



The Hall State School

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

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Responsible Behaviour Plan for Students

1. Purpose

The Hall SS 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 underpins our whole school improvement agenda which is focused on improving student performance in Literacy, Numeracy and Science for all students. To achieve our goal of every student reading at or above reading age level, it is imperative that our school focus on our students being safe, respectful and disciplined in their learning.

The Responsible Behaviour Plan articulates high standards of behaviour which are essential for the successful implementation of our Positive Behaviour Learning Culture. They also allow for students to participate positively within our school community. To achieve our explicit improvement agenda we strive to promote the expectations of: Be Respectful, Be Responsible, Be Safe and to Be a Learner.

The Social and Behavioural Context of The Hall State School

The Hall State School has a student community coming from a broad range of socio-economic backgrounds.

The particular social and behavioural aspects of The Hall School's community which have been considered in developing this plan include:

1. The Hall SS has a typical enrolment of around 300 students with a total staff of around 40.
2. Approximately 14% of the student population are Indigenous students. Approximately 9 % of the student population have been verified as having a disability.

Responsive intervention programs currently supporting students' individual needs within the school include: Behaviour Management Programs, Learning Support, Managed Enrolments, English as a Second Language scaffolding and Individual Curriculum Plans for identified students. Personalised Learning Plans outline strategies for supporting identified students. ESP's (Educational Support Plans) are developed for students in foster care who are under a finalised order.

2. Consultation and data review

The Hall SS developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken when the initial plan was developed. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents has informed the review of this plan.

The Plan was endorsed by the Principal, the President of the P&C and the Executive Director (Schools) in November 2016.

3. Learning and behaviour statement

All areas of The Hall SS 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.



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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 The Hall SS 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 expectations to teach and promote our high standards of positive behaviour learning:

The Hall State School's Expectations are;

- Be a Learner
- Be Respectful
- Be Responsible
- Be Safe

The School Expectations Matrix will be displayed, discussed and referred to in every teaching space and play area around the school. Teachers will use these expectations both in their classroom as well as around the school.

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

Universal behaviour support

The first step in facilitating high standards of positive behaviour learning is communicating those standards to all students. At The Hall 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.

Our four school expectations have been contextualised for different settings around the school. The Schoolwide Expectations Matrix outlines our agreed rules and specific behavioural expectations in all school settings. This matrix can be found in Appendix 4.

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

- Explicit 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.

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

- Rules are explicitly taught to all year levels.
- Teachers prepare engaging and relevant lessons.
- Teachers establish a positive, productive classroom environment with negotiated and effective classroom rules. Teachers discuss, explain, model and teach expected behaviour to students.
- Teachers use positive language in dealings with students.
- Teachers ensure good teacher, student and parent relationships.
- Teachers teach an understanding of social justice.



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- School Positive Behaviour Team members' provide information to staff and parents to support the sharing of successful practices.
 - Comprehensive induction programs in The Hall State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
 - Positive behaviour is rewarded on different levels eg Assembly Awards, vouchers, stamps, verbally, 450 reward parties, Bee Pins.
 - Individual Behaviour Plans are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- 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)
 - Keeping Schools Safe (Appendix 3)

Reinforcing expected school behaviour

At The Hall 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. The Hall State School implements a range of positive behaviour systems including;

•Positive Behaviour Reward Stamps

This whole school reward system recognise and acknowledge students' appropriate behaviour. At The Hall State School, we believe that all students are responsible for their own behaviour but will vary in their ability to choose appropriate behaviour. Consequently, our management of student behaviour emphasises; the ongoing recognition of appropriate behaviour, the establishment of a clearly understood code of behaviour and the use of a range of supportive strategies to assist students as they learn to make responsible choices at school. Each class teacher will implement school rules and consequences which are clearly displayed in each classroom. A "Student of the Week" certificate is presented for each class on Parade each week and publicised in the School Newsletter.

•Reward Vouchers

Reward vouchers are issued for behaving appropriately and in an acceptable manner either in the classroom or playground. These tickets are converted to stamps in their reward books. Incremental rewards are given out. Examples of these rewards include a certificate, ice block, recognition postcard sent home and a book prize once students reach each milestone. A 450 reward party is held at the end of each semester for students who reach this milestone. Bee Pins are issued to students who reach 450 stamps as well as complete community service around the school.

•Social Skill/Anti Bullying Programs

The school undertakes to train students in skills to deal positively with both social skills and bullying. An Anti-Bullying Program is run each year to take a pro-active stance in developing resilience in students'.



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•Leadership Program

The school provides for the active development of leadership skills through School Leaders, School and Sport Captains, Student Council and School Camps.

Rights and Responsibilities of School Community Members:

<p>Students have a right:</p> <ul style="list-style-type: none"> To obtain an education. To be treated with courtesy and respect. To work and play in a safe environment. To learn without disruption by others. To express themselves and be an individual in a socially acceptable manner. To belong to our school and be proud of it. To expect that personal property will not be damaged or destroyed by others. To know what is expected of me. 	<p>Students have a responsibility:</p> <ul style="list-style-type: none"> To work hard to gain an education. To treat other students and staff with courtesy and respect. To ensure they do not endanger, harass or bully others. To ensure they do not interfere with other students' learning. To express themselves and be an individual in a socially acceptable manner. To be punctual and well prepared. To follow school rules. To care about our school and its equipment. To help others fulfil responsibilities and not hinder anyone. To act in a safe and responsible manner.
<p>Parents have a right:</p> <ul style="list-style-type: none"> To be respected as the major influence upon a child's development. To express themselves on school matters in an acceptable manner. To be safe at school. To have access to school personnel at a mutually arranged time. To expect teachers to provide programs of instruction and communicate evaluation, both positive and negative, of their children. To expect that their children have the use of appropriate resources of the school to enhance their educational standards. To be informed about the curriculum expectations of the school. To expect an environment in which children can develop academically, socially, emotionally and physically. 	<p>Parents have a responsibility:</p> <ul style="list-style-type: none"> To encourage appropriate behaviour in their children. To encourage children to accept school and community rules. To provide feedback to our school regarding our school policies and practices. To help children with their home study. To communicate with the school any matters pertaining to their child's attendance, behaviour, medical status or change of circumstance. To allow school staff to deal with issues that are related to school. To ensure their children have the necessary equipment to enable them to participate in learning experiences. To ensure their children come to school dressed in school uniform and with a satisfactory level of hygiene. To ensure their children's items are named or labelled. To ensure that their children arrive on time.



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<p>Teachers / Staff have a right:</p> <ul style="list-style-type: none"> To be respected. To expect students understand and accept that school is a place of learning. To express themselves and to be individuals according to the Code Of Conduct. To discipline students fairly. To receive the full support of parents and the school community. To expect parents to share any concerns about pupils directly with the teachers. To have privacy and security of self and property. 	<p>Teachers / Staff have a responsibility:</p> <ul style="list-style-type: none"> To respect and take care of self, students and property. To see that school policies and practices are consistently implemented throughout our school. To encourage children to learn and behave appropriately. To provide an appropriate role model for students. To be punctual and well prepared. To aim their teaching, including homework, at specific needs of students and direct their efforts towards maximising student learning. To help make our school a happy and safe place. To abide by the Code Of Conduct in a positive manner. To respect the confidentiality and privacy of students and parents.
<p>Ancillary staff and school helpers have a right:</p> <ul style="list-style-type: none"> To be respected. To express themselves and to be individuals in an appropriate manner. To have privacy and security of self and property. 	<p>Ancillary staff & school helpers have a responsibility:</p> <ul style="list-style-type: none"> To respect and take care of self, students and property. To encourage children to behave appropriately. To provide an appropriate role model for students. To respect the confidentiality and privacy of students/parents.

• Targeted behaviour support

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. They are then asked to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think 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.

At The Hall State School we have developed a proactive support structure to assist in redirecting low level problem behaviour before it becomes major. A Chill In/ Chill Out process has been established to support this intervention. Chill In is a designated quiet space within the child's own classroom that the child goes to



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for a short period of time to then refocus their behaviour to the school's expectations before returning to the assigned classroom task.

A Chill Out space is a designated quiet space in a nearby classroom where a student can go to reflect on their behaviour for up to 10 minutes, completes a reflection sheet and then returns to their own classroom. Upon re-entry the class teacher reengages the student in their classroom program.

• Intensive behaviour support

Students with highly complex and challenging behaviours need comprehensive systems of support:

- In-school referral process for teachers seeking assistance with student management.
- Work with other staff members to develop appropriate behaviour support plan.
- Involvement of support staff and or leadership team.
- Monitor the impact of support for individual students through continuous data collection.
- Make adjustments to the program of learning as required for the student.
- Involvement of other agencies and service providers working with the student and their family, a representative from the school's leadership team and district-based behavioural support staff.

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 keep both students and staff 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
- Maintain calmness, respect and detachment
- Approach the student in a non-threatening manner
- Follow through
- Debrief

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.



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Appropriate physical intervention may be used to ensure that The Hall SS'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 a Non-Violent Crisis intervention hold..

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
- 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 on One School. A Health and Safety incident record must be maintained.

6. Consequences for unacceptable behaviour

A table of examples has been developed outlining examples of the types of behaviour in that level (minor or major) and the types of consequences that may be applied to address the behaviour. This is not an exhaustive list but merely a guide to help apply the correct consequence to suit the demonstrated level of behaviour. This information has been outlined in Appendix 5.

7. Network of student support

At The Hall State School, our team approach to behaviour support includes the involvement of school leadership team, staff, support staff, students, parents and personnel from other agencies. Our school community works together in partnership with relevant agencies to remain responsive and flexible in supporting



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students. Personnel and resources that may be accessed to support individuals and cohorts include:

- Guidance Officers
- School Chaplain
- Positive Learning Centre Staff
- Speech Language Pathologists
- Occupational Therapists/Physiotherapist

Services that are available to individuals beyond the school environment can include:

- Child & Youth Mental Health Service
- Department of Communities (Child Safety)
- Queensland Health
- Police

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.

The Hall SS considers the individual circumstances of students when applying support and consequences by:

- promoting a positive learning 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 Acts

- 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

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)



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

11. Some related resources

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

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Date effective: November 2016



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Appendix 1 The Use of Personal Technology Devices at School

Personal technology devices such as mobile phones, digital cameras, MP3 players, iPods, Xbox 360, Gameboys are banned from The Hall SS and its grounds.

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, disability, for a special project or after-school safety) should negotiate a special circumstances arrangement with the Principal.

Appendix 2 Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. The Hall State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying at The Hall State School. Research indicates that both those being bullied and those who bully are at risk of developing 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 The Hall 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 The Hall 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



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be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Cyber bullying is an extension of bullying that goes on at school but uses new technology such as websites, text messages, social networking sites and emails to embarrass, demean, harass, intimidate, or threaten other people.

When communicating by text it is important to remember

- people who read it don't get to hear your tone of voice or see your facial expressions,
- when posting photos or videos of others it is important to check with the people first,
- avoid using sarcasm in text.

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 The Hall State School are embedded in our positive behaviour learning support processes.

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 positive behaviour learning 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 school expectations
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable, wearing high visibility vests, and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.



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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 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. The anti-bullying process at The Hall SS 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. Social Skilling programs run at The Hall State School include:
 - Fun Friends
 - Secret Agent
 - Buddy Program

Appendix 3 WORKING TOGETHER TO KEEP THE HALL STATE SCHOOL SAFE

We can work together to keep knives out of school. At The Hall State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.



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- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep The Hall State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.



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Appendix 4

The Hall State School Expectation Matrix

Expectations	Be Safe	Be a Learner	Be Responsible	Be Respectful
All Settings	<ul style="list-style-type: none"> • I always follow staff instructions • I report any problems to an adult • I keep hands and feet to myself • I stay in correct areas 	<ul style="list-style-type: none"> • I listen, participate and do my best • I am an active learner • I ask for help when needed • I encourage and support others 	<ul style="list-style-type: none"> • I am a good, honest role model • I am on time everyday • I accept the consequences for my choices 	<ul style="list-style-type: none"> • I show courtesy and consideration to everyone and always actively listen • I always use appropriate manners and language • I wear my uniform correctly
Classrooms (including computer lab, resource centre,)	<ul style="list-style-type: none"> • I follow class rules • I ask permission to leave the classroom • I carry and use equipment safely • I stay in my workspace as directed 	<ul style="list-style-type: none"> • I always follow instructions • I am prepared with correct equipment • I help others when needed • I attempt all tasks positively 	<ul style="list-style-type: none"> • I complete set tasks • I take an active role in classroom activities and participate fully • I keep my workspace organised • I attend school on time every day. 	<ul style="list-style-type: none"> • I work quietly and independently when asked to • I am thoughtful of other students right to learn and the teachers right to teach • I respect all learning resources and personal property
Playground/ oval	<ul style="list-style-type: none"> • I stay in correct areas • I use equipment for intended purpose • I am Sun Smart- No Hat, No Play 	<ul style="list-style-type: none"> • I follow established game rules • I learn new games 	<ul style="list-style-type: none"> • I care for equipment and gardens • I borrow and return equipment correctly • I play in designated areas 	<ul style="list-style-type: none"> • I follow playground rules • I share and play fairly • I include and encourage others
Moving Around the buildings	<ul style="list-style-type: none"> • I walk safely at all times • I walk to the left side of walkways 	<ul style="list-style-type: none"> • I move quietly around the school 	<ul style="list-style-type: none"> • I pick up and put rubbish in correct bins 	<ul style="list-style-type: none"> • I respect and care for the school buildings and grounds • I enter and leave rooms in an orderly manner
Tuckshop	<ul style="list-style-type: none"> • I sit to eat • I line up in single file • I wait for my turn • I am an arms distance behind the next person 	<ul style="list-style-type: none"> • I learn the ordering procedure • I learn how to make healthy choices 	<ul style="list-style-type: none"> • I eat only my food and take home leftovers • I place orders before school • I help keep the area clean-pick up rubbish • I only use my money 	<ul style="list-style-type: none"> • I wait quietly and speak in a quiet voice • I always use appropriate manners and speak nicely • I am patient



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Toilets	<ul style="list-style-type: none"> • I follow hygienic practices • I allow for the privacy of others 	<ul style="list-style-type: none"> • I learn hygienic practices- close the door, flush the toilet, wash hands • I report any problems to staff 	<ul style="list-style-type: none"> • I am water wise • I use toilets during breaks • I ask the teacher for permission during class time • I return to class promptly 	<ul style="list-style-type: none"> • I respect others privacy • I am considerate of other users • I use the school facilities appropriately
Off Campus (eg. Sport, excursions, representing school)	<ul style="list-style-type: none"> • I stay with my group • I keep an adult in sight • I report unsafe situations 	<ul style="list-style-type: none"> • I return permission forms on time • I am prepared for the event- sun smart hat, water bottle and required equipment • I, Look, Listen and Learn 	<ul style="list-style-type: none"> • I am an active participant • I wear appropriate clothing • I follow school expectations regarding all equipment 	<ul style="list-style-type: none"> • I am well-mannered and polite to staff and community members • I show good sportsmanship
Entering and leaving school grounds Bus/Car Pick up	<ul style="list-style-type: none"> • I walk my bike, scooter, skateboard in the school grounds • I use the supervised crossings and follow the supervisors' instructions • I stay seated at assigned area until asked to move • I go straight home or to an agreed pick-up area 	<ul style="list-style-type: none"> • I know my road safety rules • I sit and listen • I model appropriate behaviour • I learn my designated pick-up point 	<ul style="list-style-type: none"> • I allow the community to pass by in peace • I sit and wait patiently • I ensure I am marked off the roll • I arrive promptly 	<ul style="list-style-type: none"> • I keep my noise at an appropriate level • I use appropriate language • I treat others respectfully



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Determining Minor and Major Behaviours

Three Instances Of Minor Behaviour Becomes A Major Behaviour

MINOR Minor problem behaviour is handled by staff members at the time it happens	MAJOR Major problem behaviour is referred directly to the school Leadership Team
Minor behaviours are those that ... <ul style="list-style-type: none"> - 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 the involvement of specialist support staff or Leadership Team. 	Major behaviours are those that ... <ul style="list-style-type: none"> - significantly violate the rights of others - put others / self at risk of harm - require the involvement of school Leadership Team. - Third minor

EXAMPLES OF MINOR BEHAVIOURS	EXAMPLES OF MAJOR BEHAVIOURS
Behaviours can include but not limited to ... <ul style="list-style-type: none"> - Disrupting others - Teasing and Bullying - Inappropriate language - Verbal abuse - Physical contact - Dangerous play - Minor non-compliance and defiance - Not wearing a hat or enclosed shoes - Running on cement, verandas, hallways or in stairwells - Out-of-bounds - Incomplete work - Off task behaviours - Littering - Mobile phone/electronic devices in possession during day - Using other student's property - Misuse of school/personal property 	Repeated behaviours or severe behaviours that have high risk to safety and learning of self and others. Behaviours can include but not limited to ... <ul style="list-style-type: none"> - Swearing - Physical aggression - Wilful non-compliance & defiance - Racism - Major bullying - Theft - Vandalism - Truancy - Drug related incidents - Verbal and physical assault - Use of weapons - Sexual assault - Inappropriate use of personal technologies

CONSEQUENCES CAN INCLUDE ...	CONSEQUENCES CAN INCLUDE ...
<ul style="list-style-type: none"> - Correction/Re-direction - Restitution or Community Service - Verbal or written apology - Mediation - Time out or removal to another area - Time after class/school - Work during play break /own time - Communication with caregivers - Possible loss of privileges including play break, excursions, sport 	<ul style="list-style-type: none"> - Meeting with Deputy/Principal - Ongoing communication with caregivers. - Individual Behaviour Support Plan and/or behaviour log - Supervised lunch/play breaks - Program modifications - Referral to Student Support Team - Request for services - Program modifications - Risk Management Plan - In-school suspension - Suspension 1-5 days or - Suspension 6-20 days or - Recommendation for Exclusion



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