enrolled, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules/expectations as outlined in the school's Student Code of Conduct, including not bringing items to school which could be considered as weapons (e.g. dangerous items such as knives)
- meet homework requirements and wear school's uniform (if applicable)
- respect the school property.

Responsibility of parents to:

- ensure your child attends school on every school day for the educational program in which they are enrolled
- advise the school as soon as possible if your child is unable to attend school and reason/s why (e.g. child is sick)
- attend open meetings for parents
- let the school know if there are any problems that may affect your child's ability to learn
- ensure your child completes homework regularly in keeping with the Class teachers' expectations
- treat all school staff with respect
- support the authority of school staff thereby supporting their efforts to educate your child and assist your child to achieve maturity, self-discipline and self-control
- not allow your child to bring dangerous or inappropriate items to school
- abide by school's instructions regarding access to school grounds before, during and after school hours
- advise principal if your child is in out-of-home care
- keep school informed of any changes to your contact details or your child's details, such as home address, email address and phone number
- ensure the school is aware of any changes to your child's medical details.

Responsibility of school staff to:

- design and implement engaging and flexible learning experiences for individuals and groups of students
- inform parents and carers regularly about how their children are progressing
- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy

- create and maintain safe and supportive learning environments
- support personal development and participation in society for students
- foster positive and productive relationships with families and the community
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set high standards in work and behaviour
- clearly articulate the school's expectations regarding the Student Code of Conduct and the Student Uniform Policy
- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved (for example Program of Chaplaincy Services, sports programs)
- set, mark and monitor homework regularly
- contact parents and carers as soon as possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- notify parents of an unexplained absence of their child as soon as practicable on the day of the student's absence (allowing time for parents to respond prior to the end of the school day)
- deal with complaints in an open, fair and transparent manner in accordance with departmental policy, Customer complaints management
- treat students and parents with respect.

Other relevant school policies and procedures include:

- ☐ Student Code of Conduct
- ☐ Uniform Policy
- ☐ Temporary Removal of Property Policy
- ☐ Appropriate Use of Mobile Phones and Other Electronic Devices Policy
- ☐ Preventing and Responding to Bullying Policy
- ☐ Appropriate Use of Social Media Policy
- ☐ Sun Safety Strategy
- ☐ Advice for state schools on responsible use of ICT facilities and devices
- ☐ Third Party Website Consent form
- ☐ Chaplaincy consent form
- ☐ Absences
- ☐ Making a Complaint
- ☐ Obtaining and managing student and individual consent (State School Consent form)

I acknowledge:

- That I have read and understood the responsibilities of the student, parents or carers and the school staff outlined above; and
- That information about the school's current rules, policies, programs and services, as outlined above has been provided and explained to me.

Student Signature:

.....

Parent/Carer Signature:

.....

On behalf of Hilder Road State School

.....

Date:

.....

Appendix K – Restrictive Practice Focussed Review

Focussed Review facilitator checklist and report record

School name	
Principal name	
Facilitator name	
Date review was undertaken	
Names of all participants present	
Student name that was subject of the review	
Date and time of the incident that was subject of the review	

Describe the incident as it was explained to you.

<p>1. The primary learning points and intervention opportunities for the staff team are:</p>
<p>2. The Focussed Review highlighted that the team did a number of things well, these are:</p>
<p>3. There are a few things that will benefit from review or change as a result of the reflective thinking undertaken during the Focussed Review, these are:</p>
<p>4. <u>Immediate action</u> that will help improve safety and practice is <i>(including who will action and timelines)</i>:</p>
<p>5. There are procedures or guidelines which require some review, they are <i>(including by whom and when this will be done by)</i>:</p>
<p>Facilitator name, signature and date</p>
<p>Principal name, signature and date</p>