Hambledon State School

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

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

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

2. Consultation and data review
Hambledon State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students has been undertaken as well as a review of recent school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents which have informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in September 2013, and will be reviewed in 2016 as required in legislation.

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

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be a learner
- Be respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support – Primary Support**

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHOLE SCHOOL</td>
</tr>
<tr>
<td>CLASSROOMS</td>
</tr>
<tr>
<td>PLAY AREAS</td>
</tr>
<tr>
<td>BUS</td>
</tr>
<tr>
<td>TOILETS</td>
</tr>
<tr>
<td>TUCKSHOP</td>
</tr>
<tr>
<td>WALKWAYS</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
</tr>
<tr>
<td>Keep hands and feet to yourself</td>
</tr>
<tr>
<td>Report any problems</td>
</tr>
<tr>
<td>Ask permission to leave any setting</td>
</tr>
<tr>
<td>Follow directions</td>
</tr>
<tr>
<td>Use equipment carefully</td>
</tr>
<tr>
<td>Keep bodies calm</td>
</tr>
<tr>
<td>Wear a broad brimmed hat</td>
</tr>
<tr>
<td>Stay in approved areas</td>
</tr>
<tr>
<td>Use playground equipment correctly</td>
</tr>
<tr>
<td>Walk in designated areas</td>
</tr>
<tr>
<td>Keep all of your body inside the bus</td>
</tr>
<tr>
<td>Wait behind the fence until the bus</td>
</tr>
<tr>
<td>Wash hands with soap and water</td>
</tr>
<tr>
<td>Use toilet facilities appropriately</td>
</tr>
<tr>
<td>Walk</td>
</tr>
<tr>
<td>Wait patiently</td>
</tr>
<tr>
<td>Place rubbish in bins</td>
</tr>
<tr>
<td>Keep bodies calm</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
</tr>
<tr>
<td>Be honest</td>
</tr>
<tr>
<td>Be tolerant of others</td>
</tr>
<tr>
<td>Accept individual differences</td>
</tr>
<tr>
<td>Care for self, others and the environment</td>
</tr>
<tr>
<td>Use polite language</td>
</tr>
<tr>
<td>Respect other’s right to learn</td>
</tr>
<tr>
<td>Use polite language</td>
</tr>
<tr>
<td>Line up at the first bell</td>
</tr>
<tr>
<td>Share equipment</td>
</tr>
<tr>
<td>Play fair</td>
</tr>
<tr>
<td>Show driver respect</td>
</tr>
<tr>
<td>Older students to look out for younger students</td>
</tr>
<tr>
<td>Allow for privacy of others</td>
</tr>
<tr>
<td>Clean up after yourself</td>
</tr>
<tr>
<td>Eat only your food</td>
</tr>
<tr>
<td>Walk quietly so others can continue learning</td>
</tr>
<tr>
<td><strong>BE A LEARNER</strong></td>
</tr>
<tr>
<td>Be on task</td>
</tr>
<tr>
<td>Do your best</td>
</tr>
<tr>
<td>Manage your time</td>
</tr>
<tr>
<td>Be prepared</td>
</tr>
<tr>
<td>Challenge yourself</td>
</tr>
<tr>
<td>Listen actively</td>
</tr>
<tr>
<td>Be a problem solver</td>
</tr>
<tr>
<td>Follow directions</td>
</tr>
<tr>
<td>Learn new games and activities</td>
</tr>
<tr>
<td>Follow correct toilet procedures</td>
</tr>
<tr>
<td>Report any damages to your teacher</td>
</tr>
<tr>
<td>Eat healthily</td>
</tr>
<tr>
<td>Manage your money</td>
</tr>
<tr>
<td>Be on time for class</td>
</tr>
<tr>
<td>Return to class promptly</td>
</tr>
</tbody>
</table>

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Hambledon State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Relevant messages are communicated at weekly parades and in a section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Positive Behaviour Support Team members regularly provide information and support to staff and parents.
- Induction programs in the Hambledon State School Responsible Behaviour Plan for Students are delivered to new students as well as new staff.
- Individual behaviour monitoring systems are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Policies are developed to address specific areas including:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour
At Hambledon State School, communication of our key messages about behaviour is backed up through acknowledging appropriate behaviours, which provides students with feedback for engaging in expected school behaviour. Some strategies include:

- Student of week certificates are presented to one child in each class on weekly parades and their name is published in the school newsletter.
- Happygrams are awarded on weekly parades to students who are recognised for following the school rules and their names are published in the school newsletter.
- Raffle tickets are given to students when they are seen to be following the school rules. These tickets are placed in the grade level raffle boxes in the Resource Centre. Four names are drawn from each box each parade and the lucky students collect a frozie (icy cup) from administration at their lunch break.
- Verbal praise and recognition as often as possible
- Class points systems

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

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely and more respectfully. 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 using a class time out system and buddy class time out system where children are withdrawn from activities for a short time to reflect on and calm down from situations. Parents may also be informed and included in supporting behavioural change.

Targeted behaviour support: Secondary Support
Each year a small number students at Hambledon 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. To support these students, Hambledon State School has a School Support Team.
The School Support Team meet regularly to accept referrals from staff, provide support, decide on actions and forward referrals to appropriate agencies and staff members.

Hambledon State School has a Thinking Room. Students are sent to the Thinking Room when they exhibit unsafe or offensive behaviour of a more serious nature. Students are withdrawn from the playground and attend a supervised classroom where they fill out a reflection sheet. Parents receive a letter explaining the behaviour that has resulted in a thinking room referral and after three visits to the Thinking room in a short period of time, they are requested to attend an interview with a member of the administration staff.

**Intensive behaviour support - Tertiary Support**
Hambledon State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The school has a Care Team which provides intensive and targeted support for individuals in the following ways:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Administration Team to achieve continuity and consistency.

### 5. Consequences for unacceptable behaviour
Hambledon 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. The following chart outlines possible consequences for students who display inappropriate behaviour:

<table>
<thead>
<tr>
<th>POSITIVE STUDENT BEHAVIOUR (Gold)</th>
<th>DISREGARD FOR CODE (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At this level, all students are on task and no disciplinary action is required. Appropriate behaviours need to continually be modelled &amp; reinforced. (eg. ECM)</td>
<td>Inappropriate student behaviours to be dealt with at this level could include the following classroom and playground behaviours:</td>
</tr>
<tr>
<td>Positive reinforcement of appropriate behaviours and positive achievements could include: • verbal reinforcement • record of achievements for formal acknowledgement (Happy Gram, Student of the Week, Playground raffle tickets) • phone calls/letters/emails to parents for good behaviours/achievements</td>
<td>• ignoring instruction • rudeness • no hat on oval • lateness to class after lunch • disrupting the learning of others • not completing learning activities • littering • inappropriate use of mobile phone • playing in out of bounds areas • eating/ drinking in inappropriate places</td>
</tr>
<tr>
<td>Teacher initiated actions must commence with: 1. “What did you do?” or “What are you doing?” or “Where are you playing?” 2. “What rule did you break?” or “What is our rule about this?” 3. “What do you think should happen If you _____ again?”</td>
<td>Follow-up consequences must be natural. Eg: • assign student to accompany you on yard duty • have student collect litter • have student “sit out” in the playground • within classroom – time in</td>
</tr>
</tbody>
</table>
### DISREGARD FOR CODE CONTINUES (2)

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>CONSEQUENCE/ ACTION</th>
</tr>
</thead>
</table>
| A repeat of the above classroom behaviours after ‘time in’. | Refer student to buddy teacher. This process involves:  
- Teacher completes Buddy Teacher Referral Form 1 (Appendix 5)  
- Student sent with form to Buddy teacher  
- Student completes appropriate Reflection Plan  
- Buddy Teacher completes bottom section of referral form and student returns to class after no more than 30 mins (referrals kept in student folio)  
- Teacher and student discuss behaviour & future consequence |

This process can be repeated for a maximum of 3 time out referrals to a buddy teacher.

### DISREGARD FOR CODE CONTINUES (3)

**PARENT/ TEACHER MEETING**

Teacher contacts parents/ carer and organises meeting to discuss student’s behaviour and develop a support plan. At this level, the following will be explored/organised:-

- network of Student Support  
- circle of needs  
- daily school to home communication

If the student continues to make inappropriate choices and behaviours escalate, the student is referred to the Thinking Room.

### DISREGARD FOR CODE CONTINUES (4)

**THE THINKING ROOM**

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>CONSEQUENCE/ ACTION</th>
</tr>
</thead>
</table>
| Students will be referred to the Thinking Room if they continue to display inappropriate behaviour when at level 3 or as a first offence for the following more serious behaviour choices. Examples include:  
- intentional dangerous actions  
- serious anti-social behaviour (eg intentionally spitting in the face of another student)  
- throwing objects at others with intent to harm  
- swearing or abusive language directed towards other students  
- sexual harassment  
- deliberately taking/using/damaging other’s property  
- deliberately damaging the property of others  
- intentional physical actions directed towards others (eg. striking, charging, kicking)  
- defiant or insolent behaviour |  
- Teacher completes Thinking Room registration and informs student. If playground behaviour, return form to CT.  
- Student reports to Thinking Room with registration form  
- Supervising teacher completes appropriate letter (Appendix 10A, B, C)  
- Supervising teacher initiates a conversation with the student for them to reflect on their behaviour  
- Student returns to class with letter. Teacher files appropriate section.  
- Incident is recorded in Oneschool. |

### DISREGARD FOR CODE CONTINUES (5)

**PARENT/ TEACHER/ ADMIN MEETING – Individual Behaviour Monitoring Book & Agreement**

After three referrals to the Thinking Room, a meeting involving admin, class teacher and parents/ carer must take place. An individual behaviour agreement will be developed and a daily monitoring book implemented. At this level:

- the student cannot be referred to the Thinking Room  
- the student’s behaviour is monitored until they make appropriate choices and is working within the gold level or if they continue to make inappropriate behaviour choices, internal and/ or 1 to 5 day suspension. *

### DISREGARD FOR CODE CONTINUES (6) – 1 TO 5 Day Suspension

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>CONSEQUENCE/ ACTION</th>
</tr>
</thead>
</table>
| Students will be suspended for 1 to 5 school days if they continue to display inappropriate behaviour when at level 5 or as a first offence for the following high-level critical behaviours. Examples include:  
- physical violence directed towards students, staff and visitors  
- verbal abuse of staff |  
- meeting with Parents, Administration, Student, Guidance Officer, Teacher  
- official letter to parents/ student  
- re-entry meeting with Parents, Teacher, Administration, Student  
- individual behaviour agreement developed and daily monitoring book implemented * |
• serious abuse of property
• drugs and alcohol misuse & illegal instruments

**DISREGARD FOR CODE CONTINUES (7) – 6 to 20 Day Suspension**

6-20 day Suspension and involvement with the Flexible Learning Centre
- meeting with Parents, Administration, Student, Guidance Officer, Teacher
- official letter to parents
- re-entry meeting with Parents, Teacher, Administration, Student
- individual behaviour agreement developed and daily monitoring book implemented *
- school visits by Flexible Learning Centre staff

**DISREGARD FOR CODE CONTINUES (8)**

Possible Alternative Programs may include
- inclusion in the Alternative Programs provided through the Flexible Learning Centre
- inclusion in alternative school based programs
- graduated return to classroom
- partial daily program
- exclusion

N.B. – In relation to the above process, consideration of individual circumstances will apply.

* Behaviour Monitoring Book and Agreement
  - This book is for a three week period
  - One complete week of the child recording all 2’s and 3’s in this booklet will lead to a
    review and possible early completion of this Behaviour Monitoring Book and Agreement
  - If the child receives a Thinking Room referral within one term of their completion of a
    Behaviour Monitoring Book and Agreement then the need for reinstating the Behaviour
    Monitoring & Agreement will be reviewed.
  - In the three weeks leading up to an excursion, any student who has a rating scale of “1”
    will not attend the excursion.

6. Emergency or critical incident responses

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

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

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

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

Appropriate physical intervention may be used to ensure that Hambledon State School’s duty of care to protect students and staff from foreseeable risks 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.

7. Network of student support
Students at Hambledon 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
- Flexible Learning Centre Staff
- School Chaplain

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

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

### 8. Consideration of individual circumstances

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

Hambledon 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department’s Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- Bullying... No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

[Signature]

Principal

[Signature]

P&C President or Chair, School Council

[Signature]

Regional Executive Director or Executive Director (Schools)

Effective Date: 7 October 2013 – 31 December 2016
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 are encouraged not to bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by classroom teachers and returned to students at the end of the day.

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.

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 to classroom teachers for safekeeping from 9am to 3pm.

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 Hambledon 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\textsuperscript{1} or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
\begin{itemize}
  \item recording; and/or
  \item disseminating material (through text messaging, display, internet uploading etc); and/or,
  \item knowingly being a subject of a recording
\end{itemize}

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.

**Text communication**

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

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

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

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

**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\textsuperscript{®}, laptop computers, PDAs, Blackberrys\textsuperscript{®}, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods\textsuperscript{®} and devices of a similar nature.

\textsuperscript{1} Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

**Purpose**

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

**Prevention**

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 schoolwide 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 nonclassroom 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 nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

9. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Hambledon State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

10. Hambledon 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.