Appendices to HRSS Responsible Behaviour Plan for Students
These are available at school and on our website:
http://www.herculesroadss.eq.edu.au

Appendix I  Supportive School Environment Models 1 & 2  P2
Appendix II  Essential Skills  P4
Appendix III  Positive Behaviour Support booklet  P5
Appendix IV  HERCS Behaviour Matrix  P6
Appendix V  Hercules Poster  P8
Appendix VI  HERCS certificates, stickers, posters  P9
Appendix VII  School Leadership Program  P14
Appendix VIII  High 5 and Anti-Bullying Policy  P16
Appendix IX  Behaviour Flow Chart  P19
Appendix X  HERCS and Thinking Chair Posters  P20
Appendix XI  Early Years & Senior Behaviour Plans  P21
Appendix XII  Individual Student Behaviour Plan (White Card) & Whole Class Behaviour Overview (Green Sheet)  P23
Appendix XIII  Late for School Poster  P25
Appendix XIV  Individual Management Plan & Re-entry and Intervention Plan  P30
Appendix XV  Homework Policy  P32
Appendix XVI  Uniform Policy  P34
Appendix XVII  Jewellery Policy  P36
Appendix XVIII  Parent/Volunteers’ Code of Conduct  P37
Appendix XIX  Class Emergency Response Plan  P38
Appendix XX  Appropriate Use of Mobile Phones by Students  P39
Appendix XXI  Electronics Policy  P40
Appendix XXII  Hercules Road State School Rules  P43
Appendix XXIII  Confidentiality Agreement for Volunteers  P44
Appendix XXIV  Bike and Scooter Policy  P45
Appendix I  Supportive School Environment Models

1. Developing a Supportive School and Classroom Environment

A MODEL FOR MANAGING BEHAVIOUR IN A SUPPORTIVE SCHOOL ENVIRONMENT
Supportive School Environment
Model 2

How do we deal with individuals or groups that are marginalised?

What are we doing to cater for those students whose learning needs are not met?

What are the structures/procedures for serious, repetitive infringements?

How flexible are we with our curriculum “offerings”?

What are our conflict resolution skills?

What problem solving approaches do we have?

How does the curriculum meet the needs of the learners?

How do we make everyone feel they belong and have something to offer?

What are our organisational procedures for the implementation of the code of behaviour?

CURRICULUM RELATIONSHIPS ORGANISATION
## Appendix II Essential Skills

| 1. Establishing expectations | - Negotiate rules  
| 2. Instruction giving | - Explaining what to do  
| 3. Waiting & scanning | - Stopping to look at what's happening  
| 4. Cueing with parallel acknowledgement | - Giving feedback to a particular student in a way that will make a difference  
| 5. Body language encouraging | - Using your body to communicate – smiling, nodding and moving near.  
| 6. Descriptive encouraging | - Using a particular type of praise  
| 7. Selective attending | - Ignoring some behaviour  
| 8. Redirect to learn | - Letting a student own their behaviour choice & its consequences  
| 9. Giving a choice | - Redirect to task  
| 10. Following through | - Letting the student own the consequence |
Appendix III

Positive Behaviour Support Booklet: see booklet
### Appendix IV HERCS Behaviour Matrix

<table>
<thead>
<tr>
<th>I am HONEST</th>
<th>I am making an EFFORT</th>
<th>I am RESPECTFUL</th>
<th>I am COOPERATIVE</th>
<th>I am SAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Environments</td>
<td>· Tell the truth and ask for help</td>
<td>· Arrive on time for school</td>
<td>· Be respectful to myself and others</td>
<td>· Walk around the class</td>
</tr>
<tr>
<td>· Ask for help</td>
<td>· Come prepared</td>
<td>· Treat yours and others' property with respect</td>
<td>· Carry equipment safely and use furniture correctly</td>
<td></td>
</tr>
<tr>
<td>· Use my own labelled property</td>
<td>· Listen to the teacher and adults</td>
<td>· Enter a room when invited</td>
<td>· Store my bag correctly</td>
<td></td>
</tr>
<tr>
<td>Play Areas</td>
<td>· Follow the rules</td>
<td>· Listen to others when they are speaking</td>
<td>· Inform my teacher if I need to leave the class</td>
<td></td>
</tr>
<tr>
<td>· Tell the truth about myself and others</td>
<td>· Be involved</td>
<td>· Be encouraging and supportive of others</td>
<td>· Keep my hands and feet to myself</td>
<td></td>
</tr>
<tr>
<td>· Play fairly</td>
<td>· Try new games and activities</td>
<td>· Use my own equipment</td>
<td>· Play, approved games</td>
<td></td>
</tr>
<tr>
<td>· Return borrowed equipment</td>
<td>· Be a problem solver</td>
<td>· Respect others' feelings including their differences</td>
<td>· Be sun-safe</td>
<td></td>
</tr>
<tr>
<td>Tuckshop area and eating areas</td>
<td>· Wait patiently</td>
<td>· Respect equipment and others’ property</td>
<td>· Use equipment safely</td>
<td></td>
</tr>
<tr>
<td>· Eat only my food</td>
<td>· Be ready with money and order</td>
<td>· Be a problem solver</td>
<td>· Always wear shoes</td>
<td></td>
</tr>
<tr>
<td>· Return other's belongings</td>
<td>· Order tuckshop before school</td>
<td>· Share equipment</td>
<td>· Take a rest and drink break</td>
<td></td>
</tr>
<tr>
<td>· Always join the back of the correct queue</td>
<td>· Line up and wait in turn patiently</td>
<td>· Be a team player</td>
<td>· Report any problems</td>
<td></td>
</tr>
<tr>
<td>Under Cover Areas</td>
<td>· Play in the correct area</td>
<td>· Use your manners towards tuckshop staff and peers</td>
<td>· Follow class rules/ instructions</td>
<td></td>
</tr>
<tr>
<td>· Use appropriate equipment</td>
<td>· Use bins for all rubbish</td>
<td>· Play by the rules</td>
<td>· Be a problem solver</td>
<td></td>
</tr>
<tr>
<td>· Play approved games</td>
<td>· Keep noise to a minimum</td>
<td>· Respond to any directions given</td>
<td>· Be a team player</td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td>· Remember to use toilets before school and in breaks</td>
<td>· Wait quietly</td>
<td>· Play the rules</td>
<td></td>
</tr>
<tr>
<td>· Use toilets appropriately</td>
<td>· Keep the toilet area clean</td>
<td>· Keep my eating area clean</td>
<td>· Be a problem solver</td>
<td></td>
</tr>
<tr>
<td>· Tell an adult if there is a problem</td>
<td>· Turn taps off</td>
<td>· Place rubbish in the bin</td>
<td>· Be a team player</td>
<td></td>
</tr>
<tr>
<td>· Go to nominated toilet block</td>
<td>· Practise good hygiene</td>
<td>· Go to tuckshop at the correct time</td>
<td>· Play by the rules</td>
<td></td>
</tr>
<tr>
<td>· Use facilities correctly (taps, seats, bins etc.)</td>
<td>· Allow privacy of others</td>
<td>· Respect equipment and others’ property</td>
<td>· Be a problem solver</td>
<td></td>
</tr>
<tr>
<td>· Be water-wise</td>
<td>· Use toilet areas appropriately</td>
<td>· Be a problem solver</td>
<td>· Be a team player</td>
<td></td>
</tr>
<tr>
<td>· Use resources thoughtfully</td>
<td>· Use toilets after first bell</td>
<td>· Use equipment thoughtfully</td>
<td>· Be a team player</td>
<td></td>
</tr>
<tr>
<td>· Use the toilets</td>
<td>· Be on time for class</td>
<td>· Travel with a partner and return to class promptly</td>
<td>· Be a team player</td>
<td></td>
</tr>
<tr>
<td>· Stop play on first bell and be prepared for class</td>
<td>· Wait patiently</td>
<td>· Sign on the toilet sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lining up and Transition</td>
<td>· Walk quietly so others can continue learning</td>
<td>· Walk and stay on the left of the path</td>
<td>· Follow the hall rules</td>
<td></td>
</tr>
<tr>
<td>· Use the correct route to move around the school</td>
<td>· Line up in correct place as directed by staff</td>
<td>· Enter and exit rooms in an orderly manner</td>
<td>· Play appropriate games</td>
<td></td>
</tr>
<tr>
<td>· Return to class on time</td>
<td>· Stop play on first bell and be prepared for class</td>
<td>· Follow the hall rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Be prompt</td>
<td></td>
<td>· Be on time for class</td>
<td>· Play appropriate games</td>
<td></td>
</tr>
<tr>
<td>Hall</td>
<td>· Care for and value all areas of the hall</td>
<td>· Use all equipment and resources thoughtfully</td>
<td>· Stay in approved areas</td>
<td></td>
</tr>
<tr>
<td>· Attend only when it is your turn</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>· Only enter if a teacher is present</td>
<td></td>
</tr>
<tr>
<td>· Follow directions of staff</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>· Attend only when it is your turn</td>
<td></td>
</tr>
<tr>
<td>· Be respectful of hall equipment</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>· Follow the hall rules</td>
<td></td>
</tr>
<tr>
<td>· Sit in your class groups</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>· Follow the hall rules</td>
<td></td>
</tr>
<tr>
<td>· Listen during parade and other events</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Use resources wisely</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵守大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Always wear shoes</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Keep my hands and feet to myself</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Play fairly</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Use my own equipment</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Respect others' feelings including their differences</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Respect equipment and others’ property</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Be a problem solver</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Share equipment</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Be a team player</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Play the rules</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Respond to any directions given</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Walk up calmly</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Stand safely in line beside the railings</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Sit to eat</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Store lunchboxes in correct storage areas</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Follow class rules/ instructions</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Be a team player</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Play by the rules</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Be a problem solver</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Be a team player</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Play the rules</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
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</tr>
<tr>
<td>· Respond to any directions given</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Walk around the class</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Carry equipment safely and use furniture correctly</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Store my bag correctly</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Inform my teacher if I need to leave the class</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>· Keep my hands and feet to myself</td>
<td></td>
<td>· Use all equipment and resources thoughtfully</td>
<td>·遵循大厅的规则和指示</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>• Buy a ticket</td>
<td>• Return permission slips and money on time</td>
<td>• Be polite to all people you encounter</td>
<td>• Follow directions of all staff/parents/supervisors and bus drivers</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Be on time for excursions and buses</td>
<td>• Represent your school appropriately</td>
<td>• Show sportsmanship</td>
<td>• Sit and wear bus seat belts if available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Show respect when using public transport</td>
<td></td>
<td>• Keep to footpath to enter school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Follow the road rules</td>
</tr>
</tbody>
</table>
Hercules’ message for this fortnight is...
Honesty  Effort  Respect  Cooperation  Safety

**Classroom recognition**
Continual recognition in the classroom for those students *meeting* expectations for behaviour e.g. verbal acknowledgement of effort or achievement, thumbs up, smile, etc.

**Hercules Hand instant recognition sticker**
Operates on a 'gotcha' system - especially at break times - where the regular staff member can recognise special acts of cooperation, respectful behaviour, honesty etc. (can be accompanied with a hand-to-hand High Five).

**Overt classroom recognition**
The teacher can recognise *above and beyond* behaviour of effort, respect, honesty, etc. and publicly identify the student, in class or in the playground by organising a postcard to be sent home or a certificate given to the student.

**Postcard**
Sent home to acknowledge extra effort/respectful behaviour/honesty etc for parents to share with the student - this is done without the student's knowledge as a 'surprise'.

**HERCS Certificates**
A certificate may be given to a student for consistent positive classroom or playground behaviour. Certificates are stored in each class and break time duty folders. The student will take the certificate to the office where the HERCS hand is situated. The students will post their certificate into the relevant HERCS post box on the hand depending on whether they had demonstrated Honesty, Effort, Respect, Co-operation or Safety. The certificates after being included in the lucky draw on parade each fortnight will be returned to the student to take home.
Recognition on Parade
During each parade the HERCS hand certificates are transferred to correspondingly coloured containers and placed on stage. A student’s name will be drawn from each HERCS container. Each student drawn out receives a tuckshop voucher to the value of $5 and recognition from “Hercules”, our school mascot. These vouchers need to be used as bag orders and have a one day use only at the tuckshop (there will be no change given for unused credit). The names of the students with certificates awarded to them each fortnight are recorded and those selected from the HERCS hand are printed in the school newsletter.

Appendices
1) HERCS Values Certificates and Behaviour Posters - Thumbnail size
2) Hercules’ fortnightly message - Thumbnail size

This certificate has been awarded to

_____________________________

for

HONESTY

Details:

____________________________________________________________________

____________________________________________________________________

Date: _______  Class:____    Staff member: _______________________


This certificate has been awarded to

____________________________________

for

Details: __________________________________________

_________________________________________________

Date: _______ Class: ____ Staff member: ________________________

This certificate has been awarded to

____________________________________

for

Details: __________________________________________

_________________________________________________

Date: _______ Class: ____ Staff member: ________________________
This certificate has been awarded to

______________________________

for

COOPERATION

Details:

____________________________________________________________________
____________________________________________________________________

Date: _______  Class:____    Staff member: _________________________

This certificate has been awarded to

______________________________

for

SAFETY

Details:

____________________________________________________________________
____________________________________________________________________

Date: _______  Class:____    Staff member: _________________________
Behaviour Poster (printed A3 size and laminated)

We have demonstrated HONESTY

We have demonstrated EFFORT

We have demonstrated RESPECT

We have demonstrated COOPERATION

We have demonstrated SAFETY
About the School Leadership Program

INTENT:
To foster and recognise genuine student leadership ability and personal responsibility. Only students who meet the Selection Criteria will be considered.

ELIGIBILITY:
YEAR 5: Students may submit their application from the last week in Term 2. A Year 5 student must be a Student Leader by November in order to be eligible for School, Sport or Music Captain positions the following year.
YEAR 6 & 7: All Year 6 & 7 students may submit applications from the start of the year.

PROCEDURE:
Students are to complete a Student Leadership course which is run over 5 sessions. The course covers the role and expectations of a Student Leader, including responsibilities and leadership skills. When students believe they have met the criteria to be appointed as a School Leader, they submit the application form to their class teacher. Using self-evaluation and co-verification, the class teacher ratifies the application; it is then passed to the Leaders' Committee for final ratification. Students whose applications are approved are formally appointed at a designated parade.

RE-APPLICATIONS:
If the class teacher does not co-verify the application, they will provide appropriate feedback related to the area/s that require improvement. The student may reapply a minimum of one month later. If after the second application the class teacher still does not co-verify the application, the student may reapply a minimum of one month later to either the class teacher or Leaders’ Committee. On all occasions appropriate feedback will be provided, providing advice on how the applicant can improve.

LEADERS COMMITTEE:
May be composed of: Principal/Director of Personnel, Student Leadership Coordinator, Class teachers, Specialists

LOSS OF POSITION:
Failure to continue to meet the criteria or a suspension will result in loss of the position for a minimum period of one term when the student may reapply. Two suspensions in a school year will render the student ineligible. School Captains who lose their position will only be eligible to reapply for a Student Leader Position and there may be no record of their captaincy.

LEADERSHIP ACTIVITIES:
These opportunities are based on school need and organised through the School Leadership Coordinator. Opportunities may include: Lunchtime Activities, assisting Prep classes /Tuckshop/Sports Shed, School Promotion (Sign, Newsletter etc), Peer Tutoring, Fund-Raising

The role of Student Leader is a position of responsibility at our school. To be considered for this role, you must demonstrate to the school community, (staff, parents and students) that you abide by our school code in all aspects of school life.
Complete the table below to explain why you should be considered as a HRSS School Leader. You are welcome to ask for help from your family, friends or teacher.
### SELECTION CRITERIA

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Response:</th>
<th>Teacher Co-verification</th>
<th>Committee Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How have you demonstrated these qualities during your time at our school?</td>
<td>- Discuss</td>
<td>- Sign</td>
</tr>
<tr>
<td>- How will you demonstrate these qualities as a School Leader?</td>
<td>- Comment (Optional)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Classroom</th>
<th>Playground</th>
<th>2 Week Trial</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC1 Honesty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Is always honest and trustworthy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC2 Effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Is punctual and prepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Follows instructions promptly and to their best ability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC3 Respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Shows respect for children, adults, the school and the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC4 Cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Cooperates with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC5 Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Always behaves safely.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix VII High 5 and Anti-Bullying Policy

Admin and students at Hercules Road State School have collaboratively developed this policy. Teachers are encouraged to present this document to their class at the beginning of each year and revisit it throughout the year as bullying issues arise. Teachers may choose to display this document in their classroom.

Teachers are aware that bullying is a disruption at our school. If bullying occurs, teachers are encouraged to apply the ‘Responsible Choice Program’. Therefore students who choose to bully may be required to discuss their behaviour and/or referred to the SSC. Alternative measures for addressing bullying include initiating contact with parents and/or implementing a disciplinary absence. These options are available at the Principal’s (or delegate’s) discretion.

What is bullying at Hercules Road State School?
- Bullying is wanting to hurt others by doing or saying nasty things. It doesn’t happen only once.

What are some examples of bullying?
- Teasing and being mean
- Hitting others
- Trying to make others do what they don’t want to do

What are the rights of students at Hercules Road State School?
Each student at our school has the right to:
- Learn
- Enjoy their education
- Feel safe
- Be happy
- Be heard
- Be respected
- Share feelings, thoughts and ideas without being bullied
- Not let bullies get away with bullying

What can we do about bullying?
- Tell a bully to stop or we will tell a teacher.
- Not stand and watch a person being bullied - if we do, although we don’t take part, we are sending a message that it is alright to bully.
- Take the person being bullied away to play a game.
- Be a friend to people who are being left out or teased.
- Tell a teacher, our parents or a person we feel safe with.
- Have nothing to do with bullies.
- Give bullies no attention.

Bullying is often covert and can only be addressed effectively by Admin/Teachers if children or parents inform them.
1. Ignore

Ignore what is happening

It is better to ignore than to say something you may regret later or would mean you have not followed the school rules

2. Talk Friendly

If someone does something you don’t like, let them know by using a friendly approach

Let the person know what they are doing that you don’t like

3. Talk firmly

If talking doesn’t work, you might need to talk firmly.

Keep calm; let the person know you don’t like it. Use a firm voice - you do not shout or yell

4. Walk Away

If ignoring still doesn’t change things, it is better to walk away

Remove yourself from that environment and take some deep breaths

5. Report

If things don’t change and the person/s continues to act inappropriately towards you, then you need to let someone know

Report the situation, letting the adult know all the facts about the situation, using your calm, friendly voice
HERCULES ROAD STATE SCHOOL

When you need a hand
"Use Your High Five"

DON’T FORGET....
USE YOUR "HIGH FIVE"
TO HALT BULLYING BEHAVIOUR!

TALK FRIENDLY
TALK FIRMLY
WALK AWAY
REPORT
IGNORE
Appendix IX

Behaviour Flow Chart

STEP 1:
Verbal Warning

STEP 2:
Time Out/Planning Chair

STEP 3:
Buddy Class
(with white card)

STEP 4:
SSC/SEP
(with white card)

STEP 5:
Office
(with white card)

RULE
REMINDER
Appendix X   Hercs and Thinking Chair Rules

PLANNING CHAIR EXPECTATIONS

You must
Sit quietly
Think about your behaviour
Remain seated until you have spoken to your teacher

THEN

→ CHOOSE YOUR PATHWAY ←

GOOD choices will allow you to have a great day.
Further POOR choices mean exit to SSC or Office.
## JUNIOR BEHAVIOUR PLAN

<table>
<thead>
<tr>
<th>WHAT DID YOU DO?</th>
<th>WHAT WILL YOU DO DIFFERENTLY?</th>
</tr>
</thead>
<tbody>
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</table>

**Name:** ____________________  **Class:** _______  **Date:** ________

**What did you do?**

- ____________________________________
- ____________________________________
- ____________________________________

**What rule did you break?**

- ____________________________________
- ____________________________________

**What can happen to others when you break this rule?**

- ____________________________________
- ____________________________________

**What can you do differently next time?**

- ____________________________________
- ____________________________________
- ____________________________________

**Student:** ________________  **SSC Teacher:** ________________
SENIOR BEHAVIOUR PLAN

NAME: ____________________ CLASS: ________   DATE: _________

1. What happened? _________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

2. What did you do? ________________________________________
   _________________________________________________________
   _________________________________________________________

3. What were you thinking and feeling at the time? ______________
   _________________________________________________________

4. What is the worst thing about what happened? ______________
   _________________________________________________________

5. Who else is affected by what happened? ___________________
   _________________________________________________________

6. What choices would you have if it happened again? __________
   _________________________________________________________
   _________________________________________________________

7. Which one would you choose? ______________________________
   _________________________________________________________

8. How will you know it is working? __________________________
   _________________________________________________________

9. What are the benefits? __________________________________
   _________________________________________________________

Student: __________________________  SSC Teacher: ________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Student</th>
<th>Class</th>
<th>Behaviour Concerns</th>
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</table>
### WHAT SORT OF START IS YOUR CHILD GETTING?

Just a little late doesn’t seem much but ...

<table>
<thead>
<tr>
<th>He/Sho is only missing just ...</th>
<th>That equals ...</th>
<th>Which is ...</th>
<th>and over 13 years of schooling that’s ...</th>
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<tr>
<td>10 minutes per day</td>
<td>50 minutes per week</td>
<td>Nearly 1 1/2 weeks per year</td>
<td>Nearly 1/2 a year</td>
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<tr>
<td>20 minutes per day</td>
<td>1 hr 40 minutes per week</td>
<td>Over 2 1/2 weeks per year</td>
<td>Nearly 1 year</td>
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<td>30 minutes per day</td>
<td>1/2 Day per week</td>
<td>4 weeks per year</td>
<td>Nearly 1 1/2 years</td>
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<td>60 minutes per day</td>
<td>1 Day per week</td>
<td>8 weeks per year</td>
<td>Nearly 2 1/2 years</td>
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Your child’s best learning time is the start of the school day. That’s when every minute counts the most!

**SCHOOL STARTS AT 8:25am**

*Let’s work together to ensure your child attends school on time every day.*
# Individual Management Plan

**NORTH COAST REGION**

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<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Interests/Motivators</th>
<th>Dislikes</th>
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<tr>
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<td><strong>Social</strong></td>
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<tr>
<th>Behaviour Most Likely to Occur</th>
<th>Behaviour Least Likely to Occur</th>
<th>Current Unsuccessful Strategies</th>
<th>Current Successful Strategies</th>
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<td>Early Signs of Agitation/Escalation</td>
<td>De-escalation/Crisis Steps</td>
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### BEHAVIOURS OF CONCERN: Currently

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Times per day/%</th>
<th>BEHAVIOUR GOALS: For _________ to…</th>
<th>Times per day/%</th>
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<tr>
<td>Non compliance</td>
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<td>Follow instructions/directions given by all staff immediately</td>
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<td>Disrespect</td>
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<td>Speak respectfully to staff and peers</td>
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<td>Off task behaviours</td>
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<td>Increased motivation</td>
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<td>Work avoidance</td>
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<td>Improved self-esteem and belief in his ability</td>
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**DOB**

**Year Level**

**EQ ID Number**

**Student**

**School**

**Behaviour Support Consultant** Leanne Kennedy

**Teacher**

**Case Manager**

**Parent/s Guardian/s**

**Commencement Date**

**Review Date**

**Case Manager**

**Review Date**

**EQ ID Number**

**DOB**

**Year Level**

**EQ ID Number**

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<table>
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<th>POSITIVE BEHAVIOUR SUPPORT IMPLEMENTATION PLAN</th>
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<td><strong>PREVENTION</strong></td>
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<tr>
<td>CLASSROOM</td>
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<tr>
<td>PLAYGROUND</td>
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<td>OTHER</td>
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**BEHAVIOUR GOALS**

**IBSP OVERVIEW**

STUDENT: Class:
TEACHER:

**IS BEHAVIOUR APPROPRIATE?**

**IS BEHAVIOUR SAFE and MANAGEABLE?**

**CRISIS PLAN**

1) Take steps to ensure safety, welfare and security for all (peers, adults and student) – see RBP4S

2) Call for immediate assistance

3) When student is calm and ready to return, follow up with restitution plan

**CORRECTION PLAN**

**DE-ESCALATION: Early Intervention for Agitation**

SIGNS:
1)
2)
3)

**IS STUDENT COOPERATIVE?**

**SUPPORT PERSONNEL**

Class Teacher -
Buddy Class -
SSC Staff -
Case Manager -
Principal -
<table>
<thead>
<tr>
<th>CASE MONITORING/ EVALUATION/COMMUNICATION</th>
<th>Other Information/Points</th>
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<tr>
<th>This plan has Parent/Carer agreement (circle)</th>
<th>Date</th>
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<tr>
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<tr>
<td>NO</td>
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<tr>
<td>Review Date</td>
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**SIGNATURES**

<table>
<thead>
<tr>
<th>Parent/s and or Carer/s</th>
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<tbody>
<tr>
<td>Class Teacher</td>
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<tr>
<td>Case Manager</td>
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<tr>
<td>Principal</td>
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<tr>
<td>Behaviour Support Consultant</td>
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Re-Entry and Intervention Plan

Student Name: ________________________________  Date:_____

In Attendance:

________________________________________________________________________

________________________________________________________________________

Prior Considerations/Previous Support/History:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Long Term Goal:

<table>
<thead>
<tr>
<th>Relevant Observations</th>
<th>Available Support</th>
<th>Details</th>
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<tbody>
<tr>
<td>Support Personnel</td>
<td>☐ Referral to Support &amp; Intervention Committee</td>
<td></td>
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<tr>
<td></td>
<td>☐ Guidance Officer</td>
<td></td>
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<td></td>
<td>☐ Learning Support</td>
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<td></td>
<td>☐ Reading Recovery</td>
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<td></td>
<td>☐ Special Education Unit</td>
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<td></td>
<td>☐ Behaviour Support Teachers</td>
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<td></td>
<td>☐ Other</td>
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<tr>
<td>Classroom Teacher</td>
<td>☐ Individualised Learning Program</td>
<td></td>
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<tr>
<td></td>
<td>☐ Alter Class Organisation/Dynamics</td>
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<td></td>
<td>☐ Review Behaviour Management Processes</td>
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<td></td>
<td>☐ Enhance Teacher/Student Relationship</td>
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<td></td>
<td>☐ Enhance and Support Peer Relationships</td>
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<td></td>
<td>☐ Quality Time</td>
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<td></td>
<td>☐ Alternate Classroom Visits</td>
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<td></td>
<td>☐ Delegate Responsibilities</td>
<td></td>
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<td></td>
<td>☐ Communication Book</td>
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<td></td>
<td>☐ Other</td>
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## Relevant Observations

<table>
<thead>
<tr>
<th>Available Support</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Student Support Classroom</strong></td>
<td></td>
</tr>
<tr>
<td>☐ ‘Chill Out’ Card</td>
<td></td>
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<tr>
<td>☐ More frequent notification of referrals.</td>
<td></td>
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<tr>
<td>☐ Calm Down Time (End of Breaks)</td>
<td></td>
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<tr>
<td>☐ Subject Support in SSC</td>
<td></td>
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<tr>
<td>☐ Celebrate Success</td>
<td></td>
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<tr>
<td>☐ Gradual Re-entry/ ‘Earn It’ Program</td>
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<tr>
<td>☐ Quality Time Program</td>
<td></td>
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<tr>
<td>☐ Office Access Card</td>
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<td>☐ Other</td>
<td></td>
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<tr>
<td><strong>Administration</strong></td>
<td></td>
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<tr>
<td>☐ Multiple Daily Referrals or Severe Disruptions = Parent Contact</td>
<td></td>
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<tr>
<td>☐ Supported Play/Games</td>
<td></td>
</tr>
<tr>
<td>1. Before school</td>
<td></td>
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<tr>
<td>2. First Break</td>
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<td>3. Second Break</td>
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<tr>
<td>Can be implemented using a rotational system. (E.g. 1st Break=SSC 2nd Break= Supp Play).</td>
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<tr>
<td>☐ Negotiated Re-entry to School</td>
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<tr>
<td>☐ Advise of Pending Disciplinary Absence</td>
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<tr>
<td>a) 1-5 Days</td>
<td>b) 6-20 Days</td>
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<tr>
<td>☐ Class Change</td>
<td></td>
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<tr>
<td>☐ Celebrate Success</td>
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<td>☐ Other</td>
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<tr>
<td><strong>Parent/Carer</strong></td>
<td></td>
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<tr>
<td>☐ Review/Implement home strategies</td>
<td></td>
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<tr>
<td>☐ Communication Book</td>
<td></td>
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<tr>
<td>☐ Regular telephone/personal conversation with school</td>
<td></td>
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<tr>
<td>☐ Quality Time</td>
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<td>☐ Medical Advice</td>
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<td>☐ Other</td>
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### Additional Comments:

__________________________  ____________________________  ____________________________
Principal                  Parent/Carer                  Behaviour Support

__________________________  ____________________________
Student                    Other

Proposed Review Date (if necessary):
Appendix XV  Homework Policy

Unless they advise otherwise, teachers at Hercules Road State School will set homework four nights per week, every week of the school year. All students are expected to make reasonable attempts to complete set tasks. Special considerations may be negotiated with the school’s administration team or the child’s class teacher.

Purpose

Teachers may assign homework for the following purposes:
- to consolidate work currently being studied in class – providing opportunities for students to practise skills taught and apply acquired knowledge.
- to undertake research on a particular topic
- as an opportunity for students to complete unfinished work.
- to encourage positive habits in relation to completing tasks on a nightly basis.

For the parent, the monitoring of homework provides the opportunity to discuss schoolwork with their child and to develop and maintain contact with their child’s teacher.

General Guidelines

- Homework must relate closely to work being taught in class.
- Homework must consist of activities that are within the student’s abilities. Children should be able to complete the tasks unaided. No new work is to be set.
- Homework expectations need to consider the individual needs and abilities of students.
- Nightly homework may include written tasks, reading tasks and/or learning tasks –
  - Yrs 1-4: approx 20 mins (total) - written tasks/reading tasks/learning tasks
  - Yrs 5-7: approx 30 mins (total) - written tasks/reading tasks/learning tasks

Teacher Responsibilities

- Set suitable homework.
- Ensure that homework is closely related to in-class work.
- Correct completed homework.
- Provide effective feedback to the learner and home regarding progress or concerns.
- Communicate homework expectations to students and parents.
- Monitor homework completion and apply logical consequences for students who frequently fail to meet homework expectations. Short-term consequences may include:
  1. informal note or phone call to parents.
  2. creating opportunities for homework to be completed in school time.
  3. removal of class privileges until homework is completed.

Administration Responsibilities

After frequent failure to complete homework, teachers may refer students to the office to discuss homework issues. The admin team may send a formal letter to parents. At this point, parents are encouraged to work with the school to improve the situation.

Student Responsibilities

- Organise themselves to ensure that homework tasks and associated materials are taken to and from home as required.
- Work diligently at completing tasks up to the designated time and/or the completion of set tasks.
- Seek assistance from teachers and/or parents when experiencing difficulty.
Parent/Carer Responsibilities

- Monitor student’s homework.
- Set an agreed time for homework to take place.
- Provide an appropriate location for the student to complete homework.
- Provide support and encouragement as required.
- If the student demonstrates a focused effort for the time allocated (see General Guidelines above) and the homework is not complete, parents may sign the work and direct their child to stop.
- Contact the teacher if the student is experiencing difficulty with homework or it becomes a source of conflict within the family. In specific situations, it may be negotiated that the child does not do homework.
HERCULES ROAD STATE SCHOOL DRESS CODE:

SCHOOL UNIFORM POLICY

HERCULES ROAD STATE SCHOOL DRESS CODE

UNIFORM POLICY (2014)

We wear uniform at Hercules Road as it:

- Creates a sense of identity with and for our school
- Promotes pride within our students and school community
- Establishes a standard of clothing that is gender neutral and addresses sun protection
- Is affordable
- Allows easy identification of enrolled students and strangers / visitors in our school
- Addresses the issues of peer pressure and bullying due to appearance and/or state of wealth

All of the following items must be the same style, fabric and colour as those sold from the school uniform shop. IF UNSURE, PLEASE CHECK WITH THE SCHOOL PRIOR TO PURCHASE. Special circumstances need to be discussed with the Principal.

THE HERCULES ROAD STATE SCHOOL UNIFORM CONSISTS OF:

- Light green and dark green panel polo shirt or button-up check shirt worn out, with collar worn down/ Yr 6/ 7 shirt
- Bottle green shorts (ruggers or unisex style)/ skirt/ skorts – these are not to be excessively longer or shorter than the school uniform version - they must be at least mid-thigh in length. Baggy/ long style shorts that extend beyond the knee, shiny soccer style, basketball style with holes in the fabric, army or cargo clothes (low down pockets) are unacceptable – no khaki
- Plain wide brimmed bottle green hat or bucket hat with logo – no caps or beanies are permitted
- Only all black lace-up, velcro or buckled footwear (joggers/ sandshoes or black leather shoes) are permitted – Laces and all visible surfaces must be black in colour including the visible part of the sole. Any exceptions must be approved by the Principal prior to purchase.
- Footwear is not to have excessively thick soles, raised heels or be high cut
- Slip on shoes, sandals and thongs are not permitted without doctor or principal’s permission
- Socks - totally white on visible surface short socks/ anklets worn down as of 15 April, 2014. White, green, grey or black short socks/ anklets worn down acceptable until 15/04/14
- Plain bottle green tracksuit or bottle green jumper with/ without school emblem – no stripes or hoods. Jumpers are not to be worn under the uniform.
- Check green dress
- Full length green or black tights (optional)
- Hair accessories are to be minimal and green, black and/ or white

THE WEARING OF UNIFORM:
It is pointless to have a uniform, unless it is worn as a complete uniform, and worn with pride. It is expected that while children are in uniform, they will wear the complete uniform, including when coming or going from school.

- Uniform shirts are to be worn out, not tucked in
- No non-uniform clothing should be visible e.g. t-shirts, different coloured clothing
- Hats are to worn when out of covered areas. Legionnaire caps are not part of our uniform
- Uniform joggers/ shoes are required in the playground
- Uniform is to be worn for the full school year

FREE DRESS DAYS:
On free dress days, students may wear non-uniform items, provided:
1. The clothing is sun-safe.
2. Shoulders and upper arms are covered by clothing to the same extent as the usual uniform.
3. The length of shorts/ skirt/ dress is at least the equivalent of the regular uniform i.e. at least mid-thigh.
4. A hat only, not cap, that affords the same amount of sun protection as the uniform hat.

SANCTIONS FOR NON-COMPLIANCE
Students who are non-compliant, will be subject to the following consequences for each instance of non-compliance, namely:
• detention and/or
• preventing the student from attending, or participating in, any activity for which the student would have been representing the school;
• preventing the student from attending, or participating in, any school activity that, in the reasonable opinion of the school Principal, is not part of the essential educational program of the school (this can include school excursions and extra-curricular activities).
Appendix XVII   JEWELLERY POLICY
JEWE LLERY/ PRESENTATION POLICY (2014)

- Only small, plain sleepers or studs are permitted. Spacers are not permitted. A maximum of 2 sets of earrings can be worn if plain studs or sleepers. Any dangly earrings or piercings visible in any other part of the body must be covered with tape.
- One signet ring (must not be sharp or raised)
- Necklaces are not to be visible
- One watch
- Medical bracelets only
- No face adornments e.g. stickers, temporary tattoos
- Hair Accessories – Hair control items to be minimal and green, white or black.
- No bandanas or scarves
- Shoulder length or longer hair is to be tied back and hair is to be kept out of eyes
- Fluoro or brightly coloured hair colours are not permitted apart from wash out spray on colours for designated house sport carnivals/ events. Hair tones are to be one natural shade
- No make-up except for medical reasons – requires a doctor’s letter
- Clear fingernail polish only
- No anklets
- Hair ties or rubber bands are not to be worn on wrists

Any exceptions e.g. religious, medical or cultural factors, need to be discussed with the Principal. Students may be directed to remove inappropriate items e.g. bandana, or be given one day in which to comply unless otherwise arranged with the Principal e.g. removal of nail polish.

SANCTIONS FOR NON-COMPLIANCE
Students who are non-compliant, will be subject to the following consequences for each instance of non-compliance, namely:
- detention and / or
- preventing the student from attending, or participating in, any activity for which the student would have been representing the school;
- preventing the student from attending, or participating in, any school activity that, in the reasonable opinion of the school Principal, is not part of the essential educational program of the school (this can include school excursions and extra curricular activities).

Jeff Rose
(Principal)
Appendix XVIII  PARENT/ VOLUNTEERS’ CODE OF CONDUCT

It is important that the school environment be as safe as possible for all children and that adults act as role models, displaying behaviour that is appropriate in front of young children. Consequently the following code of parent conduct has been agreed to by staff and the P&C:

1. Conversations with staff which are sensitive in nature are not to be conducted in the presence or hearing of other parents or students.
2. Appointments need to be made to meet with staff that will only be available for meetings in out of class times unless there is an emergency.
3. Abusive phone calls or conversations will be terminated until such time that the issue can be discussed rationally.
4. Parents may not approach or reprimand children who have been involved in incidents with their child – such concerns are to be directed to the principal.
5. No swearing or inappropriate language is permitted on or around school grounds
6. No smoking
7. No dogs or animals on school grounds
8. Only clothing that is appropriate for children to view is permitted e.g. swear words, inappropriate pictures on clothing are not acceptable
9. Parents are to maintain control of non-school age children to ensure classes are not interrupted, no injuries occur and school property is not damaged e.g. running on concrete, yelling, going into gardens
10. Parents who have disagreements with other parents, are to settle differences away from the school environment
11. Parents who work as volunteers in classes are to maintain confidentiality regarding individual student behaviour and learning.
12. Parents should model appropriate behaviour at school functions/ events e.g. stand quietly for national anthem at parade
13. Volunteers are to be treated with respect. Any concerns are to be directed to the Principal, not to the volunteer.

Should this code be breached, and the matter considered serious, it may be taken up with the appropriate authorities, with a view to invoking section 47 of the Education (General Provisions) Act 1989 which states –

“Wilful disturbance

47. (1) A person must not wilfully disturb the good order or management of a State educational institution. Maximum penalty – 10 penalty units/ $750

(2) A person must not insult an officer of a state education institution in the presence or hearing of a student of the institution who is at the time in question –
- in or about the institution; or
- assembled with others for educational purposes at or in any place
  # ‘insult’ includes abuse
  # ‘Officer of a state educational institution’ includes a teacher, teacher in training, staff member or person employed in any capacity at the institution.’ Maximum penalty – 10 penalty units / $750
Appendix XIX

CLASS EMERGENCY RESPONSE PLAN

If a student demonstrates violent and challenging behaviours please send a child or an adult to contact

G Block on 321
or
Admin on 320

And request
‘Team to (class) immediately’

If possible also provide child’s name and a short account of problem

If necessary, remove the other students from the area i.e. to
➢ next door classroom
➢ nearest undercover area or,
➢ a safe place within the classroom.

A. PLEASE NOTE
❖ Do not approach the student unless they are injuring themselves or others.
❖ Do not place yourself or the other students in danger.
❖ Debrief class following incident
❖ Write up a factual account of the incident, sign and give to admin
❖ Ensure that you also have the opportunity to debrief yourself (time off class to complete this may be available upon request)
Appendix XX

Appropriate Use of Mobile Phones by Students

Educational Queensland:

“Schools and colleges can make reasonable rules about what students can and cannot bring to school. They can ban anything that is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of students.

The use of mobile phones, pagers, portable CD and MP3 players, iPods, personal digital assistants and similar electronic devices in class is disruptive to the learning environment of all students and should be discouraged. Students wishing to use these devices in special circumstances should negotiate arrangements with relevant school/college staff.”

EQ Ref: 04/19208

The following guidelines relate specifically to the appropriate student use of mobile telephones and similar electronic devices at Hercules Road State School:

1. Devices must be stored and used in the school office only.
2. Devices may not be brought to school unless the accompanied by an explanatory note from the student’s parent/carer.
3. Devices will not be allowed on excursions or camps under any circumstances. Parents wishing to contact their children will be provided with the number of a mobile phone carried by school staff.
4. Devices will be confiscated under the following circumstances -
   - They are discovered in a student’s possession without appropriate permission or being used outside of the school office.
   - They are found in school grounds.
Confiscated items will be available for collection by the student’s parent/carer at the school office.
5. Devices are stored and used at the owner’s risk. No liability will be accepted by the school or college in the event of the loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the department’s negligence.
ELECTRONICS POLICY/ MOBILE PHONES

INVASION OF PRIVACY ACT:
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.

KEY POINTS FOR STUDENTS:

1. Devices may not be brought to school unless an explanatory Permission note is received from the student’s parent/carer.

2. Devices must be stored and used in the school office only.

3. Devices will be confiscated after one warning under the following circumstances:
   - They are discovered in a student’s possession without appropriate permission

4. Confiscated items will be available for collection by the student’s parent/carer at the school office.

   Devices are stored and used at the owner’s risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the department’s negligence

No visual or verbal recording is permitted by students, parents or community members in school grounds or events (apart from functions such as parades, sporting or graduation ceremonies) without specific approval from admin.

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 are likely to occur.

The dissemination of visual or verbal communication among the student body or outside the school, by any means (including distribution by phone or internet posting) are in breach of this policy and may be subject to discipline, including suspension and exclusion.

* Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, 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.

PERMISSION FOR ELECTRONIC DEVICE

STUDENT NAME: __________________________________________   CLASS: __________

ELECTRONIC DEVICE: _______________________________________________________

REASON FOR DEVICE AT SCHOOL: _____________________________________________

_________________________________________________ DATE: ____________________

I understand that:

♦ This device can only be used in accordance with the Hercules Road State School Electronics Policy

♦ In the event of the device not being handed in at the School Office, after one warning, the device will be confiscated and must be collected by a parent/carer, not the student

PARENT NAME: ___________________________ SIGNATURE: ___________________________

STUDENT NAME: ___________________________ SIGNATURE: ___________________________
ELECTRONICS POLICY

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 Hercules Road State School. Students or parents 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 or parent 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 or will occur.

Students involved in:
• recording; and/or
• disseminating material (through text messaging, display, internet uploading etc); and/or,
• knowingly being a subject of a recording
are in breach of this policy and may be subject to discipline (including suspension and 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 the Police.

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 the Police. 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 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 include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, 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 XVII
HERCULES ROAD STATE SCHOOL RULES
# The following rules are subject to change depending upon circumstances.
# Not every situation can be addressed within a specific list of rules. Consequently rules will exist that are not listed specifically herein.
# Changes to rules, additional rules and consequences need to be approved by the Principal.
# The basis of rules is respect for others and their property

OWN SAFETY:
- Walk on concrete areas, don’t run on grassed areas beside paths - use the path
- Remain seated in eating areas until dismissed
- Food and drinks to be consumed only in eating areas
- Climbing is only permitted on playground equipment
- Do not play games or jump or swing on walkway poles
- Stay only in your designated area
- Play stops when the first bell rings at each section of the school day
- Cross the road only as designated crossing areas using correct safety procedures
- Never talk or go near strangers
- Permission to leave the school grounds requires a written notification
- Children leave the school grounds at 2.30 pm unless otherwise directed
- Children should arrive at school by the first bell. Early arrivals must sit in the covered area until the first bell
- Any absences to be reported via letter or telephone call

SAFETY OF OTHERS AND PROPERTY:
- Respect the privacy of others
- Only touch the property of others once they have given you permission
- Take care of the equipment that you use
- Only enter classrooms when a staff member is present
- Do not throw dangerous objects
- Use only acceptable language. Swearing, aggressive and teasing language are not permitted
- Talking back rudely to staff is not permitted - staff directions are to be followed.
- Tackling and aggressive games are not permitted unless approved and supervised by a staff member
- Never start or be part of a fight
- Do not bring valuable items to school
- The only acceptable jewellery are plain earrings - studs and sleepers, a watch and medical bracelet / medallion unless special permission is granted
- The following are not permitted at school - chewing gum, toy weapons, dangerous toys
- Smoking is not permitted on Education Queensland property

SCHOOL ENVIRONMENT:
- All litter is to be placed in bins
- Writing on school property without permission is not permitted
- Trees and plants are not to be damaged on played on
- All wildlife must be left alone. Roaming dogs to be reported to office
- Bikes to walked in school grounds
- Spitting is not permitted

SCHOOL DRESS:
- A hat and enclosed shoes to be worn at all times when outdoors
- Sleeveless attire is not acceptable
- School uniform is to be worn. Exceptions require parent meeting with admin
- Bike pants are not to be visible unless participating in sport
- Uniform is to be worn in a neat and tidy manner
CONFIDENTIALITY AGREEMENT FOR VOLUNTEERS

Guidelines
Teachers, staff and adults working in the school community will at times be privy to confidential information about students and their families. It will often be necessary to share some of this information with volunteers in order for them to work with children. It is necessary therefore to fully understand that this information is protected and maintained under a strict confidentiality policy.

By understanding and agreeing to the following principles, the dignity and respect of all school community members will be protected.

- I must never discuss a child or share my knowledge of a child with anyone who is not authorised to receive such information.

- I will defer to the class teacher or school administration on request for information which may come from a parent or carer of a child

- I will ensure that any discussions I need to have with a teacher are conducted in a safe, secure environment to avoid any information being overheard or shared with other people.

- I understand that I may also be privy to information about staff or students' parents or carers and this information is also strictly confidential.

- I understand that any information about students, parents or staff remains confidential even after I leave my position.

- I understand that such a breach of confidentiality is a serious breach of trust and this breach may result in my services as a volunteer being discontinued.

Signature of Volunteer ________________________

Signature of Principal _________________________

Date _____________________________
BICYCLE/ SCOOTER/ SKATEBOARD/ ROLLER BLADES POLICY

The safety of students and the public is of paramount concern regarding the riding of bicycles/ scooters/ skateboards/ rollerblades to and from school. Consequently any student who rides a bicycle/ scooter/ skateboard or rollerblades, hereafter called ‘vehicle’ to Hercules Road State School is expected to:

- Observe road rules
- Cross at designated crossings
- Wear a helmet which is done up and fastened firmly
- Walk their vehicle in school grounds
- Walk their vehicle from/ to the Hercules Road gate to the corner of Hercules Road and Anzac Avenue on the school side of Hercules Road
- Walk their vehicle from/to the Hercules Road bicycle access gate to the southern school boundary on Hercules Road on the school side of Hercules Road
- All ‘vehicles’ are to be stored in the bicycle compound only
- No motorised vehicles used by students are allowed in school grounds.

In the event of a student not complying with this policy, the following process will apply:

Step 1. First offence - warning to the student advising that the vehicle may not be permitted in school grounds in the event of further offences
Step 2. Second offence - Parents advised that the vehicle is not permitted in school grounds
Step 3. After at least one term has elapsed, the student may request to be permitted to recommence bringing their vehicle onto school grounds