Responsible Behaviour
Plan For Students
based on The Code of School Behaviour

RICHMOND HILL STATE SCHOOL

Completed November 2016
To be reviewed November 2018

Endorsement
Principal
P&C President or Chair, School Council

Richmond Hill State School
Responsible Behaviour Plan Handbook
1.0 Purpose

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

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

2.0 Consultation and data review

Richmond Hill State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during term 2, 3 and 4 in 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013 - 2016 also informed the development process. As part of this process, consideration of year 6 students transitioning to the secondary school has taken place and this Responsible Behaviour Plan is closely aligned with our Charters Towers State High School.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director(Schools) in November 2016, and will be reviewed in December 2019 as required in legislation.

3.0 Learning and Behaviour Statement

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

Our school community believes in -

- accepting the traditions, habits, cultures, beliefs and differences of individuals whilst respecting the traditions of school, state and nation,
- encouraging all school members to reach their potential,
- respecting the rights of everyone to learn and teach to the best of their ability without fear of ridicule or disruption
- supporting each person as they learn to become socially and personally responsible citizens
- negotiating conflict resolution in a fair and equitable manner through peaceful behaviours, practices and procedures
- trusting and supporting one another in ways that demonstrate respect for the safety and well-being of all its members, and
- actively listening as essential if we really care for others and our school.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are clear to everyone, assisting Richmond Hill State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have consistent expectations and understandings of their role in the educational process. This document has also been developed to be closely aligned with the school’s Learning and Wellbeing Framework.

Our school community has identified the following schoolwide positive behaviours to help teach and promote our high standards of responsible behaviour:
I am safe.
I am respectful.
I am a learner.

Essential to effective learning is a safe supportive and disciplined environment that respects the following rights:
• The right of all students to learn.
• The rights of teachers to teach.
• The rights of all to be safe.

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

Universal Behaviour Support
To promote and encourage the desired standards of positive behaviour, it is essential to communicate those standards to all students. At Richmond Hill State School, we recognise the importance of directly teaching students the behaviours we want them to demonstrate at school. It helps our school to create a positive learning environment by developing a proactive whole school system.
‘Where will My Choices Take Me’ (appendix 6 & 7) is an overview of the school’s Universal Behaviour Support.
# Matrix of Expectations
## Schoolwide Positive Choices for Richmond Hill State School

<table>
<thead>
<tr>
<th>I am Safe</th>
<th>I am Respectful</th>
<th>I am a Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Areas</strong></td>
<td>Keep your hands, feet and objects to yourself</td>
<td>Use manners and polite language</td>
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<tr>
<td></td>
<td>Walk on concrete areas</td>
<td>Follow adult instructions</td>
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<td></td>
<td>Enter building only when a teacher is present</td>
<td>Respect the differences in others</td>
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<td></td>
<td>Solve problems with words</td>
<td>Respect and care for our school environment</td>
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<td></td>
<td>Use equipment safety</td>
<td>Respect others personal space and property</td>
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<td></td>
<td>Follow staff directions</td>
<td>Be Honest – tell the truth</td>
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<td></td>
<td>Be where your meant to be at the right time</td>
<td>Keep the school clean and tidy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keep hands feet and objects to yourself</td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
<td>Be a good listener</td>
<td>Sit still</td>
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<tr>
<td></td>
<td>Move quietly around the classroom</td>
<td>Raise your hand to speak</td>
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<td></td>
<td>side of pathways and stairs</td>
<td>Respect others right to learn</td>
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<tr>
<td></td>
<td>Always give your best effort</td>
<td>Be a good listener</td>
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<td></td>
<td>Be patient</td>
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<td></td>
<td></td>
<td>Help others if you can</td>
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<td></td>
<td></td>
<td>Show tolerance towards other</td>
</tr>
<tr>
<td><strong>Learning Areas</strong></td>
<td>Enter a room only if a teacher is present</td>
<td>Raise your hand to speak</td>
</tr>
<tr>
<td></td>
<td>Walk</td>
<td>Respect others right to learn and the teachers right to teach</td>
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<td></td>
<td>Sit on chairs correctly</td>
<td>Encourage others</td>
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<td></td>
<td>Ask permission to leave the room</td>
<td>Stay in your space</td>
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<td></td>
<td>Keep floors and walkways clear</td>
<td>Be an active listener</td>
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<td></td>
<td></td>
<td>Follow class rules</td>
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<tr>
<td><strong>Eating Areas</strong></td>
<td>Sit in the correct area to eat</td>
<td>Use manners</td>
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<tr>
<td></td>
<td>Use good hygiene</td>
<td>Wait until the staff member directs you to leave the eating area</td>
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<td></td>
<td>Put lunch boxes away</td>
<td>Collect orders at breaks</td>
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<td></td>
<td>Put rubbish in the bin</td>
<td>Place orders before school and during breaks</td>
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<td></td>
<td>Wait to be released from area</td>
<td>Use toilets before school and during breaks</td>
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<td></td>
<td></td>
<td>Use toilets appropriately</td>
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<td></td>
<td></td>
<td>Move back to class quickly</td>
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<tr>
<td><strong>Play Areas</strong></td>
<td>Be sun safe; wear school hat and shoes</td>
<td>Play fairly</td>
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<tr>
<td></td>
<td>Stay in your own play area</td>
<td>Use Stop/Walk/Talk</td>
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<td></td>
<td>Play games safely, fairly and to expected rules</td>
<td>Return borrowed equipment</td>
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<td></td>
<td>Use the high 5 to solve problems</td>
<td>Follow directions given by staff</td>
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<td></td>
<td></td>
<td>Be a fair player</td>
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<td></td>
<td></td>
<td>Share</td>
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<tr>
<td><strong>Toilets</strong></td>
<td>Take a buddy</td>
<td>Respect the privacy of Others</td>
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<tr>
<td></td>
<td>Wash hands</td>
<td>Keep toilets clean</td>
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<td></td>
<td>Use toilets for their correct purpose</td>
<td>Flush toilet after use</td>
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<td></td>
<td>Keep food away</td>
<td>Use quiet voices</td>
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<tr>
<td><strong>Tuckshop</strong></td>
<td>Line up single file</td>
<td>Wait quietly</td>
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<tr>
<td></td>
<td>Wait your turn to be served</td>
<td>Use manners (say ‘Please’ and ‘Thank You’)</td>
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<tr>
<td></td>
<td>Hands and feet to self</td>
<td></td>
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<tr>
<td><strong>Transitions</strong></td>
<td>Move between classes in an orderly manner in two straight lines</td>
<td>Wait quietly</td>
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<td></td>
<td>Use arrows and walk on the left side of pathways and stairs</td>
<td>Use manners</td>
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<tr>
<td></td>
<td>Enter and exit rooms in an orderly manner</td>
<td>Be organised</td>
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<td></td>
<td>Carry items up and down stairs carefully and walk when using stairs</td>
<td>Be respectful of other classes</td>
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<td></td>
<td></td>
<td>Be respectful to visitors and members of the school community</td>
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<tr>
<td><strong>Before and After School</strong></td>
<td>Follow bike and road safety rules</td>
<td>Represent your school with pride</td>
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<tr>
<td></td>
<td>Use supervised crossings</td>
<td>Be respectful and courteous to everyone</td>
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<tr>
<td></td>
<td>Wear correct safety equipment</td>
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<td></td>
<td>Sign in when late</td>
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<tr>
<td></td>
<td>Sign out when leaving early</td>
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<tr>
<td></td>
<td>Walk bike/scooter in school grounds</td>
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<tr>
<td></td>
<td>Go straight home or to an agreed location</td>
<td></td>
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<tr>
<td><strong>Parade and Extra Curricula Activities</strong></td>
<td>Walk safety and sit with the class</td>
<td>Listen to the person speaking</td>
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<td></td>
<td>Follow staff directions</td>
<td>Applaud when appropriate</td>
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<tr>
<td></td>
<td>Follow rules</td>
<td>Mouth closed while others are presenting</td>
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<tr>
<td></td>
<td></td>
<td>Keep hands and feet to self</td>
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<tr>
<td></td>
<td></td>
<td>Be respectful when National Anthem is played</td>
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</tbody>
</table>
All members of the Richmond Hill State School are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. As teachers we need to communicate to students’ society’s behaviour expectations, and reward students who abide by the school’s behavioural expectations. The behavioural expectations taught to children at Richmond Hill State School were collaboratively developed through consultation with students, parents and community members. Each week expectations are explicitly discussed with all children at the school by the class teacher and reminded to all students on our Weekly School Parade.

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

- Behaviour expectations discussions conducted by classroom teachers;
- Reinforcement of learning from classroom discussions on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- Updates in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Induction programs in the Richmond Hill State School Responsible Behaviour Plan for Students delivered to all students as well as all staff annually.
- Individual behaviour support plans developed for students with high behavioural needs.
- One School behaviour data is reviewed and shared with staff every 5 weeks to gauge future behaviour strategies

4.2 Teaching Schoolwide Positive Expectations

There will be a rule and area of focus each week that is determined by staff according to data from previous weeks. A weekly discussion will take place consistently across all year levels. Teachers will reinforce the weekly focus of positive behaviours. During Week 1 of each term, all classes will focus on knowledge of all 3 positive expectations (I am Safe, I am Respectful, I am a Learner)

4.3 Parent/Teacher Communication

Regular effective communication between the parent and teacher is the key to developing positive behaviour relationships between the home and school. Richmond Hill State School has developed communication expectations (Appendix 3) and both parents and teachers are asked to follow/enact these expectations as part of the Responsible Behaviour Plan.

4.4 Reinforcing Expected School Behaviour

At Richmond Hill State School, communication of our 3 positive behaviour expectations is continually reinforced, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. **Staff Training** will be undertaken at Pupil Free Days at the start of the year and will be reviewed each term. Further training will be undertaken as required to meet identified needs.

4.5 Richmond Hill State School Gotcha Program, Parade Awards, Classroom Awards and End of Year Awards, Lunch Time activities

Staff members deliver elements of the Richmond Hill State School Gotcha Program each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Gotcha Card or Ticket.

Weekly Awards are presented on parade by classroom teachers to recognise students’ progress in all areas focusing on the 3 Schoolwide Positive Behaviour Choices. Some classrooms also have their own reward system e.g. sticker charts/ homework hero

Annual Awards are provided to students in the areas of Academic Excellence, Academic Improvement, Culture and All Round performance at a special parade at the end of the year. The awards may be provided to students who have made considerable progress in these areas, not necessarily for those performing at the highest level.

Lunchtime Activities Program – During the first lunch breaks, students are given the opportunity to undertake various board games, art and craft activities, sports training, Lego Club, Chess club and various social/sporting activities on the oval.
4.6 Richmond Hill State School Classroom Expectation Certificates

- Bronze Certificate = 1 sticker for each Safe, Responsible and Respectful Expectation
- Silver Certificate = 2 stickers for each Safe, Responsible and Respectful Expectation
- Gold Certificate = 3 stickers for each Safe, Responsible and Respectful Expectation

All students in Year Prep 1, 2, 3, 4, 5, 6, will start the year working towards a Bronze Level and progress through to the Gold Level and Gold Key over a 1 year period. When students achieve their Bronze or Silver Certificate they are publicly acknowledged on parade and in the newsletter. Students who achieve a Gold Certificate will be presented with a “Golden Key” which will have their name and the year it is awarded engraved. Parents will be made aware of the presentation of the Bronze and Silver via a note sent home prior to the event. A phone call will be made to parents/carers prior to a Gold Certificate and Key presentation on assembly. This new classroom reward program will be implemented in 2017.

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<tbody>
<tr>
<td>Resilience</td>
<td>Responsible</td>
<td>Persistence</td>
<td></td>
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<tr>
<td>Independence</td>
<td>Encourage others</td>
<td>Attitude</td>
<td></td>
</tr>
<tr>
<td>Courtesy</td>
<td>Speak Truthfully</td>
<td>Tolerance</td>
<td></td>
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<tr>
<td>Helpful</td>
<td>Patience</td>
<td>Honesty</td>
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<tr>
<td>I Participate</td>
<td>Empathy</td>
<td>Works Cooperatively</td>
<td></td>
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<tr>
<td>Excellence</td>
<td>Courage</td>
<td>Attendance</td>
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<tr>
<td></td>
<td>Teamwork</td>
<td>Your Best Effort</td>
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<td></td>
<td></td>
<td>Speak Appropriately</td>
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4.7 Keys to Success

Our school also believes in the 5 Keys to Success for successful living and learning:

Getting Along  Persistence  Resilience  Organisation  Confidence

Underpinning these foundations are the core values of honesty, diligence, supportiveness, respect and initiative. We believe that these values should be reflected in the behaviour of all members of our school community and that we should all be working together to develop strong student life and learning foundations. All students are provided with the opportunity to develop their full academic, emotional and interpersonal potential.

4.8 Positively Dealing With Anger

Our school understands that sometimes students get angry with other students or staff. Giving children strategies to deal with such situations is vital to not making the situation worse. At Richie we have 3 simple strategies to use when students get angry.

1. Stay Calm  2. Don’t React  3. Tell someone

Students who follow this process are more likely to cope when they are angry. (See Appendix 9)

5. Emergency or critical incident responses

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

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies
Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).
Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

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

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

Debrief
(Help students to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations inclusive of lockdown and fire evacuation procedures)

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others
- To prevent serious property damage.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction – unless serious
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstance
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student
- only be engaged when the risk of restraint is less than the risk the student is experiencing/exhibiting.
6. **Responding to Unacceptable Behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Richmond Hill State School’s responses to inappropriate behaviour will consider the particular situation and context for each incident. It is also acknowledged that parents and/or caregivers are provided the same considerations in regards to recognising and taking into account age, gender, disability, cultural background, socioeconomic situation and emotional state and receiving adjustments appropriate to learning and/or impairment needs as required.

Strategies to assist students requiring targeted behaviour support may include:

- Student Support Services referral
- Guidance Counsellor referral
-Behaviour Support Consultant intervention
- Chaplaincy support
- Mentor
- Supported lunch time play
- Buddy class
- Teacher aide assistance
- Restorative practices
- Alternative timetable
- Individual program modification
- Communication Book
- Parent/carer involvement in working with the school support team to develop an appropriate adjustment
- Community agency involvement

**Level 1 – Whole School Behaviour Support**

**Tier 1 - Minor/Low level Behaviours – Staff to deal with verbally – Not required to be reported on OneSchool**

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think about what they are doing and how they need to change their behaviour to demonstrate acceptable school behaviour. The question is asked of the child- ‘What are you doing?’ and ‘What should you be doing?’ This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. Other strategies include (Non – Verbal, proximity, silence, use of essential skills, seating plans, rule reminder, use of short instructions and even a quiet word with the student etc). Staff should generally deal with this behaviour verbally.

**Tier 2 – Continual/Escalating Minor Behaviours – Staff to Deal with Formally – OneSchool/Parent Contact**

When student displays repeated/higher level unacceptable behaviour they can be redirected using classroom management strategies e.g. buddy classroom, time out, think sheet, referral to admin, daily behaviour chart, give choices, take a break, cool down area etc. These behaviours are to be recorded on OneSchool with a formal parent contact which may include a formal meeting with the parents, a telephone call or a letter sent home.

**Level 2 - Targeted Behaviour Support**

**Tier 3 – Problem is formally directed to Admin – Yellow Slip – OneSchool/Parent Contact**

When students exhibit persistent step 1 or 2 behaviours or major behaviours, this results in immediate redirection to admin with a yellow slip. These actions are to be recorded on OneSchool with formal parent contact. These behaviours are generally managed by the administration team. Teachers/Admin may record details on OneSchool.

**Level 3 – Intensive Behaviour Support**
Tier 4 – High Level Behaviours - Admin – Suspension – OneSchool/Parent Interview

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

Students identified as needing additional behavioural support on a needs basis are assisted by the Classroom Teacher, Admin Team and Behaviour Support Teacher. This support can either take the form of in-class support, small group activities or individualised support.

Tier 5 – Major High Level Behaviours – Admin – Possible Exclusion – OneSchool/parents meetings/Intervention Plan/ Behaviour Support Resources/Outside Agencies Support

Tier 5 Behaviours are administered through a team comprising administration, behaviour support staff, and where applicable other student services support staff. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support with individualised support planning. In some instances, care teams are formed including external service providers who support the student and family.

Richmond Hill State School is committed to educating all students, including those with the highest behavioural support needs. The Student Support team:

- work with other staff members to develop appropriate behaviour support strategies;
- monitor the impact of support for individual students through continuous data collection;
- suggest adjustments as required for the student; and
- work with the Administration Team to achieve continuity and consistency.

Bullying

Bullying of any type is unacceptable at Richmond Hill State School. Strategies are in place to deal with physical/verbal and Cyberbullying (Appendix 2). The correct use of social media outside of school is also encouraged so that issues are not brought into the school environment (Appendix 4). The use of personal Technology Devices (Appendix 1) at school for bullying purposes is also not permitted at Richmond Hill State School.

Physical Restraints: (if ongoing must be noted in (Individual Behaviour Support Plan – IBSP)

The Safe, Supportive and Disciplined School Environment policy states:

“provision for the use of Physical Restraint, involving the manual restriction of a student’s movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of a student’s individual plan, including prevention of self-harming behaviours.”

At Richmond Hill State School, physical restraint will only be used when verbal strategies and other lower level physical interventions have not been successful.

6. 1 Consequences for unacceptable behaviour

Richmond Hill State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record both positive and negative student behaviours and School Administration staff, in consultation with the reporting staff member then determines the appropriate consequence for the unacceptable behaviour. Recording of Behaviour Incidences Minor to be uploaded by teachers and Admin and Major to be uploaded by Admin only. The Behaviour Consequences Chart (Appendix 5) outlines behaviours, staff responsible and possible consequences across the 3 Tiers.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding as per the school’s Responsible Behaviour Plan Focus:

- **Minor** problem behaviours are generally handled by staff members at the time it happens.
- **Major** problem behaviours are referred directly to the school Administration team.
Minor behaviours are those that:

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

Minor problem behaviours are those that may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention.
- are to be written up on OneSchool by the classroom teacher unless further investigation has been undertaken by admin that changes the information.
- sometimes they will result in a yellow behavioural slip which is sent to the office and the child may be referred to detention by Admin.
- a re-direction procedure. The staff member takes the student aside and:
  1. Asks student - What are you doing?
  2. Asks student - What should you be doing?
  3. Staff member states and explains expected school behaviour if necessary.
  4. Staff member gives positive verbal acknowledgement for expected school behaviour.

Minor Behaviour Consequences may include detention, going to buddy classroom, working in classroom during the lunch break or before/and/or after school, writing out lines, time out, litter duty, restorative justice, referral to admin, counsel and support, natural consequences, withdrawal from class, alternative program offered, behaviour monitoring sheets, individual support plan developed, letter, parent contact, redirection etc. Minor behaviour consequences may also involve a student being withdrawn from an extra curricula activity/event. (Appendix 12)

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. Administration notified and support processes put in place. Only the principal, deputy principal or principal delegated representative have the ability to apply Student Disciplinary Actions (suspensions).

Major problem behaviours may result in the following consequences:

- **Level Two**: Time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, AND/OR  
  Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school.

- **Level Three**: Students are individually case managed. Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

It should be noted that suspension/exclusion is only considered after all other responses have been explored. However, the welfare and safety of other students and staff is also taken into consideration when the decision to suspend or exclude arises. Examples of behaviours that will lead to the exclusion of students include bringing prohibited drugs to school, using prohibited drugs, using a weapon at school, deliberate and wilful damage of school property, physically assaulting a staff member, extreme sexual misconduct and repeated major behaviours.
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Adopt – a – Cop
- Behaviour Support Teacher

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Speech Language Pathologist
- Local Council
- Charters Towers Neighbourhood Centre.

Online support agencies include

- Beyondblue - The National Depression Initiative
- Kids Help Line
  Phone: 1800 55 1800 (within Australia).
- Reach Out!
- Lifeline
  Phone: 13 11 14 for the cost of a local phone call (within Australia).
- MindMatters
- Life pathways and social futures - New Basics
- Mental Health and Wellbeing
- Australian Network for Promotion, Prevention and Early Intervention
- Carers Queensland
- Smart Online, Safe Offline (SOSO)
8. Consideration of individual circumstances
To ensure alignment with the Positive Behaviour for Learning of students when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Weapons Act 1990
- Education (Strengthening Discipline in State Schools) Amendment Bill 2013.
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- Student Protection; [http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx](http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx)
- Hostile People on School Premises, Wilful Disturbance and Trespass;
11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or Chair, School Council

Effective Date: November 2016 – December 2019
Appendix 1

The Use of Personal Technology Devices at School

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

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in to the classroom teacher when initially entering the classroom. The use of electronic devices on the school grounds is prohibited.

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

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

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

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

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

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

\[^{1}\text{Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.}\]
Students involved in:

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

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

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

This policy also applies to parents/caregivers when they are at school or attending a school function.

**Text communication**

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

**Assumption of cheating**

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

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

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

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

**Special Circumstances Arrangement**

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberry®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*
Appendix 2

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

**Purpose**

1. Richmond Hill State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

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

3. Bullying behaviours that will not be tolerated at Richmond Hill State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

**Rationale**

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

7. Understanding anti-bullying procedures at Richmond Hill State School are part of our positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
Responding to Bullying

At Richmond Hill we want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills. The use of the High Five Strategy that promotes the use of pro-active strategies to prevent incidents becoming bullying. It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents. The steps are:

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

Posters in classrooms and around the school align each of these steps to one of the five fingers on the hand, giving students a physical link to remembering the strategy. Teaching staff make each step explicit through focussed lessons and timely reminders.

Stop/ Walk/ Talk
Responding to harassment or teasing – STOP/WALK/TALK

Stop - Telling someone teasing you to “stop”
Walk - Sometimes, even when students tell others to “stop”, problem behaviour will continue. When this happens, students are to “walk away” calmly from the problem behaviour.
Talk - even when they use “stop” and they “walk away” from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should “talk” to an adult

If any student is in danger, the “stop” and “walk away” steps should be skipped, and the incident should be reported immediately to an adult.

Students are briefed on how they should expect adults to respond when problem behaviour is reported. When students report problem behaviour to an adult:
1. Adults will thank you for coming to them
2. They will ask you what the problem is
3. They will ask if you said “stop”
4. They will ask if you “walked away” calmly
5. They will practice Stop/Walk/Talk

Teachers also discuss the line between “talking” and “tattling”. “Talking” is when you have tried to solve the problem yourself, and have used the “stop” and “walk” steps first:
Tattling is when you do not use the “stop” and “walk away” steps before “talking” to an adult
Tattling is when your goal is to get the other person in trouble.

Students and parents are also encouraged to explore the website: http://www.bullyingnoway.com.au/ which is packed with great activities to try at home.
Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Richmond Hill State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Parent ↔ Teacher Communication Expectations

Communication: is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour. It is the meaningful exchange of information between two or a group of people.

<table>
<thead>
<tr>
<th>Examples of Parent to Teacher Communication</th>
<th>Examples of Teacher to Parent Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Phone calls/emails</td>
<td>• Phone calls/emails</td>
</tr>
<tr>
<td>• Letters to teacher</td>
<td>• Parent letters</td>
</tr>
<tr>
<td>• Informal conversations (eg drop off times)</td>
<td>• Informal conversations (drop off times)</td>
</tr>
<tr>
<td>• P/T interviews</td>
<td>• P/T interviews</td>
</tr>
<tr>
<td>• Communication books</td>
<td>• Achievement certificates</td>
</tr>
<tr>
<td>• Informal face to face meetings</td>
<td>• Student awards</td>
</tr>
<tr>
<td>• Formal face to face meetings</td>
<td>• Detention letters</td>
</tr>
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<td></td>
<td>• Positive letters/Postcards</td>
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<tr>
<td></td>
<td>• Communication books</td>
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<tr>
<td></td>
<td>• Behaviour sheets/books/cards</td>
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<tr>
<td></td>
<td>• Newsletter/website/RHSS P&amp;C Discussion</td>
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<td></td>
<td>group Facebook site</td>
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<tr>
<td></td>
<td>• Report Cards</td>
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<tr>
<td></td>
<td>• Attendance letters</td>
</tr>
</tbody>
</table>

Where might this occur?

- In classroom
- Between 8 and 9am or after 3pm if teacher available
- An appointment may be necessary
- In Admin if needed
- At set junctures throughout term
- Incidentally
- In shopping precinct informally if both parties willing
- Around school grounds

Where might this occur?

- In Classroom
- At school
- At set junctures throughout term
- Incidentally
- In shopping precinct informally if both parties willing
- Around school grounds

How often would this relationship building communication occur?

- Immediately if you have an issue/concern
- Within 24hrs of incident occurring
- At least once a fortnight if possible
- More than once a week for at risk children
- Daily for those using communication books
- On the day if there is an issue

How often would this relationship building communication occur?

- Child of no concern – min 2 times per Term.
- Children with concerns – weekly/fortnightly?
- Daily for needing students.
- On the day if there is an issue

Common Understandings

- We do this to develop ongoing positive School/Teacher/Parent/Student relationships
- There must be open lines of communication between the school and parent
- Communication undertaken can be both formal and informal, depending on the situation
- Communication must be confidential and professional for both parties
- Both the parent and the teacher must feel that they are heard
- Mutual respect must be shown by both parties
- Parent to contact Admin if the communication fails
Appendix Four

Appropriate use of social media
Richmond Hill State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Richmond Hill State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Richmond Hill State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Richmond Hill State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Richmond Hill State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Richmond Hill State School engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying. Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Students of Richmond Hill State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern. If inappropriate online behaviour impacts on the good order and management of Richmond Hill State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation. Richmond Hill State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”. The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.
Richmond Hill State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Richmond Hill State School expects its students to engage in positive online behaviours.
<table>
<thead>
<tr>
<th><strong>Level 1 – Whole School Behaviour Support</strong></th>
<th><strong>Level 2 – Targeted Behaviour Support</strong></th>
<th><strong>Level 3 – Intensive Behaviour Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviours</strong></td>
<td><strong>Behaviours</strong></td>
<td><strong>Behaviours</strong></td>
</tr>
<tr>
<td>1. Minor behaviours with no consequences</td>
<td>2. Staff to deal with these behaviours.</td>
<td>3. Staff/Deputy/Principal to deal with these behaviours</td>
</tr>
<tr>
<td>Staff member to deal with verbally</td>
<td>Recorded on One school</td>
<td>Recorded on One school</td>
</tr>
<tr>
<td>Buddy Classroom</td>
<td>Parent Contact – Formal letter/ Phone call</td>
<td>Parent Contact - Formal letter/ Phone call</td>
</tr>
<tr>
<td>Yellow Slip</td>
<td></td>
<td>Child directed to office with information about incident</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recorded on One school Parent Contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behaviours</strong></td>
<td><strong>Behaviours</strong></td>
<td><strong>Behaviours</strong></td>
</tr>
<tr>
<td>Playing in Out of Bounds areas</td>
<td>Continually playing in Out of Bounds area.</td>
<td>Leaving Entering Classroom without permission</td>
</tr>
<tr>
<td>Littering</td>
<td>Not attending classroom lesson and hiding within school grounds.</td>
<td>Violent acts causing student harm – punching, hitting, kicking, slapping, lighting</td>
</tr>
<tr>
<td>Swearing 1 – to self</td>
<td>Swearing 2 – to self but audible to others</td>
<td>Swearing 3 – directed at students to offend</td>
</tr>
<tr>
<td>Playing after the bell</td>
<td>Continually playing after the bell</td>
<td>Swearing 4 – towards teachers – offensive, or racist</td>
</tr>
<tr>
<td>Possession of banned goods eg chewing gum, toys, jewellery</td>
<td>Initial bullying/teasing/threatening another student</td>
<td>Continued/repeated bullying/teasing/threatening another student. Encouraging fights.</td>
</tr>
<tr>
<td>No Hat but playing</td>
<td>Spitting on the ground.</td>
<td>Leaving School Ground without permission</td>
</tr>
<tr>
<td>Minor Inappropriate, disruptive playground behaviour.</td>
<td>Continual Minor Inappropriate, disruptive playground behaviour.</td>
<td>Inappropriate/disruptive Classroom Behaviour</td>
</tr>
<tr>
<td>Minor Inappropriate, disruptive Classroom Behaviour</td>
<td>Continual Minor Inappropriate, disruptive Classroom Behaviour</td>
<td>Major Inappropriate/disruptive Classroom Behaviour</td>
</tr>
<tr>
<td>Accidental striking of another student slapping/hitting/kicking</td>
<td>Minor striking another student including slapping/hitting/kicking</td>
<td>Intentional striking another student slapping/hitting/kicking</td>
</tr>
<tr>
<td>Verbal altercation with other students/staff</td>
<td>Repeated Verbal Altercation with other students/staff eg Back chatting, Arguing</td>
<td>Verbally disrespecting Staff/ Threatening Language</td>
</tr>
<tr>
<td>Notes passed to other students</td>
<td>Lying to staff</td>
<td>Continual lying to staff or adults helpers</td>
</tr>
<tr>
<td>Failure to complete consequences of minor behaviours. (Previous Level)</td>
<td>Failure to complete level 2 consequences</td>
<td>Repeated inappropriate behaviour after several detentions</td>
</tr>
<tr>
<td>Rough Play</td>
<td>Repeated rough play.</td>
<td>Gross disobedience or insolence</td>
</tr>
<tr>
<td>Examples of Consequences</td>
<td>Examples of Consequences</td>
<td>Examples of Consequences</td>
</tr>
<tr>
<td>A verbal warning, Sit down for 5-10 mins, Walk with the staff member on duty, Move to another area, Give warning/choice/supportive Natural Consequence</td>
<td>Letter of apology, Letter Duty, Writing lines, Restitution, Give warning/choice/supportive conversation, Apology, Natural Consequence, Restorative Justice, Buddy Classroom, Behaviour Monitoring card, Withdrawal from activities (use tables behind tuckshop to write lines)</td>
<td>As per previous levels, Detention, Supported Play, Lunch Time Card (use tables behind tuckshop to write lines if child is not on detention)</td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td><strong>Suspension up to 5 days</strong></td>
<td><strong>Suspension 6-20 days or exclusion</strong></td>
</tr>
<tr>
<td><strong>Suspension to or exclusion</strong></td>
<td><strong>These behaviours are to be referred to the Deputy or Principal.</strong></td>
<td><strong>Exclusion</strong></td>
</tr>
</tbody>
</table>

Please note that most Level 2 and all Level 3 behaviours will require an investigation. Admin will determine consequences following these investigations. Running on the concrete is automatic lines, 10 times the grade level.
WHERE WILL MY CHOICES TAKE ME?

SAFE, RESPECTFUL LEARNERS

Stage 1: Self Managing
Independently exhibiting desired behaviours as stated on RHSS Matrix of Expectations

Rewards:
- Positive parent contact
- Learning
- Positive acknowledgment
- Leadership positions
- Awards
- Gotcha celebrations
- Classroom expectation certificates
- Positive record on OneSchool

Possible Consequences:
- Redirecting
- Prompt

Stage 2: Self Managing plus minimal teacher prompting
Requiring minimal prompting to exhibit desired behaviours as stated on RHSS Matrix of Expectations

Possible Consequences:
- Office referral to be actioned
- Behaviour plan
- Detention
- In school suspension
- Possible external suspension
- Record on OneSchool
- Parent contact
- Mediation
- Ineligible for leadership positions

BEHAVIOUR BELOW EXPECTATIONS

Stage 3: Whole School Behaviour Support
Requiring support to exhibit desired behaviours as stated on RHSS Matrix of Expectations
(Level 1 Consequence)

Possible Consequences:
- Correction - rule reminder
- Acknowledgement
- Warning
- Detention
- Buddy class
- Record on OneSchool
- Parent contact
- Mediation
- Ineligible for leadership positions

Stage 4: Targeted Behaviour Support
Requiring significant support to exhibit desired behaviours as stated on RHSS Matrix of Expectations
(Level 2 Consequence)

Possible Consequences:
- Office referral to be actioned
- Behaviour plan
- Detention
- In school suspension
- Possible external suspension
- Record on OneSchool
- Parent Contact
- Ineligible for leadership positions

Stage 5: Intensive Behaviour Support
Requiring an individualised behaviour plan to exhibit desired behaviours as stated on RHSS Matrix of Expectations
(Level 3 Consequence)

Possible Consequences:
- Record on OneSchool
- Parent contact
- Office referral to be actioned
- Individual Behaviour plan or crisis plan
- Suspension
- Exclusion
- Ineligible for leadership positions

GOOD CHOICES
GOOD CONSEQUENCES

I am a Safe, Respectful Learner all of the time, even when no one is looking. I can expect an A or B for behaviour on my next report.

I am a Safe, Respectful Learner most of the time. I can expect a C for behaviour on my next report.

POOR CHOICES – POOR CONSEQUENCES

I need reminding to be a Safe, Respectful Learner and will receive a consequence for my poor choices. I can expect a D for behaviour on my next report.

I have not been a Safe, Respectful Learner and I will talk to the Principal. My teacher will talk to my family about my behaviour. I can expect an E for behaviour on my next report.

I am not a Safe, Respectful Learner and the Principal will talk to my family. I will be completing my schoolwork out of the classroom and may miss out on school events. I can expect an E for behaviour on my next report.
WHERE WILL MY CHOICES TAKE ME?

SAFE, RESPECTFUL LEARNERS

Stage 1: Self-Managing
Independently exhibiting desired behaviours as stated on RHSS Matrix of Expectations

Stage 2: Self-Managing plus minimal teacher prompting
Requiring minimal prompting to exhibit desired behaviours as stated on RHSS Matrix of Expectations

BEHAVIOUR BELOW EXPECTATIONS

Stage 3: Whole School Behaviour Support
Requiring support to exhibit desired behaviours as stated on RHSS Matrix of Expectations
(Level 1 Consequence)

Stage 4: Targeted Behaviour Support
Requiring significant support to exhibit desired behaviours as stated on RHSS Matrix of Expectations
(Level 2 Consequence)

Stage 5: Intensive Behaviour Support
Requiring an individualised Behaviour plan to exhibit desired behaviours as stated on RHSS Matrix of Expectations
(Level 3 Consequence)

Rewards:
Positive parent contact
Learning
Positive acknowledgment
Leadership positions
Awards
Gotcha celebrations
Classroom expectation certificates
Positive record on OneSchool

Possible Consequences:
Redirecting
Prompt

GOOD CHOICES – GOOD CONSEQUENCES

POOR CHOICES – POOR CONSEQUENCES

Possible consequences:
Correction - rule reminder
Acknowledgement
Warning
Detention
Buddy class
Record on OneSchool
Parent contact
Mediation
Ineligible for leadership position

Possible consequences:
Office referral to be actioned
Behaviour plan
Detention
In school suspension
Possible external suspension
Record on OneSchool
Parent Contact
Ineligible for leadership positions

Possible consequences:
Record on OneSchool
Parent contact
Office referral to be actioned
Individual Behaviour plan
Suspension
Exclusion
Ineligible for leadership positions

Possible consequences:
Record on OneSchool
Parent contact
Office referral to be actioned
Individual Behaviour plan
Suspension
Exclusion
Ineligible for leadership positions
# Richmond Hill Classroom Positive Behaviour Charts

## Prep Positive Behaviours Chart

<table>
<thead>
<tr>
<th>Positive Choice</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Resilience**  | Never give up! | • Keep trying even when it is difficult  
|                 |          | • No sulking  
|                 |          | • Moving on  
|                 |          | • Take on feedback |
| **Independence**| Organised and Prepared! | • Morning jobs  
|                 |          | • Following directions  
|                 |          | • Bringing in your library bag and homework  
|                 |          | • Problem solving |
| **Courtesy**    | Manners, Manners, Manners! | • Speak politely to others  
|                 |          | • Say please and thank you  
|                 |          | • Walk quietly around the school  
|                 |          | • Respect |
| **Helpful**     | Be helpful and kind! | • Help those in need  
|                 |          | • Do a job without being asked  
|                 |          | • Do your work without being asked  
<p>|                 |          | • Be kind with your words and actions |
| <strong>I participate</strong>| Join in! | • Have a go at all tasks |
| <strong>Excellence</strong>  | Your best effort ever! | • Displays all of the above to a very high standard. |</p>
<table>
<thead>
<tr>
<th>Positive Choice</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Resilience     | Never give up!| • Keep trying even when it is difficult  
• The harder I try, the better my success will be  
• I sometimes have to do things that are not easy or fun but I can cope  
• Solve problems using the Hi5 strategy  
• Take on feedback  
• Edit work |
| Independence   | Organisation and ...........! | • Follow morning routines and transitions by yourself  
• Have all equipment ready for the day  
• Use learning walls for assistance in your work  
• Self and buddy edit your work  
• Seek assistance when necessary |
| Courtesy       | Manners, Manners, Manners! | • Speak politely to others  
• Ask someone to play  
• Walk quietly around the school  
• Raise your hand in the classroom |
| Helpful        | Be helpful and kind! | • Help those in need  
• Accept others for who they are  
• Greet class members, staff members and adult visitors to our school  
• Volunteer to assist others |
| I participate  | Join in!      | • Work with others  
• Voice your opinion in lessons  
• Respond to questions  
• Join conversations  
• Complete set activities |
| Excellence     | Your best effort ever! | • Attend school  
• Receive certificates – reading, student of the week  
• Positive attitude  
• Give your best effort in your work  
• Edit and improve |
<table>
<thead>
<tr>
<th>Positive Choice</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **R**esponsible | Be trusted and accountable for your behaviour! | • Follow rules/instructions  
• Being trusted to complete jobs without strict supervision  
• Work independently  
• Play respectfully  
• Taking ownership for your behaviour and actions  
• Completing class work  
• Completing homework |
| **E**ncourage others | Be positive! | • Helping peers  
• Use kind words  
• Choose your attitude/Adopt a positive attitude  
• Display manners  
• Encourage others to give things a go  
• Recognise and acknowledge when you see others doing good things  
• Accept others for who they are |
| **S**peak truthfully | Tell the truth! | • Own your behaviour in and out of the classroom and accept consequences  
• Offer to make amends/apologise  
• Speak from the heart and tell the truth with grace  
• Be honest to yourself and others |
| **P**atience | Remain calm! | • Students lining up quietly before lessons and after breaks  
• Waiting for someone to finish talking before interrupting  
• Raising your hand without calling out  
• Wait for others/Wait your turn  
• Everyone learns differently and is unique – accept it  
• Don’t overreact with others or when confronted by a situation  
• Be observant |
| **E**mpathy | Understand and share feelings with others! | • Show you care – help others  
• Consider the feelings of others before acting – put yourself in their shoes  
• Be aware of and sensitive to the feelings of others  
• Be an active listener – show whole body listening  
• Try not to judge others  
• Asking, “Are you okay?”  
• Respecting others right to learn |
| **C**ourage | Have confidence in yourself! | • Ask questions  
• Ask for help – seek clarification when necessary  
• Ask for feedback  
• Remind others of expectations!  
• Be brave and persistent  
• Have confidence in yourself to achieve  
• Be honest and tell the truth  
• Know what your goals are and do what it takes to achieve them  
• Have another go – Never give up |
| **T**eamwork | Work with others to achieve a shared goal! | • Work well with others and just as hard as others  
• Respect each other  
• Cooperate  
• Agree on rules and abide by them  
• Try your best in all situations  
• Create a positive working atmosphere  
• Supporting each other to combine individual strengths to enhance team’s performance |
<table>
<thead>
<tr>
<th>Positive Choice</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence</td>
<td>Never give up!</td>
<td>• Keep trying even when it is difficult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not being distracted by others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Meeting deadlines and completing homework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The harder I try, the better my success will be.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Know that to be successful, I sometimes have to do things that are not easy or fun.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Be positive!</td>
<td>• Have a go! Choose your attitude.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Having a positive outlook that things will improve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Know that sometimes, despite your best efforts, circumstances just don't work out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Being resilient and rebounding from adversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Constantly reminding yourself how good your life is.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Controlling your inner thoughts and feelings</td>
</tr>
<tr>
<td>Tolerance</td>
<td>Value the diversity in</td>
<td>• Accept others for who they are.</td>
</tr>
<tr>
<td></td>
<td>people!</td>
<td>• Embrace learning/knowledge about differences in ethnicity, religion, culture, gender and disabilities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Treat and speak to others respectfully</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Know who you are and be proud of it</td>
</tr>
<tr>
<td>Honesty</td>
<td>Tell the truth!</td>
<td>• Be honest with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Own your behaviour in and out of the classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be honest to yourself and say ‘Is this the best I can do?’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be happy with who you are.</td>
</tr>
<tr>
<td>Works Cooperatively</td>
<td>Be part of a team!</td>
<td>• Works with others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Helps others. Work towards a common goal. Asks when you need a hand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be a team member</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contribute to conversations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Know the skills – sharing, listening, contributing, questioning, communicating</td>
</tr>
<tr>
<td>Attendance</td>
<td>Every minute, every day</td>
<td>• Be at school daily.</td>
</tr>
<tr>
<td></td>
<td>counts!</td>
<td>• Be to class on time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be there in the lesson with a focus on learning and improving.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Punctuality</td>
</tr>
<tr>
<td>Your Best Effort</td>
<td>Strive to always do your</td>
<td>• Always giving 100% no matter what is undertaken.</td>
</tr>
<tr>
<td></td>
<td>best!</td>
<td>• Knowing you have tried.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bouncing back if you have failed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Goal setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Never give up</td>
</tr>
<tr>
<td>Speak Appropriately</td>
<td>Speak positively to</td>
<td>• Speak nicely to other. (No put downs)</td>
</tr>
<tr>
<td></td>
<td>others!</td>
<td>• Only make positive statements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say things that build confidence and support others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicate to get a positive outcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Positively social with others in conversation</td>
</tr>
</tbody>
</table>
When someone makes you angry! 😞

Stay Calm

Don’t React

Tell someone
**Appendix 10**

## EFFORT AND BEHAVIOUR MATRIX

<table>
<thead>
<tr>
<th>Effort</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Effort Description" /></td>
<td><img src="image2" alt="A Description" /></td>
<td><img src="image3" alt="B Description" /></td>
<td><img src="image4" alt="C Description" /></td>
<td><img src="image5" alt="D Description" /></td>
<td><img src="image6" alt="E Description" /></td>
</tr>
<tr>
<td><img src="image7" alt="Effort Description" /></td>
<td><img src="image8" alt="A Description" /></td>
<td><img src="image9" alt="B Description" /></td>
<td><img src="image10" alt="C Description" /></td>
<td><img src="image11" alt="D Description" /></td>
<td><img src="image12" alt="E Description" /></td>
</tr>
<tr>
<td><img src="image13" alt="Effort Description" /></td>
<td><img src="image14" alt="A Description" /></td>
<td><img src="image15" alt="B Description" /></td>
<td><img src="image16" alt="C Description" /></td>
<td><img src="image17" alt="D Description" /></td>
<td><img src="image18" alt="E Description" /></td>
</tr>
<tr>
<td><img src="image19" alt="Effort Description" /></td>
<td><img src="image20" alt="A Description" /></td>
<td><img src="image21" alt="B Description" /></td>
<td><img src="image22" alt="C Description" /></td>
<td><img src="image23" alt="D Description" /></td>
<td><img src="image24" alt="E Description" /></td>
</tr>
<tr>
<td><img src="image25" alt="Effort Description" /></td>
<td><img src="image26" alt="A Description" /></td>
<td><img src="image27" alt="B Description" /></td>
<td><img src="image28" alt="C Description" /></td>
<td><img src="image29" alt="D Description" /></td>
<td><img src="image30" alt="E Description" /></td>
</tr>
</tbody>
</table>

Note: The table above lists the behaviors and efforts for each column, from Excellent to Unacceptable. Each cell contains a description of the behavior or effort level.
GOTCHA CELEBRATIONS AT RICHIE HILL
I am Safe - I am a Learner - I am Respectful

WHEN: Last week each Term
  ❖ P-3 Celebration
  ❖ Years 4-6 Celebration

EXPECTATIONS TO ATTEND GOTCHA EVENT

P-3
  o Completion of Homework 90%
  o No more than 3 Yellow Cards in a Term
  o No more than 1 detention in a Term
  o Achievement of a Reading Certificate (1 a Term)
  o Each Year Level cohort advises How many Gotcha’s to be
given out (may vary across year levels)

Years 4-6
  o Completion of Homework 90%
  o No more than 3 Yellow Cards in a Term
  o No more than 1 detention in a Term
  o Achievement of a Reading Certificate (1 a Term)
  o Positive participation in Reading Groups
  o Each Year Level cohort advises ‘How many’ Gotcha’s to be
given out (may vary across year levels)
All children enrolled at Richmond Hill State School have the opportunity to be involved in a range of Flexible Learning Experiences. The activities offered change to some degree each year due to needs and interests of the students and what is being offered by the community and other cultural and sporting groups.

RATIONALE
It is a privilege for students to be involved in extra curricula and flexible learning experiences as a member of Richmond Hill State School community. We encourage and promote student engagement in a variety of experiences during a school year some include: Junior and Senior Choir; Interschool Sports; Showcase; Under 11’s Rugby League Challenge and Leadership Roles.

EXPECTATIONS
Students who choose to get involved in such opportunities accept certain responsibilities and support the following expectations for their ongoing participation:

- Student involvement is always dependant on his/her display in all classroom learning and when working with specialists (HPE, LOTE, MUSIC, Library, Teacher-Aides during Reading Groups etc.). This includes: engagement in learning; completion of school work; completion of Homework, appropriate behaviour and interactions with peers and staff; a good attitude and giving effort.
- It is the students’ responsibility to ‘catch-up’ on or follow up with classroom teacher any missed work.
- It is the students’ responsibility to be organised, have all items ready and know the practice schedule for this experience.
- Should a student be unable to maintain and meet these expectations, participation in such activities can be rescinded.

Parents will be advised if such an action is being considered. This advice will come from your child’s Class Teacher to ensure that you are aware before the days event.

Students and parents sign an agreement to show that they understand the expectations and the responsibility to engage in extra-curricula and flexible learning opportunities at Richmond Hill State School.

I encourage you to take time to speak to your child about the expectations and implications of undertaking the extra curricula activity.

Please sign and/or have your child sign to agree to these expectations.

Please return this note to the staff member supervising the activity.

Yours Sincerely

Mark Brady
Principal
IN EXTRA-CURRICULA AND FLEXIBLE LEARNING EXPERIENCES
AT RICHMOND HILL STATE SCHOOL

Activity: _____________________________________________

I __________________________________________________ class _________ as a student of Richmond Hill State School agree and understand the expectations I have to demonstrate as a student to participate in Extra-Curricula and Flexible Learning opportunities.

By signing this agreement I agree to:
  In my classroom learning and when working with specialists (HPE, MUSIC, LOTE, Library, Teacher-aides in Reading Groups etc.) to
  • engage in learning
  • complete my school work-complete my Homework
  • behave and interact appropriately with peers and towards staff
  • show a good attitude
  • give effort
  I will catch up on any missed work
  I know that should I not show these expectations in my learning and behaviours that I will be unable to continue to participate in these experiences.

PLEASE RETURN THIS NOTE TO STAFF MEMBER ORGANISING EVENT.

STUDENT SIGNATURE: ___________________________ DATE: ____________

As a parent I also understand and support the expectations of my child’s involvement in such Extra Curricula and Flexible Learning Experiences. I have spoken to my child about these expectations.

PARENT SIGNATURE: ___________________________ DATE: ____________