Responsible Behaviour Plan for Students

Based on The Code of School Behaviour

(Last Updated 24th October, 2013.)
FLYING FISH POINT STATE SCHOOL

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

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

A quality learning environment is achieved through effective programmes that are delivered in a supportive and disciplined school environment. Improving student self esteem through an effective teaching and learning process minimises the incidence of inappropriate student behaviour. Maximising student opportunities for success creates an environment in which all students receive a quality education.

School beliefs about behaviour and learning

Our school motto is “We Care – Quality Teaching, Learning and Relationships”. At Flying Fish Point State school we care about personal development and academic achievement.

Essential to effective learning is a safe, supportive and disciplined environment that respects the rights of students to learn; teachers to teach and safety for all. This is demonstrated through responsible behaviour which is respectful of self, others, property and the environment. Classroom learning requires high levels of cooperation between staff and students.

At Flying Fish Point State School we
RESPECT OURSELVES
RESPECT OTHERS
RESPECT PROPERTY

Processes for facilitating standards of behaviour and responding to unacceptable behaviour

Whole-school behaviour support

Resilient children have social competence; problem solving skills; autonomy; the ability to self-reflect and a sense of purpose and hope for the future.

Effective standards of behaviour are achieved through:
- Establishing high expectations and clear boundaries.
- Building of positive relationships both in and out of the classroom
- Focussing on positive behaviours and achievements and celebrating successes in public arenas – classroom, parade, newsletters and local newspaper
- Building pride in self and the school by encouraging the wearing of full school uniform every day and teaching students to be ‘learners’.
- Reflection
  - By teachers on our teaching practices
  - By students on their behaviour and learning
- Consistent staff expectations
- Early liaison with the home environment.
- Application of appropriate consequences for behaviour such as:
  - Class, Playground and Principal’s Awards for students whose behaviour is appropriate and
  - Tiered card system and behaviour plans and contracts for inappropriate behaviour
- Use of community resources such as our Adopt-a –Cop, Community Liaison Officer.
**Targeted behaviour support**

Standards of student behaviour are made explicit through the Flying Fish Point State School Student Behaviour Policy; clear observable classroom rules and specific behaviour feedback. Students who do not respond to these processes above are deemed to require behaviour support.

The school responds to unacceptable behaviour on a continuum of behaviour support along which students are provided with the opportunity and learning to make smart choices. Early notification and involvement of parents is crucial to improved outcomes for all students. Consistency of expectations and co-support are essential.

Staff members identify such students and refer each case to the principal.

Student Disciplinary Absences are to be used after consideration has been given to all other responses.
**Warning**
- Student is made aware of unacceptable behaviour and consequences
- Student is offered suggestions to correct inappropriate behaviour
- Service to the school or others may be required.

**Level 0 - Caution**
- Student is once again reminded of unacceptable behaviour and consequences.
- Staff member refers student to the principal.
- Student misdemeanour is recorded on Student Behaviour Profile sheet.
- Parents informed by yellow card (warning) being taken home to sign and return to the school.

**Level 1**
- Student is referred to principal
- 1 - 5 days detention will be required to be undertaken
- Service to school or others may be required.
- Student’s misdemeanour is recorded on Student Behaviour Profile Sheet
- Parents are informed through red card being taken home to sign.

**Level 2**
- Parents are informed through red card being taken home to sign and phone call from principal.
- Parent interview
- Individual Responsible Behaviour Plan is implemented
- GO involved
- 5 days detention will be required

**Level 3**
- Interview with parent, GO and Principal
- Review Individual Responsible Behaviour Plan
- Parents and student are informed suspension is imminent if behaviour does not change

**Suspension or Exclusion**
- Following suspension a student re-entry meeting is conducted with the principal, class teacher, GO and

**Consequences for unacceptable behaviour**

We operate within a framework in which students are encouraged to take responsibility for their own behaviour. They are actively taught about the behavioural expectations of the school and the corresponding consequences when expectations are not met. When unacceptable behaviour occurs students are required to reflect on the choice they have made and the manner in which this choice affected others. Following the reflection time students are required to articulate which
behaviours they could choose in order to ensure all members of the school community are safe and respected. (See targeted Behaviour Support for further details)

The network of student support

Our school strives to provide a disciplined, safe and supportive environment by building respectful relationships between staff and students. Early identification of high needs students and subsequent consultation with the whole staff is central to the school’s student support network. Meetings, involving all stakeholders, are held to devise appropriate support plans for individual students. These plans ensure the identified student receives the support he/she required to function responsibly within the school community. During these meeting it is also determined whether the services of outside agencies are required. At times we involve

- Primary and Special Education Sectors
- Staff - Teaching, administrative, support and ancillary
- Students
- Parents and carers
- Department of child safety
- Child and Youth Mental Health
- Queensland Police Service
- Medical Specialists
- Assorted Therapy Services

Consideration of individual circumstances

Consequences for breaking the rules or breaching the School’s Responsible Behaviour Plan for Students after considering a number of factors which may include:

- Age of child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of action
- Honesty and perceived level of genuine remorse

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 will be considered at all times.
Related legislation

- *Education (General Provisions) Act 2006*
- Section 21 of the Education (General Provisions) Regulation 2000
- *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
- *Act and Right to Information Act 2009*

Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

Some related resources

- National Safe Schools Framework *(ncab.nssfbestpractice.org.au/resources/resources.shtml)*
- National Framework for Values Education in Australian Schools *(www.valueseducation.edu.au)*
- Bullying. No Way! *(www.bullingnoway.com.au)*
- MindMatters *(www.curriculum.edu.au/mindmatters)*
APPENDIX 1

Code of Behaviour

To help protect our rights and encourage responsibility we follow this Code of Behaviour at all times.

**Treat Ourselves with Respect**

- By keeping ourselves neat and tidy
- By keeping ourselves safe
- By giving all activities our best effort
- By behaving in a way that makes us proud of who we are

**Treat all people with respect**

- By speaking politely and kindly
- By listening when others speak
- By obeying instructions
- By playing fairly and caring about others
- By seeking permission before we use electronic technology devices
- By using the communications forum available on the internet with care, respect and consideration for others

**Treat all property with respect**

- By keeping our school neat and tidy
- By taking care of our own and other people’s property and equipment
- By keeping our books etc neat and tidy

**If we follow this ‘Code of Behaviour’**

- We feel happier and good about ourselves
- We are respected by others and have more friends
- We give ourselves a better chance to learn more
- We make others proud of us
- We stay safe and healthy
- We will have a school of which we can be proud
# APPENDIX 2

## Rights and Responsibilities of Safe, Respectful Learners

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS</strong></td>
<td></td>
</tr>
<tr>
<td>To be treated with respect</td>
<td>To act in a way that respects yourself and others.</td>
</tr>
<tr>
<td>To learn without the behaviour of others interfering in their learning and their games.</td>
<td>To behave in a way that does not interfere with the learning and the games of others.</td>
</tr>
<tr>
<td>To be taught effectively.</td>
<td>To be a responsible and respectful learner.</td>
</tr>
<tr>
<td>To feel safe, happy and secure at school.</td>
<td>To behave in a safe, happy and secure way.</td>
</tr>
<tr>
<td>To be cared for by school staff and use school property and resources.</td>
<td>To be caring and considerate towards others and school property.</td>
</tr>
</tbody>
</table>

| **TEACHERS & SUPPORT STAFF** | | |
| To be treated respectfully. | To be a respectful role models in behaviour, appearance and conduct for others to follow. |
| To have the right to teach and learn as a professional. | To maximise the learning in all students and self. |
| To have manageable class sizes and adequate resources to enable effective teaching. | To manage classes effectively and justly. |
| To feel happy and safe at school. | To provide stimulating, happy and safe learning environments. |
| To have full encouragement and support from Administration, Parents and the school community. | To behave in a manner that is professional and in keeping with the ‘Code of Conduct’. |

| **PARENTS/CARERS** | | |
| To be treated with respect | To act in a manner that respects school staff, students and others. |
| To know that their children are being taught effectively and justly. | To be actively involved in their children’s education. |
| To have input into school policy and procedures. | To be an active, productive contributor and supporter of school policy and procedures. |
| To know their children are safe. | To nurture and encourage safe, responsible behaviour habits in children. |
| To feel welcome and have access to school personnel at a mutually arranged time. | To be open, supportive and understanding in your communication with school personnel. |
APPENDIX 3
Anti-Bullying Policy and Procedures
(Including Cyber Bullying)
Part of the Flying Fish Point State School Behaviour Management Policy and Program

1. Our Stand in Relation to Bullying

Flying Fish Point State School does not tolerate bullying. All members are committed to providing a safe and caring environment to foster respect for self and others. 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.

2. Our Definition of Bullying

At Flying Fish Point there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

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.

Bullying can take many forms. We consider the following behaviour to be bullying which will not be tolerated at White Rock State School.

**Physical**
- Hitting, kicking, punching
- Pushing, shoving, spitting
- Making rude gestures
- Taking or damaging something which belongs to someone else
- Forcing others to hand over food, money or something which belongs to them
- Making someone do something they don’t want to

**Verbal**
- Name calling
- Gossiping/Spreading hurtful & untruthful rumours
- Taunting
- Teasing
- Threatening
- Making fun of someone because of his or her appearance, physical characteristics or cultural background.
- Making fun of someone’s actions

**Indirect**
- Excluding others from the game or group
- Spreading untrue stories about others
- Inappropriate text messaging
• Sending offensive or degrading images by phone or internet
• Producing offensive graffiti

3. **TO PREVENT BULLYING AT WHITE ROCK STATE SCHOOL WE WILL:**

- Openly talk about bullying (what it is, how it affects us and what we can do about it) in a series of lessons conducted by the Senior students.
- Teach our children the skills that will build their self-esteem and empower them to take the responsibility for themselves – and give them the opportunity to practise these skills.
- Endorse a policy that clearly states what actions we will take to deal with bullying behaviour.
- Explicitly teach social skills in relation to bullying.

**Each school community has a responsibility to help prevent bullying.**

**Responsibilities of Staff:**
- To model appropriate behaviours at all times
- To focus on values and ethics educations.
- To deal with all reported and observed incidences of bullying as set out in this policy.
- To ensure that children are supervised at all times.
- To report incidences of bullying to the principal if this is warranted.
- To be observant to signs of distress.

**Responsibilities of Children:**
- To report if they are being bullied or if they see someone else being bullied – both at school and on the way to and from school.
- To help someone who is being bullied.
- To not bully others.

**Responsibilities of Parents:**
- To watch for signs that their child may be being bullied.
- To speak to someone on staff at White Rock State School if their child is being bullied, or they suspect that it is happening.
- To instruct their children to report if they are bullied.
- To foster a positive attitude within the framework of this Policy and Program.
- To proactively discourage their children from engaging in bullying or tacitly supporting it.

4. **OUR BULLYING BEHAVIOUR ACTION PLAN**

Incidents of bullying can be reported to any teacher or the Principal by children and their parents. Any bullying incidences that are reported will be recorded along with the action taken to deal with the incident and the support given to the victim. This information is entered into our database on a weekly basis and can be recalled as summary reports at any time. This facility allows the school to track the behaviours of students to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

When a bullying incident is reported or observed it will be dealt with according to the school’s Behaviour Action Plan.

**Level 3**

- Talk to the children involved about the incident and remind them that such behaviour is not acceptable. Comfort the victim and point out how he/she feels.
- Warn the bully of the consequences of further incidences.
- Inform other staff of the incident and record it.
- Monitor the behaviours of the children involved following this discussion. Try and give the bully some tasks to do or some responsibilities, or praise him/her for doing
something right. Record on One School.

**Level 4**
- If the aggression is repeated, separate the offending child from the group for “Time-Out OR Re think”.
- If the child continues to bully, make an appointment to speak to the parents/carer. Remind them of the Policy and ask for their cooperation in stopping the child from bullying other children. Record on One School.

**Level 5**
- If none of the other sanctions succeed in stopping the child from being aggressive, he/she may be excluded – either from the playground or from the school for a short period of time. Record on One School.

The staff will be responsible for implementing the program and ensuring that incidences of bullying are dealt with in a manner consistent with the Policy and as soon as possible after it is reported or observed.

5. **REVIEW**

We will review the program by:

- Reminding parents, students and staff of our Policy.
- Including a copy of the Policy in the newsletter for parents.
- Revising the classroom activities on bullying.
APPENDIX 4

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.

Personal Technology Devices and Etiquette
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. Breaches of this prohibition may result in discipline. However, in the case of mobile phones they must be turned off and left at the school office during school hours and collected at the end of the day.

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.

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 Flying Fish Point 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 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

**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.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Debriefing Report
For Emergency Responses or Critical Incidents

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

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

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
APPENDIX 6

PLAYGROUND DUTY – A CONSISTENT APPROACH

ALL TEACHERS ON THE 2ND DUTY EACH DAY – MUST WEAR A HAT.

Morning Tea

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
<th>Staff Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Be seated and eating lunch</td>
<td>– Be on duty on time</td>
</tr>
<tr>
<td>– Throw all rubbish in the bin</td>
<td>– Send students to lunch on the bell</td>
</tr>
<tr>
<td>– Walk on concrete areas</td>
<td>– Monitor all students to ensure seated and eating lunch</td>
</tr>
<tr>
<td>– Ask permission to go to the toilet or have a drink from the teacher on duty</td>
<td>– Be vigilant by moving from area to area to make presence known</td>
</tr>
<tr>
<td>– Tidy their eating area when the bell rings</td>
<td>– Assist students where necessary</td>
</tr>
<tr>
<td>– Go to the toilet, wash hands and have a drink</td>
<td>– Remind student of rules</td>
</tr>
<tr>
<td>– Return to the line with lunch box and sit quietly</td>
<td>– Identify ‘hot spots’ and monitor appropriately</td>
</tr>
<tr>
<td></td>
<td>– Ensure the bell monitor is ringing the bell on time</td>
</tr>
</tbody>
</table>

Lunch

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
<th>Staff Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Be seated and eating lunch</td>
<td>– Be on duty on time</td>
</tr>
<tr>
<td>– Throw all rubbish in the bin</td>
<td>– Send students to lunch on the bell</td>
</tr>
<tr>
<td>– Walk on concrete areas</td>
<td>– Monitor all students to ensure seated and eating lunch</td>
</tr>
<tr>
<td>– Ask permission to go to the toilet or have a drink from the teacher on duty</td>
<td>– Be vigilant by moving from area to area to make presence known</td>
</tr>
<tr>
<td>– Tidy their eating area when the bell rings</td>
<td>– Stand where students can be easily monitored particularly near playground to have clear view of area between prep building and rainforest</td>
</tr>
<tr>
<td>– Wait for teacher to dismiss for play</td>
<td>– Monitor students near fenced building areas</td>
</tr>
<tr>
<td>– Students play undercover areas and front grassed area until 2nd teacher on duty at 1.25pm</td>
<td>– Assist students where necessary</td>
</tr>
<tr>
<td>– Stay away from fenced building areas</td>
<td>– Remind student of rules</td>
</tr>
<tr>
<td>– Always wear a hat and shoes for outdoor play</td>
<td>– Ensure students without or not wearing hats are seated in the small covered area</td>
</tr>
<tr>
<td>– Play in a safe manner in the play areas</td>
<td>– Identify ‘hot spots’ and monitor appropriately – make presence known to identified students</td>
</tr>
<tr>
<td>– Walk to and from the B Block in a safe manner</td>
<td>– Ensure the bell monitor is ringing the bell on time</td>
</tr>
<tr>
<td>– Go to the toilet, wash hands and have a drink</td>
<td></td>
</tr>
<tr>
<td>– By second bell be seated outside classroom in quiet line</td>
<td></td>
</tr>
</tbody>
</table>

HOT SPOTS

<table>
<thead>
<tr>
<th>OVAL</th>
<th>TOP END</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Playground behind Prep building</td>
<td>– Sandpit – junior</td>
</tr>
<tr>
<td>– Oval</td>
<td>– Toilets</td>
</tr>
<tr>
<td></td>
<td>– Sports room</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OUT OF BOUNDS AREAS

| – Behind block B, toilets, Admin, Library |
| – Under library, admin blocks |
| – Oval side past Ashley’s chair, Cricket pitch, groundsman’s shed (double) |
| – Upstairs Block B, veranda prep building |
| – Past container and cricket nets – no longer in safe viewing area |

Proactivity is the way – moving, looking, talking, praising.
Moving – around from spot to spot – particularly hot spots
Looking – where are particular students? what are they doing?
Talking – Hi who are you playing with today? What will you play? What do you need to remember today?
Praising – I like the way you girls are playing today! Boys well done for getting along today!
**Before School – this is a NON ROSTERED DUTY TIME**

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
<th>Staff Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Be seated in the covered area until 8:15am</td>
<td>– Monitor students as they move around the school</td>
</tr>
<tr>
<td>– Play in a safe manner at all times</td>
<td>– Remind students of appropriate behaviour and rule reminders</td>
</tr>
<tr>
<td>– No use of sports equipment except handball only</td>
<td>– Ensure students are seated until 8:15am</td>
</tr>
<tr>
<td>– not able to go beyond the prep building</td>
<td></td>
</tr>
<tr>
<td>– to enter classrooms only with teacher permission</td>
<td></td>
</tr>
</tbody>
</table>

**Bus duty**

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
<th>Staff Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Be seated at the front of the school</td>
<td>– Be on duty on time</td>
</tr>
<tr>
<td>– Ask permission to go to the toilet or have a drink from the teacher on duty</td>
<td>– Monitor all students to ensure seated and/or playing safely and quietly</td>
</tr>
<tr>
<td>– Wait safely inside the school gates until the private cars have parked</td>
<td>– Monitor all students going home by bike – by walking their bike along the fence line and only riding once past all the cars</td>
</tr>
<tr>
<td>– Ride their bike safely by walking it along the fence line and then mounting their bike once past all the parked cars</td>
<td>– Monitor all students going home by car and ensuring safe departure from the school gate</td>
</tr>
<tr>
<td>– Be at the front of the school, where they can be supervised by the teacher on duty</td>
<td>– Be vigilant by moving within the area to make presence known</td>
</tr>
<tr>
<td>– Students waiting at the lower gate need to wait inside the gate until their parent has parked the car</td>
<td>– Assist students where necessary</td>
</tr>
<tr>
<td>– Be on duty on time</td>
<td>– Remind student of rules</td>
</tr>
<tr>
<td>– Be on duty on time</td>
<td>– Identify “hot spots’ and monitor appropriately</td>
</tr>
<tr>
<td>– Be on duty on time</td>
<td>– Marking the bus roll accurately and initial</td>
</tr>
</tbody>
</table>

**The Code of School Behaviour**

**Better Behaviour**

**Better Learning**
## FLYING FISH POINT STATE SCHOOL - LEVELS OF DISCIPLINE

<table>
<thead>
<tr>
<th>LEVEL 0</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REASONS FOR BEING ON THIS LEVEL</strong></td>
<td><strong>BEHAVIOUR WHICH MIGHT BE SHOWN</strong></td>
<td><strong>WHAT HAPPENS TO STUDENTS AT THIS LEVEL</strong></td>
<td><strong>MONITORED BY</strong></td>
<td><strong>ACTIONS</strong></td>
<td></td>
</tr>
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<td>Picking up litter, helping others, showing respect, being responsible, following the rules, being on time.</td>
<td>You may be warned, given a reprimand, or asked to attend a behavior meeting.</td>
<td>Administration, School Police, Teacher, Principal</td>
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APPENDIX 7

POWERPOINTS FOR TEACHING AND LEARNING

Behavioural Expectations 2013 – a classroom presentation for students

SCHOOL FORMS AND TEMPLATES

Increasing Playground Effectiveness
Playground Duty – a consistent approach
Playground Duty Management
Lining Up Time – a consistent approach
Managing Behaviour Summary
Routines

Catastrophe Scale
3 Rs overview
Behaviour report Slip
Behaviour Plan
Community Service Agreement
Desk Labels
Communication Booklet
Levels of Discipline
High 5 poster
Individual Behaviour Improvement Plan
Student positive behaviour tracker
Problem Solving Sheet visual

Individual behaviour plans – sample a, sample b, sample c, sample d

RESOURCES

Better Behaviour Better Learning Resources