1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Hercules Road State School, we believe that we exist to provide the very best service and education to our school community. Learning in all forms and across all genres is a lifelong process, so we are committed to equipping children with the necessary skills and knowledge not only for today, but in order to achieve in the future. Hence our statement of purpose: ‘Learning Together for Life.’

As such we:
- Develop a code of behaviour that is based on the philosophy and models of a Supportive School Environment. [See Appendix I]
- Develop a code of behaviour, which is understood, accepted and practised by all members of the school community.
- Establish procedures for developing responsible behaviour.
- Develop practices that promote a supportive school environment.
- Maximise the educational and social opportunities and outcomes for all students.
- Promote a fair, equitable and inclusive learning and teaching environment for all.
- Promote interpersonal relationships between and among students, teachers and caregivers by promoting a positive, supportive environment based on the values and beliefs of our school.
- Establish conditions whereby children are able to responsibly self-manage their learning and behaviour.

2. Consultation and data review

Hercules Road State School developed this plan in collaboration with our school community, staff, parents and student leaders. The consultation process included:

- Parent Opinion Survey
- Student Opinion Survey
- Staff Opinion Survey
- One School Data

The plan was endorsed by the Principal, the President of the P & C and Regional Executive Director in November 2009. A formal review took place in 2013.

3. Learning and behaviour statement

At Hercules Road State School, our beliefs have a philosophical and psychological base.

PHILOSOPHICAL BASE
All decisions and actions in our school are guided by the following:
- Trust
- Open, honest communication
- Pride and school spirit
- Stimulation and motivation
- Belief that all children can learn well

We believe that students, staff and carers have certain rights and responsibilities within the school environment. Teachers have a right to teach and students have a right to learn in a safe, non-disruptive, respectful environment. Individuals have a responsibility to respect the rights of others.

**PSYCHOLOGICAL BASE**
This is about how we teach and treat children and each other, and why. This is based on Dr William Glasser’s Choice Theory (1996, 1998, 2000, 2003). Choice Theory explains how and why we seek constantly to satisfy four basic psychological needs.

These are:
- Love, Belonging and Connectedness – We all want to be loved and to belong, whether we belong to a sporting club, family, social group.
- Personal Power/Competence – We all want to be good at something, and to be recognised by others as being good at it. This may be school, work, sport, telling jokes, art.
- Freedom – We all want freedom and choices in what we do.
- Fun – We all want to have a good time.

Throughout life, we “behave” in order to satisfy these needs either responsibly or irresponsibly. Our goal is for children to responsibly self-manage their learning and behaviour.

**RIGHTS AND RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>Everyone has the right to:</th>
<th>Everyone has the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be treated honestly and fairly</td>
<td>Treat others with honesty</td>
</tr>
<tr>
<td>Be treated with respect</td>
<td>Show respect for others – children, adults, the school and the community</td>
</tr>
<tr>
<td>Teach or learn in a Supportive School Environment</td>
<td>Work to the best of their ability</td>
</tr>
<tr>
<td>Feel safe and valued</td>
<td>Be punctual and prepared</td>
</tr>
<tr>
<td></td>
<td>Participate in the resolution of conflict</td>
</tr>
<tr>
<td></td>
<td>Acknowledge the right of others to work/learn in a supportive school environment</td>
</tr>
<tr>
<td></td>
<td>Co-operate with each other</td>
</tr>
<tr>
<td></td>
<td>Act safely and value others</td>
</tr>
</tbody>
</table>

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

**Upholding the Code of Behaviour at HRSS**
At Hercules Road State School we have developed the ‘Responsible Choice Program’ (RCP). Our program is based primarily on ‘Choice Theory’ by Dr. William Glasser. It also combines elements from other successful behaviour management processes (e.g. Essential Skills). [See Appendix II]

Our ‘Responsible Choice Program’ (RCP) seeks to support students in a respectful manner, as they interact socially within our school environment. We have found that this program can be an effective way of reducing disruption to school environments whilst enhancing student self-management.

RCP advocates for the development of a safe and supportive environment through the use of proactive management processes when working with all students.
• **Universal behaviour support**

At Hercules Road 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. This strategy is directed towards all students, and is designed to prevent problem behaviours and provides a framework for responding to unacceptable behaviour. eg Positive Behaviour support booklet (See Appendix III)

A set of behavioural expectations in specific settings has been attached to each of our five school values/rules. The Behaviour Matrix *(Appendix IV)* outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers. **Universal:** Positive Behaviour booklet, Class meeting/Circle Time. **Targeted:** Social Skills Program targeted at groups of students with specific needs e.g. Girls’ Group, Social Skills lessons
- Fortnightly message from Hercules the Koala, with behaviour expectations and school values on school assemblies and during active supervision by staff during classroom and non-classroom activities. These expectations and values are displayed on the Hercules poster on the door of each classroom. [See Appendix V]
- A dedicated section of the school newsletter and website, enabling parents and caregivers to be actively and positively involved in school behaviour expectations.

Our teachers also implement the following practices based on ‘Choice Theory’ to develop self-directed, self-managing learners:

- creation of quality relationships
- development of a quality needs-fulfilling environment, catering for basic needs
- communicating quality expectations
- delivering quality learning through quality pedagogy
- teaching and practising quality self-evaluation & co-verification
- teaching quality self-management & co-management
- ensuring quality outcomes

**We reinforce and encourage students demonstrating positive behaviours through:**

- HERCS stickers, HERCS Certificates with behaviour logo [See Appendix VI]
- Praise
- Learning celebrations
- Displays on the school website, newsletter and through media
- Positive communications with home (phone, letter, postcards)
- Sharing work with Admin
- School Leader Program [See Appendix VII]
- Student Councillor Program
- Classroom positive behaviour recognition.
- Peer mediation program

**Targeted Social Skills Program**

At Hercules Road State School, we define Social Skills as the ability to interact with other people in acceptable ways that will lead to beneficial outcomes. Our program is linked to the Health and Physical Education Syllabus. Targeted
groups of students attend Social Skills lessons in the SEU or SSC. These lessons have been carefully developed to address the needs of our school community.

Skills addressed include:

- Understanding Rules
- Consequences
- Manners and Respect
- Making Friends and Keeping Them
- Being a Good Friend
- Cooperation
- Tolerance
- Self-esteem
- Taking Turns
- Conversations
- Points of View
- Recognising People’s Feelings
- Resolving Conflicts
- Dealing with Anger
- Anti-Bullying
- Communication

Anti-Bullying Program (Traditional and Cyber Bullying)

- Specific lessons are taught to all classes to help students identify bullying in all forms including cyber bullying. What is bullying? What isn’t bullying? Types of bullying? Why do people bully? How does it make you feel? What to do if you’re being bullied?
- Students are taught a variety of strategies to use against bullying behaviour.
- Students are taught the High 5 as a playground strategy. [See Appendix VIII]
- A Bullying Audit is carried out in Grades 4-7 during Term 1 to identify those using bullying/cyber bullying behaviour in their classrooms or outside play areas.
- The “No-blame Approach to Bullying” may be used initially as appropriate.
- Repeated incidents of bullying/cyber bullying by a student will result in alternative measures as detailed in the policy.
- Cyber bullying will be dealt with in the same manner as face-to-face bullying when it is brought into the school environment.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (SCM-PR-003)
  - Procedures for Preventing and Responding to Incidents of Bullying

All students are encouraged to take increasing responsibility for their own behaviour and the consequences of their actions by:

- meeting high expectations through adherence to school/classroom rules and procedures
- participating in the HERCS Recognition program
- responding to visual cues in classrooms and whole school environment e.g. Behaviour Flow chart [See Appendix IX]
- engaging in the negotiated development of Behaviour Plans in the Student Support Classroom (SSC)
- acknowledging their own behaviour and accepting consequences for their actions
- following re-entry procedures after their removal from class or suspensions.

Though teachers at our school aim to develop ‘Needs Facilitating Classrooms’, we recognise that there will be disruptions. We employ procedures to address disruptions in a consistent and respectful manner. A basic rule for our ‘Responsible Choice Program’ is that no child is allowed to disrupt or stop the learning of others in class, specialist lessons or other teaching environments on school property. Procedures for addressing disruptions are included on the following ‘Discipline Flowcharts’ and classroom Behaviour Flow chart [see Appendix IX]
Student Support Process - Classroom

1. RULE REMINDER:
Questions
eg. ‘Are you following the class rules?’
‘Are you showing responsible behaviour?’
‘What do you need to do?’

2. THINKING CHAIR
Either used to just ‘sit and think’ for a period of time or to work independently in own classroom.
Thinking chair rules to be displayed [See Appendix X]
- On display at thinking chair, talked through by teacher
- After stated timeframe, teacher directs child to return to class
- Child does not ask teacher to return

3. BUDDY CLASS
- Teacher directs student to work in buddy class
- ‘White card’ sent with student to buddy class with a responsible student
- Buddy teacher refocuses and redirects student
- Establish clear work expectation & time limit
- Student either sits quietly or does work as directed
BUDDY CLASS RULES – as above
- After 10 minutes, the child is given the opportunity to return to class if his/her behaviour is appropriate.

4. REFER TO SSC or ADMIN
Possible Consequences (consequences will be: related, reasonable, respectful and offer the opportunity to be responsible)
- Referral to SSC (may be requested to plan future behaviour choices) [See Appendix XI]
  - Parent Contact
  - Disciplinary Absence
  - Time Out and/or Restraint
  - Alternate Program
- In cases of severe misconduct, Admin consequences (incl. suspension) may be applied to students with no prior history of disruption (and subsequently, no record of intervention) at the discretion of the Principal.

PLEASE NOTE - GROSS LACK OF COOPERATION, VIOLENT OR UNSAFE BEHAVIOUR:
Teacher directs student to office or SSC with a White Card with an accompanying responsible student

Responsible Behaviour Plan, Hercules Road State School - August 2013
Student Support Process – Playground / Specialist Lessons

IRRESPONSIBLE PLAY / STUDENT DISRUPTION /OFF TASK

1. RULE REMINDER:
   Questions
   eg. ‘Are you following the rules?’
   ‘Are you showing responsible behaviour?’
   ‘What do you need to do?’

2. APPLY CONSEQUENCES

   Where possible, consequences should be:
   - Related
   - Reasonable
   - Respectful
   - Offer the opportunity to be Responsible
   These should be logical e.g. unsafe play may require the student to ‘sit out’ of play at teacher’s direction.

3. REFER TO ADMIN

   Possible Consequences (consequences will be: related, reasonable, respectful and offer the opportunity to be responsible)
   - Referral to SSC
   - Parent Contact
   - Disciplinary Absence
   - Time Out and/or Restraint
   - Alternate Program
   - In cases of severe misconduct, Admin consequences (incl. suspension) may be applied to students with no prior history of disruption (and subsequently, no record of intervention) at the discretion of the Principal.

PLEASE NOTE - GROSS LACK OF COOPERATION, VIOLENT OR UNSAFE BEHAVIOUR: Teacher directs student to office or SSC with a White Card to with an accompanying responsible student.

PLAYING RESPONSIBLY / IN CLASS ON TASK

PLEASE NOTE - GROSS LACK OF COOPERATION, VIOLENT OR UNSAFE BEHAVIOUR: Teacher directs student to office or SSC with a White Card to with an accompanying responsible student.

PLAYING RESPONSIBLY / IN CLASS ON TASK

PLEASE NOTE - GROSS LACK OF COOPERATION, VIOLENT OR UNSAFE BEHAVIOUR: Teacher directs student to office or SSC with a White Card to with an accompanying responsible student.
Consequences for unacceptable behaviour
Hercules Road 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. A Behaviour Referral Form - white card [Appendix XII] - is used to record all minor and major problem behaviours. The recording of three minor behaviours constitutes a major behaviour.

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the Student Support Classroom (SSC) or Administration team

Minor behaviours are those that:
- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of the SSC or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a redirection procedure. The staff member takes the student aside or directs to a “Thinking Space” and:
  1. Names the behaviour that the student is displaying,
  2. Asks student to name expected school behaviour,
  3. States and explains expected school behaviour if necessary
  4. Gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of School Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the white card and directs student to the Administration office, or if required, phones the office for an Admin officer to collect the student from the current location.

The Student Support Classroom (SSC) provides support and guidance to students who are having difficulties managing their own behaviour for a variety of reasons. The focus of the support provided in the SSC is to enable students to better understand their behaviour and how to moderate their performance in the classroom, specialist lessons and the school grounds.
Major problem behaviours may result in the following consequences: time in the SSC, time in office, alternative lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequences for repeated offence

AND/OR

Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>Running on concrete or around buildings</td>
<td>Throwing objects e.g. rocks and sticks</td>
</tr>
<tr>
<td></td>
<td>Running on stairs or verandahs</td>
<td>Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>Not walking bike in school grounds or footpath outside school</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td>Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>Not playing school-approved games</td>
<td>Fighting</td>
</tr>
<tr>
<td></td>
<td>Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>Minor physical contact (e.g. pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td>Correct Attire</td>
<td>Not wearing a hat in the playground</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Possession or selling of prohibited substances</td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>Not completing set tasks that are at an appropriate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>Not being punctual (e.g. lateness after breaks)</td>
<td>Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>Not in the right place at the right time</td>
<td>Leaving school without permission</td>
</tr>
<tr>
<td>Following instructions</td>
<td>Low intensity failure to respond to adult direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accepting outcomes for behaviour</td>
<td>Minor dishonesty</td>
<td>Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile phone</td>
<td>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an Admin officer)</td>
<td>Use of mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>Language</td>
<td>Inappropriate language (written/verbal)</td>
<td>Offensive language</td>
</tr>
<tr>
<td></td>
<td>Aggressive language</td>
<td>Verbal abuse / directed profanity</td>
</tr>
<tr>
<td>Property</td>
<td>Petty theft</td>
<td>Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>Lack of care for the environment</td>
<td>Wilful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>Not playing fairly</td>
<td>Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>Minor disruptions to class</td>
<td>Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>Minor defiance</td>
<td>Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>Minor bullying / harassment</td>
<td>Major defiance</td>
</tr>
</tbody>
</table>

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members will use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

**Targeted behaviour support**

**Truancy/Absence from school**
- Students who are absent from school are required to bring a signed note from their parents/carers explaining their absence.
- Students are reminded to bring a letter following an absence.
- Unexplained absences of over three days are reported to Administration.
- Patterns of absence must also be reported.
- A telephone call or letter will be sent home to request an explanation for the absence and followed up by administration.
- Support may involve the school's Guidance Officer
- Signage which displays the effect of absences on student performance in classrooms and community areas [see Appendix XIII]

<table>
<thead>
<tr>
<th>Supports available</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of student in class and provision of feedback to parent/teacher/caregiver</td>
<td>Class meetings</td>
</tr>
<tr>
<td>Individual Management Plans</td>
<td>Anger Management Programs</td>
</tr>
<tr>
<td>Intervention meetings with parents/caregivers</td>
<td>School Leader Program</td>
</tr>
<tr>
<td>Conflict resolution</td>
<td>Mediation</td>
</tr>
<tr>
<td>Chill out time</td>
<td>Social Skills lessons</td>
</tr>
<tr>
<td>Circle time</td>
<td>Modelling lessons for class rules</td>
</tr>
<tr>
<td>Buddy class and time out</td>
<td></td>
</tr>
</tbody>
</table>

**Intensive behaviour support**

Students who continue to show self-management difficulties and unacceptable behaviour and who have received targeted behaviour support through the intervention process may be provided with:
- Planned sessions in the SSC during work time for specific programs e.g. anger management, social skills etc.
- The student may be allowed ‘chill out’ time in the SSC to avoid confrontation with others or identified trigger times for the behaviour.
- Re-establishment of support systems within the student’s class and peers.
- AVT and external agency support would be requested to discuss and comprehensively review the student’s Individual Behaviour Management Plan.- IBSP [See Appendix (XIV)]
- External provision of support, as necessary eg. off-campus activities
- Students who show unacceptable behaviour in the playground may be directed to access the games room, supported play and SSC on a rotational basis.

**5. Emergency responses or critical incidents**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency 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.

**Basic defusing strategies**

**Avoiding escalating the problem behaviour**

(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

**Maintain calmness, respect and detachment**

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally).

**Approach the student in a non-threatening manner**

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

**Follow through**

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

**Debrief**

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.)

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

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

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result
- take into account the age, stature, disability, understanding and gender of the student.

Record Keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Incident report (go to ‘My HR Workplace Health and Safety module in One Portal – through ‘Quick Links’
  o Health and Safety incident record must be completed
  o Debriefing report (for student and staff)- Guidance Officer to complete
- Admin contacted, staff deployed:
  - First Aid officer or officers directed to support, or
  - lockdown or evacuation procedures followed depending on circumstances.

6. Consequences for unacceptable behaviour

Procedures for upholding the Code of School Behaviour: Disciplinary Absences

Disciplinary absences include suspension and exclusion and may be applied on the following grounds:
- disobedience;
- misconduct;
- other conduct of the student that is prejudicial to the good order and management of the school or state schools.

At Hercules Road State School, disciplinary absences are generally applied to situations where students have experienced significant intervention and subsequently:
- have made limited positive changes to their actions;
- have continued high-level disruptions.

Please Note: In cases of severe misconduct disciplinary absences may be applied to students with no prior history of disruption (and subsequently, no record of intervention) at the discretion of the Principal.

Duration of suspensions may be either:
- 1-5 days;
♦ 6-20 days.
Decisions about duration of suspension will be at the Principal's discretion, with consideration given to the details of each individual case.

In the case of 6-20 day suspensions work will be provided for the student by the classroom teacher.

At the conclusion of a suspension, the student and parent are required to meet with the Principal (or delegate) to discuss the student’s re-entry to the school including appropriate expectations, interventions and procedures (Individual Management Plans). Students re-enter the school by planning in the SSC.
7. Network of student support

Students at Hercules Road State School are supported through positive reinforcement and a system of universal, targeted, and intensive supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- SSC
- Guidance Officer
- Advisory Visiting Teachers
- Special Education Unit
- District Behaviour
- ACE Positive Learning Centre

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child, Youth and Mental Health Services
- Department of Communities (Child Safety Services)
- School Police Liaison Officer
- Indigenous and ethnic communities

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.

Hercules Road 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 and 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:
  1. express opinions in an appropriate manner and at the appropriate time
  2. work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  3. 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

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

12. Other related Documents

- Homework Policy Appendix XV
- Uniform Policy Appendix XVI
- Jewellery Policy Appendix XVII
- Parent/Volunteers' Code of Conduct Appendix XVIII
- Class Emergency Response Plan Appendix XIX
- Appropriate Use of Mobile phones Appendix XX
- Electronics Policy Appendix XXI
- Hercules Road School Rules Appendix XXII

Endorsement

Principal ___________________________ P&C President or Chair, School Council ___________________________
Regional Executive Director or Executive Director (Schools) ___________________________

Date effective:
from …………………………………………. to ………………………………………..

Responsible Behaviour Plan, Hercules Road State School - August 2013