

# RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Revised 2013

*Better Behaviour  
Better Learning*



*“Pedagogically driven, technologically sophisticated school for the future.”*

**Atherton State Primary School**

Revised 2013

**TABLE OF CONTENTS**

Rationale	3
Our Purpose	3
School Beliefs about Learning & Behaviour	3
Process for Facilitating Standards of Positive Behaviour & Responding to Unacceptable Behaviour	4
Rights and Responsibilities	4
Glasser and Choice Theory	7
Flow Chart and Levels	10
Preventative and Proactive Support Strategies	11
Targeted Behaviour Support	11
Intensive Behaviour Support	13
A Whole School Preventative Approach - Most Intensive Approach to Managing Inappropriate Student Behaviour	15
Classroom Expectations and Procedures	20
Playground Expectations and Procedures	20
General Expectations and Procedures	21
Behaviour Management Strategies	22
Related Legislation & Policies	23
<i>Appendix 1</i> School Dress Code	24
<i>Appendix 2</i> Code of Conduct for School Students Travelling on Buses	26
<i>Appendix 3</i> The use of Personal Technology devices at School	28
<i>Appendix 4</i> Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)	30

## Rationale

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

Current legislation states that all schools in Queensland must:

- Promote a supportive environment so that all school community members work together in developing **acceptable standards of behaviour** that create a caring, productive and safe environment for learning.
- Promote an **effective teaching and learning environment** at the school that allows positive aspirations, relationships and values to develop.
- Foster **mutual respect** among individuals at the school.
- Encourage all students attending the school to take **increasing responsibility for their own behaviour** and the consequences of their actions.
- And lastly the Principal of the school must take all reasonable steps to ensure that the school's Behaviour Plan is implemented **consistently, fairly and reasonably**.

**The following sections of our policy outline how our plan aligns to the Responsible Behaviour Plan for Students as required by Education Queensland.**

## Our Purpose

Atherton State School is committed to providing safe, respectful and disciplined learning environments for students and staff, where students have opportunities to engage in quality learning experiences and acquires 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.

All areas of Atherton 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.

## Consultation and Data Review

Atherton State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010 - 2013 also informed the development process. A team of teachers, teacher aides, specialist teachers and Principal reviewed the data and our plan before presenting to our P&C for comment and input.

The Plan was endorsed by the Principal, the President of the P&C and (Regional Executive Director or Executive Director (Schools) in November 2013, and will be reviewed in 2015 as required in legislation.

## Learning and Behaviour

Our Responsible Behaviour Plan outlines our system for promoting positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Atherton 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.

All behaviour is purposeful and that purpose is always an attempt to satisfy basic needs that are built into our genetic structure.

Basic needs:-

- \* **Fun** - playing, learning.
  - \* **Love and belonging** - loving, co-operating, connectedness.
  - \* **Freedom** - choices, expression, decision making.
  - \* **Power** - accomplishment, personal competency, achievement, importance.
  - \* **Survival** - food, health, shelter, warmth.
- All behaviours are internally motivated.

- People choose their behaviours and are responsible for these choices.
- All behaviour is our best attempt at the time to control ourselves (so that we manage the world we live in) as we continually try to satisfy one or more of our basic needs.
- People can learn to satisfy their needs in responsible ways (appropriate replacement behaviours can be taught).

***An environment that supports positive behaviour encourages change more effectively than one that focuses on negative behaviour.***

Our school rules that are based on safety, respect and learning 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.

## **Processes for Facilitating Standards of Positive Behaviour & Responding to Unacceptable Behaviour**

### Proactive strategy

- All stake holders familiar with William Glasser's Choice Theory' and its associated strategies
- Explicitly teach effective classroom and playground practices using the Essential Skills for Classroom Management
- Explicitly practice quality behaviours for all areas of the school e.g. lining up, toilet usage, playground equipment
- Continue to explore how the School-wide Positive Behaviour Support program can be implemented at Atherton State School
- Take a whole school approach to the teaching of The Australian Character values through
  - Honesty
  - Respect
  - Co-operation
  - Responsibility
  - Self Control
  - Consideration

### Reactive strategy

- Implement and maintain a process that :-
  1. protects the rights of all stake holders
  2. teaches appropriate replacement behaviours to those who have chosen inappropriate ways of satisfying their needs
  3. is multi-levelled depending on the type of support that the student requires

## **Rights and Responsibilities**

- As a responsible member of our community, one can expect to have certain rights
- Being responsible means meeting one's own needs, while allowing others to meet their own needs. Therefore we believe that one cannot expect to have rights, without accepting responsibilities
- While everyone in our community shares the same rights, responsibilities may differ depending on one's role in the community

### Rights

#### **For all stake holders**

- To be respected as an individual
- To be treated with courtesy
- To be dealt with honestly
- To be part of co-operative relationships
- To be considered
- To be safe and to feel safe
- To learn without undue interruption
- To feel proud of themselves, their achievements and their school

## **Roles and Responsibilities: Students, Parents, Teaching and Non teaching Staff, Principal and Deputy Principal**

- **Care for yourself**
  - \* Be clean and healthy
  - \* Behave in a safe way
  - \* Dress appropriately
  - \* Make your own decisions and choices
- **Care for others**
  - \* Consider other people's feelings and opinions
  - \* Behave in a safe and courteous way
  - \* Communicate honestly and courteously
  - \* Respect other people's space and property.
- **Care for your learning**
  - \* Be prepared and on time
  - \* Strive for quality learning outcomes
  - \* Take care of your own belongings and school belongings

### **Specific Roles / Responsibilities**

#### **Parents**

- \* Promote the development of the physical, mental and emotional well being of your child
- \* Encourage appropriate behaviour habits in your child/children
- \* Encourage your child/children to accept our school's Responsible Behaviour Plan
- \* Establish and maintain communication with relevant school personnel
- \* Provide support and feedback to the school regarding the Behaviour Management Plan

### **Specific Roles / Responsibilities**

#### **Teaching and Non teaching Staff**

- \* Use professional judgment to cater for student needs
- \* Provide quality teaching and learning programs
- \* Establish appropriate expectations and procedures
- \* Model appropriate behaviours
- \* Explicitly teach students and familiarise parents with expectations and procedures
- \* Ensure that the Responsible Behaviour Plan is consistently implemented
- \* Establish and maintain communication with parents and relevant school personnel
- \* Seek early positive support from parents
- \* Advocate for individual support needs

#### **Guidance Officer**

- \* To provide guidance and advice to parents and staff
- \* To provide counselling for students and their families
- \* To provide teachers with support in providing quality teaching and learning programs
- \* To work with individual students on developing more appropriate, effective and helpful behaviours
- \* To work as part of a team in developing individual plans for students at risk
- \* To provide staff with professional development in the behaviour area
- \* To refer students to outside support agencies when necessary
- \* To work with young children and families in the Managing Young Children's Program

## **Specific Roles / Responsibilities**

### **Principal and Deputy Principal**

- \* Model the Responsible Behaviour Plan by providing quality leadership
- \* Ensure the Responsible Behaviour Plan is consistently implemented across the campus
- \* Seek early positive support from parents
- \* Monitor records
- \* Follow procedures of EPPR-SMS-PR-029 on School Disciplinary Absences
- \* Provide appropriate professional development for all stakeholders.

## GLASSER and Choice Theory

William Glasser strongly promotes the belief that behaviour is the individual's choice - you may choose to forfeit responsibility for your life and let the world bombard you or you may choose to take control - self control. Being a theory, Glasser's approach offers a philosophical background for the teacher who would influence all aspects of the class. Choice theory states that your choices are controlled by your basic needs that are built into your genetic structure –

**survival-** food, clothing, shelter;

**power-** importance, recognition, competence;

**love-** belonging, friendship, caring;

**fun-** pleasure, enjoyment, learning, laughter,

**freedom-** choice, independence, autonomy, liberty.

- All behaviour is purposeful and that purpose is always an attempt to satisfy the basic needs
- All behaviours are internally motivated and relate to the level of need
- We all choose what we do with our lives and we are responsible for these choices
- All behaviour is our best attempt at the time to control ourselves as we continually try to satisfy one or more of our basic needs
- People can learn to satisfy their needs in responsible ways, without impinging on others' needs
- An environment that supports positive behaviour encourages change more effectively than one that focuses on negative behaviour
- Students need to be taught ways to meet their needs in the classroom and playground without negatively impacting on others

**Reality Therapy** is the process of counselling which focuses on the child's current behaviour.

Some basic self talk questions in Reality Therapy are:-

"What do I want?"

"What am I doing to get what I want?"

"Is my behaviour getting me what I want?"

Another series of question could be:-

"What am I doing?"

"What am I really doing?"

"What do I want?"

"Is this getting what I want?"

These questions require reflection on thoughts and actions. Likewise, a basic framework for Reality Therapy questions is:-

"What do you want?"

"What are you doing?"

"Is what you are doing helping you?"

"What else can you do?"

and then to make a plan.

William Glasser has written many books that explain Choice Theory and Reality Therapy and how these can lead people to produce Quality work. Many are available from the library and staff. Our district has many people trained in Choice Theory – Basic week and practicum, Advanced week and practicum. These people are available to explain and support people wanting to become more familiar with Choice Theory.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership (Student Support) team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Atherton State School's 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 (see **Appendix 1**)

- Procedures for Preventing and Responding to Incidents of Bullying (see **Appendix 2**).

### **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 Atherton 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.

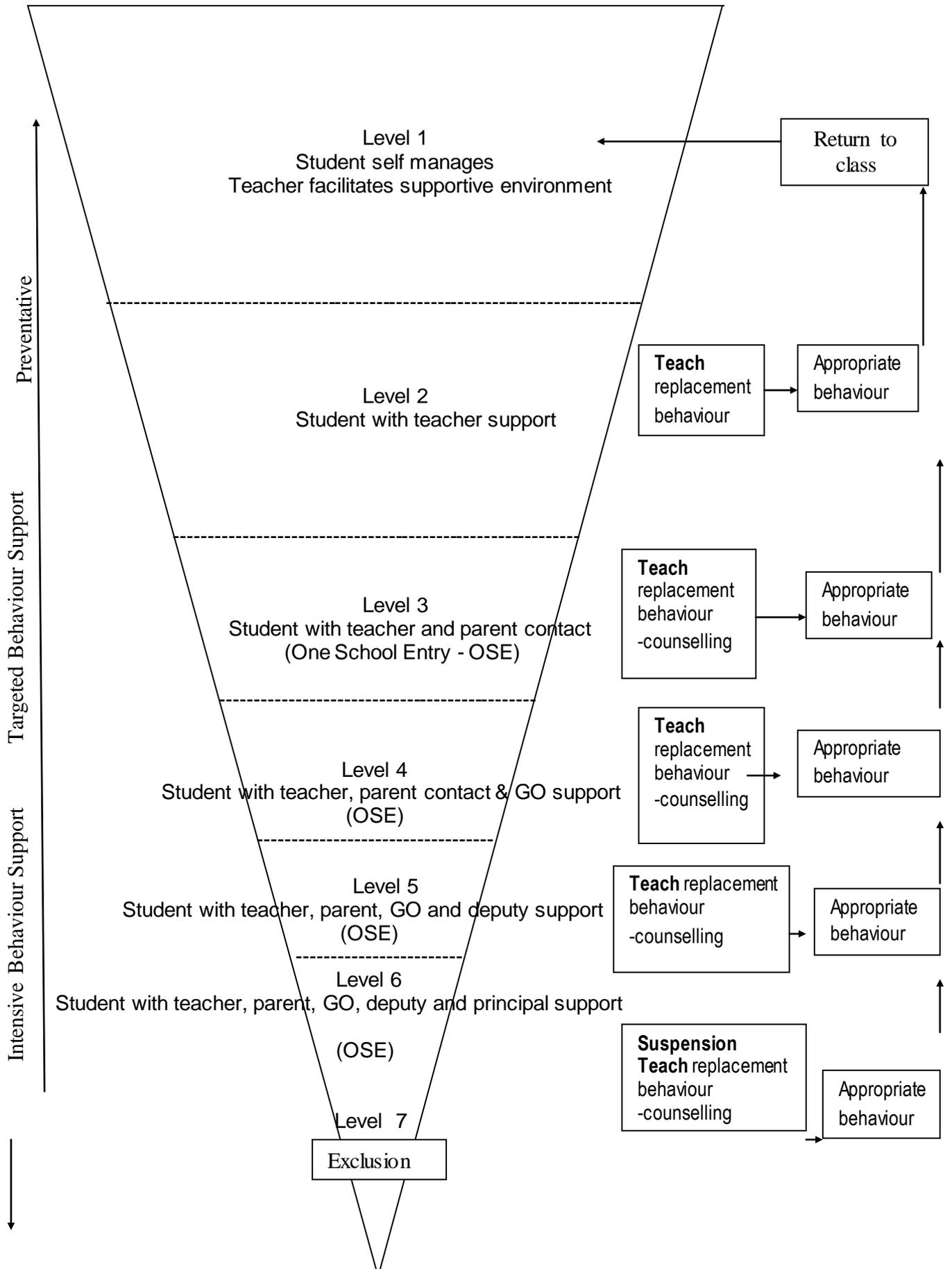
## **Consideration of Individual Circumstances**

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.

Atherton 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.

### Supportive School Environment Levels of Support for Students



## Proactive Support Strategies

### Level 1

#### **Student's role**

- Follows school expectations – Act Safely, Show Respect and here to Learn
- Owns behaviour and takes responsibility for actions
- Produces quality work – e.g. “Bookwork Policy”
- Uses self evaluation for self improvement

#### **Teacher's role**

- Explicitly teaches and uses Essential Skills for Classroom Management skills
- Uses least to most intrusive management when intervening
- Develops and displays clear classroom expectations
- Teaches skills to students to self manage their behaviour (ie encourages internal motivation)
- Counsels using reality therapy framework
- Models how to effectively solve problems
- Develops positive supportive classroom relationships - has duty of care
- Is consistent, positive and attentive
- Predicts possible problems and plans for reactions
- Uses consequences to choices of behaviour as a learning tool for better choices next time
- Treats and teaches students as individuals – abilities, interests, learning styles
- Activities are meaningful, actively involves students, builds on prior learning
- Ensures environment is stimulating, functional, promotes pride and enthusiasm
- Builds partnerships with students, parents and school community
- Reflects on own teaching behaviour.

#### **Principal or Deputy's role**

- Monitor school expectations and quality work through regular, random class visits.
- Praise quality work with appropriate rewards and acknowledgements.

## Targeted Behaviour Support

### Level 2

#### **Student's role**

- Requires teacher/aide support to adjust behaviour as a consequence of poor choices of behaviour eg calling out, fiddling, disobeying instructions, task avoidance, leaving room without permission, jewellery, tidiness, rocking on chair, not completing tasks, put-downs, no hats, minor property offences, answering back, no shoes.

#### **Teacher's role**

- Explicitly teaches and uses Essential Skills for Classroom Management skills to manage these poor choices and assist student making a better choice
- Teach replacement behaviour and uses goal setting to improve behaviour

### Level 3

#### **Student's role**

- Requires teacher and parent support – poor choices of behaviour eg misbehaviour, continual talking, refusal to follow directions, destructive classroom behaviour, temper tantrums, fighting, back answering, blatant littering, threatening others, inappropriate use of sports equipment, swearing, defiance, bullying, leaving grounds without permission, continuation of level 2 behaviour

**Teacher's role**

- Counsel students about behaviour choices
- Implements appropriate consequences – support class (for class behaviour) or rethink room / teacher (for playground behaviour)
- Teach replacement behaviour and uses goal setting to improve behaviour
- Support students to make better choice
- Call / inform parents of level 3 behaviour. Record on One School.

**Parent's role**

- Discuss behaviour and choices with teacher if required.
- Discuss behaviour and choices with student

**Principal or Deputy's role**

- Monitors records.

**Level 4****Student's role**

Requires teacher, parent and deputy or guidance officer for support as result of poor choices eg persistent refusal to follow directions, wilful destruction of property, defiance of teacher/ staff direction, persistent physical and emotional abuse (bullying), smoking, endangering others, continuation of lower level behaviour

**Teacher's role**

- Counsel students about behaviour choices
- Use consequences for class behaviour or rethink room / teacher (for playground behaviour)
- Teach replacement behaviour and uses goal setting to improve behaviour
- Support students to make better choice
- Call / inform parents of level 4 behaviour. Record on One School.

**Parent's role**

- Discuss behaviour and choices with teacher at arranged meeting.
- Discuss behaviour and choices with student

**Principal, Deputy or guidance officer's role**

- Counsel students about behaviour choices
- Implements appropriate consequences for class behaviour or rethink room / teacher (for playground behaviour)
- Teaches behaviours and uses goal setting to improve behaviour
- Support students to make better choice
  - Monitor records

### **Level 5**

#### **Student's role**

Requires teacher, parent, Principal, or deputy and guidance officer for support as result of poor choices. Student may be isolated from class in office before returning to class eg. persistent theft, severe bullying, drugs, smoking, alcohol, use and threaten with dangerous weapon, severe defiance, abusive behaviour (physical, emotional, verbal), vandalism, degrading behaviour in toilets, continuation of lower level behaviour

#### **Teacher's role**

- Counsel students about behaviour choices
- Implements appropriate consequences for class behaviour or rethink room / teacher (for playground behaviour)
- Teach replacement behaviour for undesirable behaviour
- Support students to make better choice
- Call / inform parents of level 5 behaviour. Record on One School.
- Provide schoolwork for student while isolated from class

#### **Parent's role**

- Acknowledge escalation of behaviour
- Attend interview with Principal
- Discuss behaviour and choices with student

#### **Principal, Deputy and guidance officer's role**

- Counsel students about behaviour choices
- Implements appropriate consequences
- Teaches behaviours and uses goal setting to improve behaviour
- Support students to make better choice
  - Monitor and maintain records

#### **Principal's role**

- Attend interview with parent regarding student's possible suspension
- Implement appropriate consequences which may include possible isolation from their class.

### **Level 6 – Suspension (1 – 5 days or 6 – 20 days)**

#### **Student's role**

Requires teacher, parent and Principal ,deputy and guidance officer for support as result of poor choices eg physical abuse of staff/students, destruction of property, swearing at staff, continual smoking, continual defiance, sexual abuse, threatening staff/students with weapons, continuation of lower level behaviour

#### **Teacher's role**

- Teach replacement behaviour for undesirable behaviour
- Support students to make better choice

#### **Parent's role**

- Supervise student for duration of suspension
- Attend interview with principal for re-entry to school
- Discuss behaviour and choices with student

#### **Principal, Deputy and guidance officer's role**

- Implements appropriate consequences and ensures program of work goes home if suspension is for longer than 5 days
- Counsel students about behaviour choices
- Support students to make better choice
- Monitor records

**Principal's role**

- Notify parent and student of suspension
- Notify Central Office if for greater than 5 days
- Prepare appropriate records as per EPPR-SMS-PR-026
- Attend interview with parent and student regarding student's re-entry

**Level 7 - Exclusion**

Exclusion as a result of continuation of lower level behaviours

**Principal's role**

- Notify parent and student of exclusion
- Notify Central Office
- Preparation of appropriate records as per EPPR-SMS-PR-026

**A Whole School Preventative Approach to Most Intensive Approach to Managing Inappropriate Student Behaviour**

**Classroom**

1. Class teacher clarifies current behaviour with student
2. Redirect student with a choice of alternatives
3. Class teacher counselling using Reality Therapy techniques
4. Student to time out within room
5. Teacher and caregiver interview
6. Removal from classroom to support classroom for 1 hour/ 1 session
7. Guidance Officer to support teacher with strategies and/ or to counsel student
8. Removal from classroom to office for 1 hour/ 1 session/ 1 day
9. In-school suspension
10. Suspended from school up to 5 days – supervision at home
11. Suspended from school 6 to 20 days – supervision at alternative site
12. Suspension with recommendation to exclude

\*Only in extreme cases will consequences be applied from higher levels before all steps have been taken at lower levels.

**Playground**

1. Duty teacher/aide clarifies current behaviour with student
2. Playground teacher/aide redirects with a choice of alternatives
3. Playground teacher/aide counsels , short term and immediate, walk and talk
4. Student to be seated out for a short time to cool off – playground teacher/aide to walk and talk
5. Student to be seated out for rest of lunchtime
6. Student to be referred to behaviour management teacher for counselling
7. Parent contacted
8. Removal from playground for 1 or more days

Referral to BM teacher stored in office – complete and give to deputy

Name _____	Date _____
Class _____	
Reported by _____	
What happened	
_____	
_____	
_____	
Referred to _____	Form Letter _____



## **CLASSROOM EXPECTATIONS AND PROCEDURES**

### **CHILDREN**

- ❖ Must have supervision of authorised adult to be in classrooms
- ❖ Must have permission to leave the classroom
- ❖ Are responsible for keeping their learning environment neat and tidy
- ❖ Accept that hats are unacceptable dress within the classroom
- ❖ Should be punctual to all activities
- ❖ Must meet the classroom expectations and procedures which have been collaboratively developed for their classroom

### **TEACHERS**

- ❖ Be responsible for keeping their learning environment neat and tidy
- ❖ Be punctual to all activities including assemblies, meetings and to classrooms
- ❖ Have knowledge of communication, problem solving and conflict resolution skills
- ❖ Not to leave children unattended except in an emergency
- ❖ Collaboratively develop classroom expectations and procedures with children
- ❖ Model appropriate classroom expectations and procedures
- ❖ Have knowledge of school dress, school/community expectations and school rules

## **PLAYGROUND EXPECTATIONS AND PROCEDURES**

### **CHILDREN**

- ❖ Hats are to be worn in playground (outside covered areas) for ALL activities
- ❖ Walk on all concrete areas except in supervised play activities/lessons
- ❖ Play is inappropriate near bicycle racks
- ❖ Eat only in designated eating areas
- ❖ Respect the school environment by placing all rubbish and scraps in bins
- ❖ Sporting equipment issued before school only under direct teacher supervision
- ❖ Avoid tree climbing, swinging on branches and walking through gardens
- ❖ Tackle games not to be played except under direct supervision by qualified adult and appropriate protection gear
- ❖ Respect the school buildings by not bouncing balls on classroom walls, outside ceilings or swinging from walkways
- ❖ Must not play or loiter in/near toilets and observe healthy habits after visiting toilets
- ❖ Observe out of bounds areas with no play in designated areas
- ❖ Be punctual to class following play breaks

### **TEACHERS and SUPERVISING ADULTS**

- ❖ Model the wearing of hats at appropriate times
- ❖ Have thorough knowledge of schools expectations and procedures and apply where/when necessary
- ❖ Move around school in orderly manner
- ❖ Are responsible for the issue and supervision of any sporting gear before school
- ❖ Are advised to notify office when leaving school campus
- ❖ Be punctual to classes following breaks

## **GENERAL EXPECTATIONS and PROCEDURES**

- ❖ Children arriving at school before 8am must sit in covered play area near Administration building until 8:30. A bell will sound at 8:30 am to signal students to move to their classes, get ready for school and wait for the 8:40 bell. There is NO play before school.
- ❖ Children walk bicycles in/out of school grounds. No scooters/skateboards to school or at school
- ❖ Children sit in bus lines under covered area and are supervised by staff
- ❖ Children waiting for parents to do so inside the school grounds
- ❖ Children should only wear appropriate jewellery i.e. watches and ear ring studs/sleepers
- ❖ Chewing gum is not permitted at school
- ❖ School uniform should be worn at all times
- ❖ On excursions or visits away from the school campus, hat, shoes and school uniform should be worn
- ❖ All purchases from tuckshop to be consumed in Tuckshop covered area
- ❖ No toys, games and play equipment are to be brought from home to school

- |  |
|--|
| <ul style="list-style-type: none"><li>➤ Keep your hands and your feet to yourself</li><li>➤ Only thing to be thrown in the school is a ball and only in a game situation</li><li>➤ If you have nothing good to say about someone, then say nothing</li></ul> |
|--|

## **Behaviour Management Strategies**

- Have clear classroom rules based on 3 school expectations – “act Safely, show Respect and you are here to Learn”.
- Explicitly teach expectations and routines (listening, lining up, group work etc)
- Use a non confrontational style
- Have an aesthetically pleasing room with relevant displays
- Cater for individuals
- Have appropriate seating arrangements
- Use Essential Skills for Classroom Management as
  - Use least intrusive through to most intrusive
  - Scanning – monitoring students are on task
  - Model desired behaviours
  - Tactical ignoring – secondary behaviours can be ignored so that teacher can focus on primary behaviour. This is not blind ignorance. Not appropriate for safety issues
  - Simple instructions (ie language and complexity)
  - Positive feedback – acknowledge students when they are behaving responsibly, verbal and non verbal, describe positive behaviour
  - Rule reminders in a positive way eg “Walk thanks”
  - Isolate from peers (ie remove audience) when necessary
  - Congruence of tone and gesture – posture, proximity, eye contact
  - Pause ..then direct –establish attention
  - Take up time – avoids confrontation by giving student time to follow direction – move away / continue lesson
  - Privately understood signals- non verbal signals established by teacher and class allows directions to be given in a less intrusive manner
  - Distract and diversion – use to defuse tense or potential situation
  - When ..then direct – conditional direction that puts responsibility back onto student
  - Question and feedback – “What should you be doing? What choice will you make?”
  - “I” statements
  - Praise and encouragement of desired behaviours
  - Cool off time
  - Use appropriate consequences
  - Follow up
  - Use of noise meters – assist students to recognise noise limits
  - Feedback circles – empower students to give feedback to peers
  - Role play – to reverse roles / assists working through problems
  - Reflective writing
  - Follow up to repair relationship
  - Contracts – behavioural agreements to focus on specific behaviour

## **Related Legislation & Policies**

### **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

**Related Policies**

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

**Some related resources**

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

<b><i>Endorsement</i></b>		
_____ <b>Principal</b>	_____ <b>P&amp;C President</b>	_____ <b>Regional Executive Director or Executive Director (Schools)</b>
<b>Date:</b> ___/___/___	___/___/___	___/___/___

## SCHOOL DRESS CODE

### Introduction

The Parents and Citizens Association of Atherton State School has resolved that it supports a student dress code policy for Atherton State School because it believes that a student dress code policy promotes the objectives of the school, and in particular that it:

- promotes a safe learning environment for learning by enabling ready identification of students and non-students of the school
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school
- fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social difference; and
- promotes a supportive environment at the school by fostering a sense of belonging
- promotes sun safety, is not offensive to others and is hygienic conscious at all times
- is culturally sensitive.

All students are requested to wear the school uniform. However, there may be occasions when dress other than school uniform is worn. This is at the discretion of the Principal. In all circumstances dress should be neat, comfortable and of a nature that:

- does not create the potential for harassment, distractions or discriminatory remarks from others
- ensures Sun Safety
- does not restrict or inhibit participation in full range of school activities
- is not offensive to others
- is acceptable in terms of climatic and hygiene matters

### Rationale

Uniforms are in place, having been adopted and accepted in the development of the school. Sun Safety, Health and Safety issues have been of primary concern in the development of the uniform.

Whilst individuals have rights, they also have responsibilities. The school must accept its responsibilities in relation to a number of legislative and Departmental Policy issues.

### 1. Uniform

The only school uniform we promote is maroon and gold, our school colours. It is a colour uniform, not a design, to allow everyone maximum flexibility. Students have the option of wearing maroon skirts, skorts, shorts, stubbies or slacks; Gold shirts, T-shirt, skivvy or blouses. Children are expected to wear socks and shoes - joggers are quite acceptable. Our school motto "***Achievement Through Endeavour***" should be promoted.

Sports Uniform for each of the four house colours is also available from the tuckshop and is worn on Fridays. Please check with the school office if you are unsure of your child's sports house.

New and some second-hand uniforms are available from the school tuckshop between 8.00am and 1.00pm each day. Stocks of uniform requirements include gold t-shirts with the school emblem, pleated skirts, girls shorts, hats - slouch and Legionnaire. Nothing over \$5 for second-hand uniforms. Refer to the tuckshop price list for current prices.

### 2. School/Community Expectations

- School uniform will be worn on all occasions.
- Uniforms should be worn with pride and when in uniform, students should behave in a way that reflects well on themselves, their family and their school.

- The wearing of the school uniform includes the wearing of a **school hat** and shoes/sandals (***no thongs or scuffs***)
- Students should wear appropriate footwear for their own foot protection and the general health and hygiene of the whole school community.
- Students are required to wear sun protective hats (hats that protect face, neck and ears) for all outdoor activities. For example, broad-brimmed hat or legionnaire hat. No caps are allowed.
- The school strictly enforces a NO HAT NO PLAY policy.
- All items should be clearly marked with the student's name.
- School badges (given to school leaders and junior councillors) and sew-on school logo patches are acceptable adornments to the school uniform.
- The wearing of jewellery (except ear studs and ear sleepers) or other adornments to school is not permitted as it often causes a distraction to learning and in other cases may be a cause for concern on health and safety grounds. Therefore, neck-chains, rings, anklets etc are not permitted.
- A watch may be worn, however the student must take full responsibility for its safe keeping.
- Make-up is not appropriate to be worn at school. Sunscreens or protectors are actively encouraged. However, colourful zinc creams and the like are not permitted.
- The school encourages children to be neat and tidy at all times and to take pride in their appearance. For example, tying long hair back in the interests of health and safety.
- Shorts for boys and girls are to be worn in a safe, non-provocative manner.
- Footwear is to be worn to meet WPHS regulations, including laces being tied firmly.
- No body piercing or tattoos to be performed or displayed at school excepting those items previously stated in this policy
- Sleeves to be worn down at all times

## Appendix 2

### CODE OF CONDUCT FOR SCHOOL STUDENTS TRAVELLING ON BUSES

Rights and responsibilities of those involved with student bus travel:

<b>Stakeholder</b>	<b>Rights</b>	<b>Responsibilities</b>
<b>Students</b>	<p><b>Students have the right to:</b></p> <ul style="list-style-type: none"> <li>• Safe and comfortable travel</li> <li>• Be treated with courtesy</li> <li>• Travel free from verbal and physical abuse</li> <li>• Expect their property to be safe</li> <li>• Board and disembark in a safe manner</li> <li>• Enjoy their travel</li> </ul>	<p><b>Students have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Contribute to safe and enjoyable travel for all passengers</li> <li>• Follow the Code of Conduct and accept the rules of bus operators</li> <li>• Be responsible for their attitudes and actions</li> <li>• Respect the rights of other passengers</li> <li>• Treat bus drivers with respect</li> <li>• Follow direction/instruction of drivers</li> <li>• Report any unsafe behaviour to drivers/schools</li> <li>• Express concerns in an appropriate manner</li> <li>• Demonstrate self control</li> <li>• Be cooperative</li> </ul>
<b>Parents/Carers</b>	<p><b>Parents/Carers have the right to:</b></p> <ul style="list-style-type: none"> <li>• Safe and comfortable travel for their students</li> <li>• Be respected and treated fairly by drivers, bus operators and students</li> <li>• Receive accurate information about the behaviour of their students</li> <li>• Have concerns listened to and considered in a fair manner</li> </ul>	<p><b>Parents/Carers have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Ensure the safe travel of their students to and from the bus service</li> <li>• Ensure their students have an understanding of the Code of Conduct</li> <li>• Maintain lines of communication with bus operators or schools to discuss concerns</li> <li>• Treat bus operators and their employees fairly and with respect</li> <li>• Be available for discussions about the behaviour of their students and be prepared to support decisions arising out of such discussions</li> <li>• Pay for costs of repairs of malicious damage to bus or property caused by their students</li> </ul>
<b>Bus Drivers</b>	<p><b>Bus drivers have the right to:</b></p> <ul style="list-style-type: none"> <li>• Be trained in behaviour management strategies and the Code of Conduct</li> <li>• Feel safe and be free from dangerous actions from students and others</li> <li>• Be treated with courtesy and respect free from physical and verbal abuse</li> <li>• Receive help and support from the bus operators, parents./carers and schools, as required</li> <li>• Conduct their duties in an environment free from excessive noise</li> </ul>	<p><b>Bus drivers have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Ensure students travel in a safe environment</li> <li>• Inform students on the rules of the bus and the Code of Conduct</li> <li>• Ensure they follow the Code of Conduct procedures and directives</li> <li>• Utilise preventative and reasonable behaviour management strategies where needed</li> <li>• Use non-discriminatory and appropriate language and practices at all times</li> <li>• Treat students with courtesy</li> </ul>

<p><b>Schools/ Principals</b></p>	<p><b>Schools/Principals have the right to:</b></p> <ul style="list-style-type: none"> <li>• Expect safe and comfortable travel for their students</li> <li>• Raise student travel issues with students, bus operators and parents/carers</li> <li>• Raise student travel issues directly with bus operators, parents/carers and students</li> <li>• Be informed about the Code of Conduct and its associated procedures</li> </ul>	<p><b>Schools/Principals have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Ensure effective communication between students, parents/carers and bus operators is maintained</li> <li>• Promote appropriate behaviour on buses with students, teachers and parents/carers</li> <li>• Include school bus behaviour within the school's behaviour management policy</li> <li>• Support bus operators in the application of procedures and processes of the Code of Conduct</li> </ul>
---------------------------------------	---	--

### 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 out of sight. When these devices are brought to school for safety reasons, they must be handed to the teacher or the office and collected after school. Personal technology devices may be used after school.

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> 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 Queensland Police Service.

### **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 Queensland Police Service. 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.*

---

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

### Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)

#### Purpose

1. Atherton 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 Atherton 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 Atherton 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 Atherton State School there is broad agreement among students, staff and parents that bullying is an 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 Atherton State School are an addition to our already research-validated school wide 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 school wide 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 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 and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide 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 Atherton 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. Atherton 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.