



The Code of School Behaviour

Better Behaviour
Better Learning

Robina State School

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

1. Purpose

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

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

2. Consultation and data review

Robina State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through P&C, staff and class meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

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

3. Learning and behaviour statement

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

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

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

- Be safe - *Friendship*
- Be responsible - *Pride*
- Be respectful - *Respect*.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

Universal Behaviour Support (Approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours)

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

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL <i>Respect</i>	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> ▪ Rails are for hands ▪ Walk one step at a time ▪ Carry items ▪ Keep passage ways clear at all times 	<ul style="list-style-type: none"> ▪ Respect privacy of others 	<ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Walk bike/scooter to the gate ▪ Wait inside the gate until the bus stops
BE RESPONSIBLE <i>Pride</i>	<ul style="list-style-type: none"> ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> ▪ Move peacefully in single file 	<ul style="list-style-type: none"> ▪ Use toilets during breaks 	<ul style="list-style-type: none"> ▪ Have your name marked on the bus roll ▪ Leave school promptly
BE SAFE <i>Friendship</i>	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn 	<ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener 	<ul style="list-style-type: none"> ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment 	<ul style="list-style-type: none"> ▪ Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> ▪ Wash hands ▪ Walk 	<ul style="list-style-type: none"> ▪ Wait your turn ▪ Keep your belongings nearby ▪ Have your bus pass ready

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

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

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

- Teaching Program Achieve – A Social and Emotional Learning Curriculum.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Robina State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Robina State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Robina State School Positive Notice (Program Achieve – Well Done)

Staff members hand Positive Notice cards (Appendix 11) out each day to students they observe following school rules in both classroom and non-classroom areas (Appendix 9). This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a Positive Notice card. When students are given a Positive Notice card they drop the card in one of the designated collection points at the following locations:

- School administration block
- Tuckshop

Each Monday the deputy principal reviews the submitted cards and identifies students with a minimum of five cards. These students are issued with a voucher that can be redeemed at the tuckshop. Each five-card set is then removed and tallied, with a more powerful reinforcer available for 50 cards and 100 cards. Cards are never removed as a consequence for problem behaviour.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. The behaviour feedback triangle is used to assist in a consequence for behaviour ([Appendix 6](#))

Our preferred way of re-directing low-level problem behaviour is to ask the student to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support: Positive Play (Respond Program) – approximately 10% to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention

Each year a small number students at Robina State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of

their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students accepted into Positive Play (Respond Program) attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Positive Play (Respond Program) is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in Positive Play (Respond Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team – approximately 2% to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning.

Robina State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

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

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

Robina 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. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. 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 school Administration team

Minor behaviours are those that:

- are minor breaches 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 specialist support staff 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 out)(Appendix 12), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that 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:

- Low level behaviour with an increase in frequency and intensity
- 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 office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program
- AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons, and especially knives 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:

	Area	Minor	Major
Being Safe Friendship	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons, and especially knives
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> • Possession or selling of drugs
Being Responsible Pride	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Uncooperative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty 	<ul style="list-style-type: none"> • Major dishonesty
	Rubbish	<ul style="list-style-type: none"> • Littering 	
	Mobile Phone	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful Respect	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment 	<ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

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 might 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.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Robina State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

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

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and 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 Robina 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 threatened.

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, and
- 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 (Appendix 4)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5).
- student Statement –witness to an incident (Appendix 8)

Temporary removal of student property

The Principal or staff member of Robina State School has the power to temporarily remove property from a student if the staff member is reasonably satisfied that the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school

Weapons, especially knives

The Principal or staff member of a Robina State School has the power to temporarily remove weapons, especially knives from a student if the staff member is reasonably satisfied that the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school

Images (Appendix 1)

Students involved in:

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

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

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

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

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

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour (Appendix 7) 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.

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

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006

- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's information, Communication and Technology ICT Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President

Assistant Regional Director

Effective Date: June 2013 – June 2016

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed into the office at the beginning of the day and collected at the end of the day. Students who choose not to hand in their personal technology device will be reminded about the personal technology device etiquette.

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, 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.*

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Appendix 2

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

Purpose

1. Robina State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Robina State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Robina State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Robina State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Robina State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high

levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Robina State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Robina State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Robina State School Behaviour Referral Form

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour	
Minor (Please tick)	Major (Please tick)
Defiance/Disrespect Low intensity brief failure to follow directions	Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.
Physical Contact Student engages in non-serious but inappropriate physical contact.	Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)
Inappropriate language Low intensity language (eg shut up, idiot etc)	Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group
Disruption Low intensity but inappropriate disruption.	Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)
Property Misuse Low intensity misuse of property.	Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.	Dress Code Refusal to comply with school dress code.
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.	Safety Student engages in frequent unsafe activities where injury may occur.
Dishonesty Student engages in minor lying/cheating not involving any other person.	Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others
Other	Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.
	Other

School Expectation Category					
Be SAFE		Be Respectful		Be Responsible	

Others involved in incident						
None		Peers		Staff		Other

Appendix 4

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

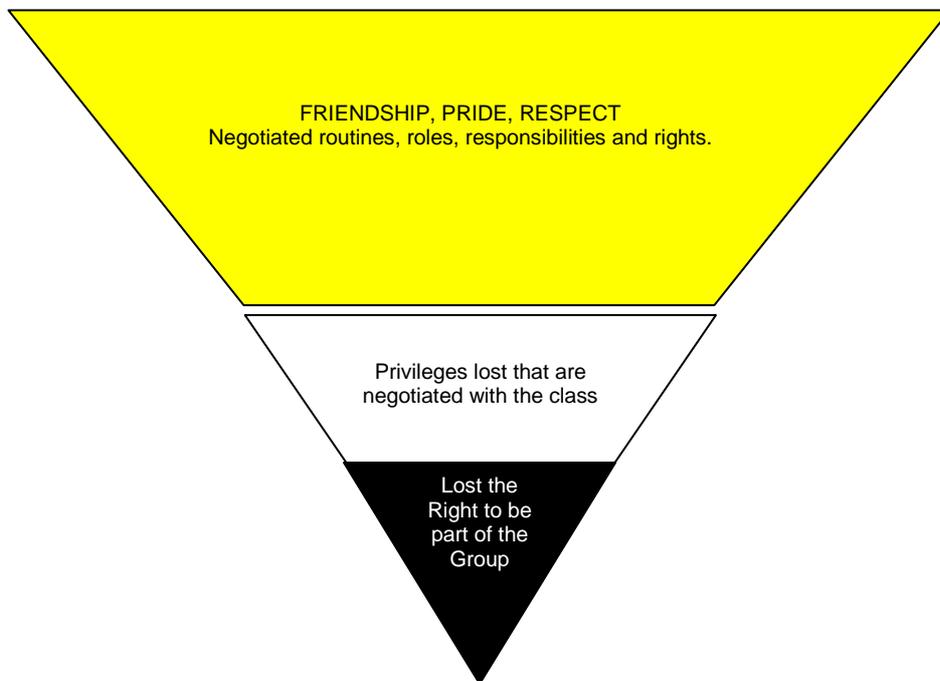
Behaviour Feedback Triangle

Classroom Management – Behaviour Feedback Triangle

Classroom rules and privileges are negotiated at the beginning of the year through a collaborative process. Rules and expectations should be:

- Clear and simple
- Few in number
- Socially just and equitable
- Reflect “Friendship, Pride and Respect”
- Explicitly taught and modelled
- Presented as positive behaviour.

Classroom rules and privileges are displayed in a visual format using an inverted triangle. Children are moved down the triangle from yellow to white to black. The white section of the triangle lists the privileges that all students in the yellow section will receive. These privileges are negotiated at the same time that the classroom rules are established. When a student is in the black section, all of the above privileges have been lost.



The program that Robina State School utilises to give a clear and consistent message about behaviour expectations is You Can Do It – Program Achieve. This program supports and educates students to be aware of their own and others social and emotional wellbeing and aligns with the guide of Social and Emotional Learning in Queensland Schools in these ways:

Guide to social and emotional learning in Queensland State Schools	Program Achieve – You Can Do It!
Five core social and emotional competency areas:	
Self Awareness <ul style="list-style-type: none"> • Identifying and recognising emotions in self and others. • Self confidence 	Ready, Set, You Can Do It! <ul style="list-style-type: none"> • Resilience • Confidence • Getting Along • Resilience

	<ul style="list-style-type: none"> • Confidence
Self Management <ul style="list-style-type: none"> • Ability to handle stress • Be motivated • Perseverance • Setting and monitoring personal and academic goals • Expressing emotions appropriately 	Ready, Set, You Can Do It! <ul style="list-style-type: none"> • Resilience • Confidence • Confidence • Persistence • Persistence • Organisation • Resilience
Social Awareness <ul style="list-style-type: none"> • Having empathy • Recognising and appreciating others similarities and differences 	Ready, Set, You Can Do It! <ul style="list-style-type: none"> • Getting Along • Confidence • Getting Along
Relationship Skills <ul style="list-style-type: none"> • Seeking help when needed • Establishing and maintaining healthy relationships • Being able to prevent, manage and resolve interpersonal conflict 	Ready, Set, You Can Do It! <ul style="list-style-type: none"> • Resilience • Resistance • Getting Along • Persistence • Resilience
Responsible Decision Making <ul style="list-style-type: none"> • Make responsible decisions based on the factors given • Reflect 	Ready, Set, You Can Do It! <ul style="list-style-type: none"> • Resilience • Persistence



School



The Code of Behaviour

EDUCATION QUEENSLAND

Better Behaviour Better Learning

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

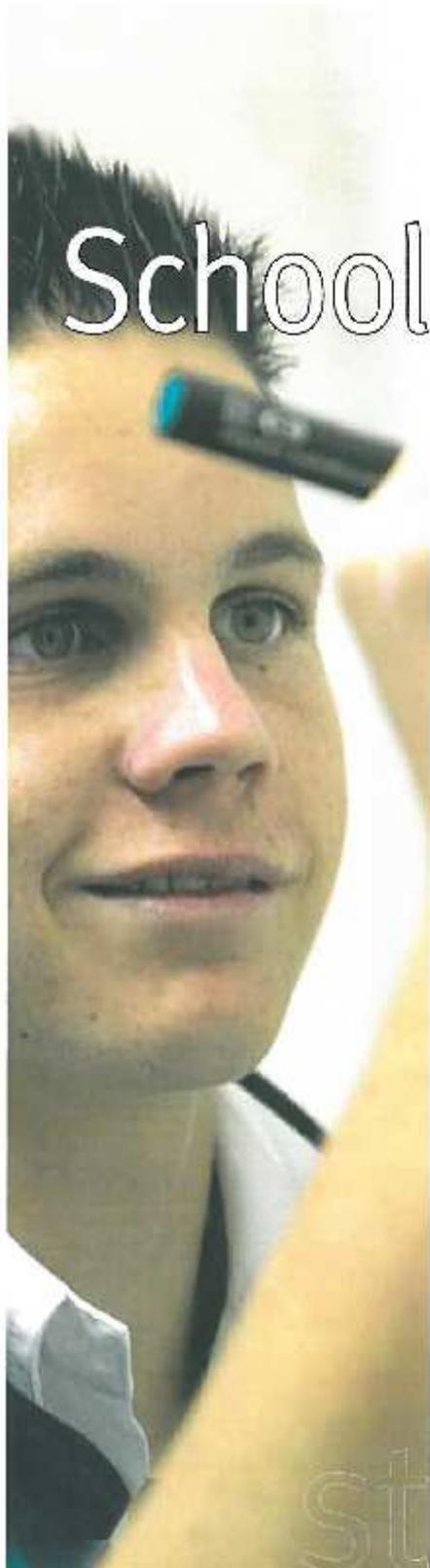
School communities will use *The Code* as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its *Responsible Behaviour Plan for Students*.

The *Education (General Provisions) Act 2006* provides that – principals must give an enrolment agreement to the student's parents or adult or independent student, before enrolling a student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by *The Code of School Behaviour* and other endorsed conditions stipulated by the school.





The Code of School Behaviour

Better Behaviour Better Learning

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by *The Code of School Behaviour* in accordance with the following standards.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.



Schools are expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- promote the skills of responsible self-management.

Principals are expected to:

- play a strong leadership role in implementing and communicating *The Code* in the school community
- ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Regional Directors or delegate are expected to:

- endorse the school's *Responsible Behaviour Plan for Students* that aligns with *The Code* and complies with legislation
- ensure that school plans are implemented consistently, fairly and reasonably
- exercise leadership in support of school principals' responsibilities under *The Code* and promote improvement of the professional skills of principals accordingly.

Senior Officers of Education Queensland are expected to:

- determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

Consequences for Unacceptable Student Behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The *Responsible Behaviour Plan for Students* will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by Education Queensland which include:

- suspensions
- exclusions
- cancellations of enrolment.

These consequences are to be used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.



values principles

The Code of School Behaviour is based on the following values and principles.

Values

The Department's Strategic Plan defines the following values.

- **Professionalism:** committing to the highest standards of accountability and performance
- **Respect:** treating all people with respect and dignity
- **Innovation and Creativity:** fostering safe environments that support innovative and creative practice
- **Diversity and Inclusiveness:** encouraging all Queenslanders to participate in education and cultural activities
- **Excellence:** supporting the pursuit of excellence.

Principles

The Code is underpinned by the following principles.

- State schools expect high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

Appendix 8

Student Statement – Witness to an incident

Student's Name: _____ Class: _____ Date of Incident: _____

Date of Statement: _____ Location of Incident: _____ Time of Incident: _____

Name of other witnesses who saw the incident _____

Background Information <i>(Where were you, who were you with and what was happening when the incident occurred?)</i>	
What happened First? <i>(Did anything occur between the students involved before this incident occurred?)</i>	
What happened next? <i>(Report only the details of what happened.)</i>	
Any other information which you feel may assist the investigation of this incident.	
Investigator's Notes (See over page)	Student's Signature: _____ Date: ____/____/____

Appendix 9

School motto of "Friendship, Pride and Respect" aligned with the five key elements of Program Achieve.

	Getting Along	Organisation	Confidence	Resilience	Persistence
BEING SAFE FRIENDSHIP	<ul style="list-style-type: none"> • I encourage and support others • I think about others' feelings • I care about others • I accept compliments • I cheer others on • I am tolerant of others • I include others who need a friend 	<ul style="list-style-type: none"> • I thank others for the use of their equipment • I thank others for helping me • I greet others with a smile • I will ask before I borrow equipment. 	<ul style="list-style-type: none"> • I try and involve others who are feeling left out • I encourage others • I praise other people for a job well done • I give compliments • I notice the hurts of others • I try and make things better. 	<ul style="list-style-type: none"> • I forgive others when they make mistakes • I accept that everyone is different • I value diversity • I show an interest in others • I will care for the natural environment. 	<ul style="list-style-type: none"> • I help others when they need it • I trust others to help me • I seek help when I need it • I say kind things to others • I will put rubbish in the bin
BEING RESPONSIBLE PRIDE	<ul style="list-style-type: none"> • I try my best • I follow the school rules • I solve problems • I work with other children in teams • I try and make friends with others • I will not bring dangerous items to school • I am the best participant I can be • I ask for help • I believe in myself • I work well with my classmates and in groups. 	<ul style="list-style-type: none"> • I keep my belongings tidy • I keep the classroom tidy • I have my equipment ready for class • I organise my learning • I play in right areas • I will name all of my belongings • I will not bring gum to school • I use pedestrian crossings • I do my homework • I work hard in class • I do my work assignments • I meet deadlines • I plan my work 	<ul style="list-style-type: none"> • I am honest • I report damage to equipment • I am on time to class • I make good choices • I tell the truth • I say no to bullies • I take risks with my learning • I will not bring too much money to school • I will report others breaking the school rules • I show pride in self and school. • I Can Do It • I make healthy choices • I take responsibility for my learning • I want to improve my learning • I am proud of my learning. 	<ul style="list-style-type: none"> • I am a positive role model • I use water responsibly • I am patient with others • I own up when I've done the wrong thing • I make things better • If I fail, I try again. • I always try hard • I seek help from others when I need it • I take responsibility for my behaviour • I work well with all people. 	<ul style="list-style-type: none"> • I am responsible for my behaviour • I visit the toilet and have a drink before lining up • I return school equipment at the end of playtime • I will play fairly • I leave trading cards and tokens at home • If I bring my mobile phone to school, I will hand it to the Office • I always try to do my best • I work at things when they are hard • I work through tough problems • I always give my best effort.
BEING RESPECTFUL RESPECT	<ul style="list-style-type: none"> • Play safe games with my friends • Keep my whole body to myself • Solving problems with words • Treat others the way I want to be treated • I follow directions from staff • I speak politely • I use good manners • I speak calmly • I will speak with the right tone • I will listen to the talker. 	<ul style="list-style-type: none"> • Use equipment safely • Use furniture properly • Wear sunsafe hat and shirt • I wear closed shoes • Keep to the left when walking • I will wear safety equipment like bike helmets • Line up for class • I wear my school uniform • I share my equipment • I look after equipment • I accept the rules of games • I will follow school rules • I will behave on bus services. 	<ul style="list-style-type: none"> • Ask permission to leave the classroom • Stay in bounds at playtime • Report any concerns • I leave sticks and rocks on the ground • I play on school equipment safely • I care for my school • I raise my hand to speak • I use positive language • I invite others to join in • I will speak clearly • I am respectful to visitors to the school. 	<ul style="list-style-type: none"> • Follow the rules • Use my own drink bottle • Wait my turn • I move safely around the school • I will store my materials safely • I forgive others when they hurt me • I say sorry when I do the wrong thing • I work hard in class • I will remind others to follow school rules • I will line up when waiting for class. 	<ul style="list-style-type: none"> • Walk safely on hard surfaces • Sit while eating • Eat my own food • Wash my hands • I will run in open spaces • I ask permission to leave • I respect the privacy of others • I listen to instructions • I respect the equipment of others • I will talk quietly near classrooms.

SCHOOL PROCEDURES

BEFORE SCHOOL

Outside School Hours Care operates before school care we encourage any student who is at school before 8.30 to access this facility.

- a) Arrivals before 8:30am sit outside the office area until bell. All students must go directly to the area outside the office before 8:30am, not to classrooms to place bags first.
- b) Before 8:30am outside the office area: quiet, orderly behaviour is expected – Handball maybe played before 8.00am; no calling out; quiet talk only; sitting down on seats or concrete.
- c) When bell rings at 8:30am - leave area quietly - walk quietly to classrooms - place bags on racks. Teachers may have rooms open.
- d) No running.
- e) After 8.30am only handball or quite games can be outside classrooms. No Climbing Equipment to be used before school.
- f) Once a student has entered the school they may not leave unless under parent supervision. The parent will have been to the office and signed the student out.

FIRST BREAK - 11:00am - 11:40am

11:00am - 11:10am (eating time)

- a) All students must remain seated
- b) Students must ask permission to go to the toilet
- c) A bell will be rung at 11:10am. Students **MUST NOT BE DISMISSED UNTIL**
 - (i) The area is clean and tidy
 - (ii) If students have not finished eating, they must go to the tuckshop area to finish eating.

11:10am - 11:35am

Students move off to designated play areas

- a) Games are allowed during this time

11:35am - 11:40am

- a) The 11:35am bell signifies that **PLAY MUST STOP**
- b) Students visit the toilet, get a drink and line up in class areas and wait quietly
- c) Line up in class area and wait quietly for teacher
- d) **11:40am** all classes must be back in their rooms ready for learning

SECOND BREAK - 1:10pm - 1:50pm

1:10pm - 1:20pm (eating time)

- a) All students must remain seated
- b) Students to ask permission to go to the toilet
- c) A bell will be rung at **1:20pm** - Children **MUST NOT BE DISMISSED UNTIL:**
 - (i) The area is clean and tidy
 - (iii) Students have not finished eating, they must go to the tuckshop area to finish eating.

1:20pm - 1:45pm

- a) Students move off to designated play areas
- b) Games are allowed during this time

1:45pm - 1:50pm

- a) The 1:45am bell signifies that **PLAY MUST STOP**
- b) Students visit the toilet, get a drink and line up in class areas and wait quietly
- c) Line up in class area and wait quietly for teacher
- d) **1:50am** all classes must be back in their rooms ready for learning

AFTER SCHOOL - 3:00pm

- a) **NO AFTER SCHOOL PLAY**, with the exception of sports practices organized by teachers
- b) **Walk** past classrooms / library / admin offices quietly
- c) Wait inside fence for parents or buses
- d) Students are to notify the office if parents do not arrive to collect them

BIKES

All bicycle riders must use Killarney Avenue back gate entry and walk bikes into and out of the school and for the first 200metres after school to avoid other footpath users and heavy traffic. In the interest of all members of the school community, we insist that students do not ride bikes on the footpath adjacent to this entry/exit. We endorse the Department of Transport policy that children under 10 years of age should not ride bicycles to school.

It is compulsory for children who ride a bicycle to wear an approved safety helmet. Please ensure your children conform.

GENERAL

- a) Encourage students to use the toilet in breaks so that learning time is not interrupted.
- b) Water bottles are to be placed in classroom so that students are not moving around school during learning time.
- c) Encourage wearing of school uniform on all school days.
- d) All classes are to wait outside classrooms before entering class after each break.
- e) Interclass movement during teaching sessions **must** be orderly and quiet and in two lines.
- f) Teachers are required to appropriately supervise students to and from specialist lessons.
- g) If your teaching partner is delayed please appropriately supervise their class.
- h) Classrooms to have chairs stacked appropriately, windows closed and papers removed from the floor each afternoon.
- i) Parents are required to supervise students' afterschool. All students must follow school rules whilst on school property.

Lost property to go to "LOST PROPERTY BASKET" located outside office

Program Achieve

Well Done!

Name

Confidence Persistence

Resilience Getting Along

Program Achieve

Well Done!

Name

Confidence Persistence

Resilience Getting Along

Time Out

Use of time out:

- As a strategy for students to manage their own behaviour
 - In order to assist a student in the calming down process
 - As strategies to reduce the frequency of a particular behaviour
 - Use as one of a range of options
-
- Teachers will organise with a colleague at the beginning of the year to become a time out class.
 - Teachers will discuss with students who their time out class is and discuss the behaviours that will lead to time in this room (see table on P5 minor behaviours).
 - Students will at all times be in direct view of a teacher.

Process

