



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Marian State School

## Responsible Behaviour Plan for Students based on *The Code of School Behaviour* 2014 - 2016

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### 1. Purpose

*Marian State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. We are committed to ensuring all young Queenslanders have a right to and receive a quality education.*

*Our Positive Behaviour Program aims to provide a safe, supportive and productive learning environment where everyone is encouraged to take responsibility for their own behaviour. Our Responsible Behaviour Plan for Students focuses on promoting positive behaviours throughout the school.*

*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 effectively maximised and students can participate positively within our school community.*

## 2. Consultation and data review

Initially Marian State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through input and feedback opportunities including 'draft' distribution, community, Student Council and Staff meetings. A review of school data relating to behaviour incidents and issues has also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in December 2009, reviewed in 2012 and will be further reviewed in 2014 as required in legislation.

## 3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explicitly stated. All school community members have clear and consistent expectations and understandings of their role in the educational process. As a result, positive and productive learning and teaching environments are established and maintained.

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

### **Always ...**

- **Be a Learner**
- **Be Safe**
- **Be Respectful.**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. Our expectations with regard to these 3 rules are detailed in Appendix 6 of this document.

Marian State School community believes in a whole of school approach to behaviour management which acknowledges the rights and responsibilities of all.

Our School Community believes in:

- respect for the safety and well being of all
- respecting the right of everyone to learn or teach to their potential
- the development of responsible behaviour through problem resolution that reflects the principles of natural justice
- students learning best in environments that are success orientated and which reflect the principles of equity and social justice, acknowledging and encouraging appropriate behaviours
- supporting students in partnership with parents, carers and school staff
- supporting students whose behaviour is in breach of the school's Responsible Behaviour Plan for Students, including planned consistent actions that maintain a safe, productive learning environment and increase the student's opportunity to succeed
- students being accountable for their actions
- the school being aware of the cultural beliefs and values of ethnic groups within our school community
- flexibility in catering for the needs of students

Marian State School defines a safe, supportive and productive learning environment as one where

- all members of the school community feel safe and valued.
- social and academic learning outcomes are maximised for all through quality curriculum, quality interpersonal relationships and effective school structures.
- behaviour management involves a continuum of action from the proactive to the reactive.
- self-discipline, self respect and adherence to a Code of Conduct is fostered and reinforced.
- non-violent and non-discriminatory language and practices are defined, modelled and reinforced.

#### **4. Code of Conduct**

1. We treat all people with kindness, courtesy, respect, and co-operation.
2. We demonstrate self respect, show pride in our work, our school and community.
3. We practice good health and safety habits considering others first at all times.
4. We try our best at all times.
5. We are in the right place, doing the right thing, at the right time.
6. We accept responsibility for our own actions.
7. We are truthful and honest.
8. We are properly dressed and equipped for each school day.

To achieve these goals, it is imperative that all members of our school community, children, staff, parents and carers, cooperate, demonstrate mutual respect and are responsible for their own actions.

**Before & After School:** There is no formal playground supervision before or after school hours. Therefore parents are advised that no children (including children under school age) are allowed to play in school grounds or on school play equipment before or after school.

Unless engaged in a staff supervised activity (e.g. Instrumental music lesson, sports training), there is no need for students to arrive before 8:30am in preparation for our 8:50am bell. When students arrive at school, they should use any time available to prepare for the day's lessons and activities. This time should not be regarded as a "play" period.

**Safety To and From School:** Students are answerable to their parents, our school and the Police for their behaviour on the way to and from school. Therefore students can be disciplined according to our Responsible Behaviour Plan for Students for their behaviour when traveling to or from school.

#### **5. Facilitating positive behaviour**

##### **Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Marian 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.

See Appendix 6 for details of our set of agreed school rules and specific behavioural expectations.

- **Schoolwide Universal Expectations** - Teaching Matrix for all school settings.
- **Always A Learner** - Teaching Matrix in specific settings.
- **Always Be Safe** - Teaching Matrix in specific settings.
- **Always Be Respectful** - Teaching Matrix in specific settings.

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

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

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

- Behaviour expectations are regularly reinforced via the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- The Positive Behaviour Program Committee regularly provides information to staff and parents, and supports others in sharing successful practices.
- Upon arrival, new students as well as new and relief staff are provided with the Marian State School Responsible Behaviour Plan for Students.
- Individual support profiles 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.
- Specific policies address:
  - The Use of Personal Technology Devices\* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

## **REINFORCING EXPECTED SCHOOL BEHAVIOUR**

At Marian State School, communication of our high behaviour expectations are backed through reinforcement, which provides students with positive feedback and encourages high standards of school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are keen to give consistent and appropriate acknowledgement & rewards.

### **The vast majority of children at Marian State School display appropriate and responsible behaviour.**

To promote children's continued positive behaviour, a range of proactive strategies have been enacted within the school which can include ...

- **Verbal Reinforcement** acknowledgement, thanks.
- **Responsible Student Behaviour Cards** – Green (positive behaviour) or Blue (Improvement/Encouragement) See Appendix 3
- **Awards** – Student of the Week, Principals Awards, Class Awards, Annual Awards.
- Invitations to participate in **Peer Tutoring, Buddy Classes, Peace Patrol**
- **End of Term Rewards Day** & Lucky Draw activities
- **Bully Busting** ... Ignore-Warn-Report but NO PAY BACK
- **Student Leadership**, Student Council
- **Home Communication** Books, Newsletters, Photo gallery, Parent Teacher Interviews
- **Extra-curricula & extension activities** including Sporting, Cultural and Academic pursuits.

In classrooms, teachers use a common "traffic lights" chart ...

Curriculum programs within classrooms are differentiated to cater for individual student learning needs including students identified with learning difficulties, special needs and gifts or talents.

## **6. Processes for responding to unacceptable behaviour**

### **RESPONDING TO UNACCEPTABLE BEHAVIOUR**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and focuses on teaching children to make responsible behaviour choices.

#### **Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level or infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then to ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level or frequent problem behaviour is to ask students 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.

Marian State School has strategies that provide educational support or intervention in response to unacceptable behaviour.

1. Explicitly stated Classroom and Playground rules, structures and procedures
2. Restatement and Rule Reminders
3. Responsible Behaviour Cards – Yellow (Warning), Orange or Red (Consequence)
4. Thinking time - Time Out and Time Away
5. Teacher - Student Plan of Action
6. School Intervention and Recording of Student Inappropriate Behaviour

#### **Targeted behaviour support:**

Each year a small number of students may be identified through our data as needing extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Some students attend their scheduled classes and activities are appropriately adjusted as required. However, they have increased daily opportunities to receive positive contact with adults, additional support from school staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made to their learning program through academic support, adult mentoring or intensive social skills training.

Staff members are provided with relevant professional development based on an overview of our school's Responsible Behaviour Plan for Students, our Positive Behaviour Program, referral & response processes, the reporting responsibilities of staff and the special support of individual students.

Students whose behaviour does not improve after low level intervention and support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### **Intensive Behaviour Support for Persistent and Serious Behaviour: Support Team**

Marian State School is committed to educating all students, including those with the high behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support. As required the school administration may form an *Intensive Behaviour Support Team*, who ...

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes academic and social program adjustments as required for the student, and
- works with the Positive Behaviour Program Committee to achieve continuity and consistency.

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

Marian State School also has access to Specialist Behaviour Support through

- Guidance Officer
- Social Justice Committee
- Mackay Student Support Centre
- Targeted funding from the Regional Behaviour Reference Group
- Other Gov't agencies ... SCAN Team, Youth Mental Health, Disability Services Queensland

These resources can assist with intensive intervention or offer behaviour support programs which support continued student learning.

## **7. Consequences for unacceptable behaviour**

Marian State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour choices are made students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Responsible Behaviour Cards are used to record all minor problem behaviours while One School records are maintained for major problem behaviour. The school administration monitors behaviour reports and takes a student's past behaviour history into account when determining appropriate consequences or sanctions.

### Relate problem behaviours to expected school behaviours

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

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

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

### Ensuring consistent responses to problem behaviour

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

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

## Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is initially managed by the staff member but is also likely to be referred to the school Administration team

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause staff to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- **a re-direction procedure.** The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for an attempt at the expected school behaviour.
  5. may be issued a Warning card (Yellow)
- **a minor consequence** logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

**Major** behaviours are those that:

- indicate a student has not changed a pattern of repeated minor problem behaviours – ie students who are issued more than two Responsible Student Behaviour Consequence (Orange/Red) Cards in one term of school (see Appendix 4)
- significantly violate the rights of others (eg. Bullying – see Appendix 2)
- put others / self at risk of harm
- involve the misuse of communicative technologies (see Appendix 1)
- require the involvement of school Administration.

**Major** behaviours result in a referral to Administration because of their seriousness. When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then advises a member of the school administration and escorts the student to Administration.

Major problem behaviours may result in one or more of the following consequences:

### Phase One Consequences:

- **withdrawal from class**, time in office, removal to withdrawal room (eg. when disruptive of teaching or other students' learning),
- **break time detention** (The Qld Ed Act states that a student at a State School may be detained during the recess as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline)
- **redirection to alternate lunchtime activities** (eg Options Room, Library Courtyard)
- **loss of privilege** (eg 2 or more consequence cards means student is not invited to school or P&C disco that term unless their parent will also be present and accept responsibility for their supervision),
- **withdrawal from excursions and/or camps** (ie. 2 or more consequence cards in that term signals that a student's past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety)
- **restitution or compensation.** Where personal or school property is damaged, a student's parents may be asked to provide some form of monetary or material restitution to compensate for the damages incurred.
- **warning regarding future consequence** (ie. suspension) for repeated offence,
- **teacher & student "Plan of Action"**: If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral for additional behaviour support from the Justice and Equity Team.
- **parent contact** - When specific behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator and/or Guidance Officer may be an integral part of this process.

## Phase Two Consequences:

- **Phase One consequences** and/or
- **withdrawal from co-curricular activities** for that term (ie. 2 or more consequence cards in that term signals that a student's past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety at interschool sport, Rewards Day activities, and /or Yr 6/7 Social),
- **after school detention** (The Queensland Education Act states that a student at a State School may be detained for a period of one half hour after school as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline. Every effort will be made to notify parents of an impending after school student detention)
- **behaviour contracts:** As a result of a conference with a Teacher, Administrator and/or a Guidance Officer, a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents may be involved in this process. The school's Principal, Deputy Principal and/or Guidance Officer assists students and parents to accept their responsibilities as co-operative members of the school community.
- **parent interview** (good home – school communication offers the best support environment for students)
- **referral to Guidance Officer,**
- **referral to Intensive Behaviour Support Team**
- **suspension** from school. Students who choose not to accept other consequences imposed as a result of unacceptable behaviours (eg refuses to attend detention) or who engage in serious breaches of this Responsible Behaviour plan, may be suspended. Student disciplinary absences are used after consideration has been given to all other possible responses. Suspension from school for up to twenty days is recognised as a most serious consequence, which can be imposed by the school Administration. Suspensions are implemented in line with the Ed Qld policy: SM-16 Student Disciplinary Absences.
  - If a student is suspended for 1 – 10 days, the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education.
  - If a student is suspended for 11 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education.
- **students not eligible for any Yr 6 or Yr 7 Student Feature Awards** – Marian State School has high expectations of the behaviour of our Year 6 & 7 students. If any Year 6 or Yr 7 student were to receive a suspension, this would have a serious negative impact on the likelihood of their being considered for major awards at the end of the school year.
- **Phase Three Consequences:**
- **Phase One or Two consequences** and/or
- Students who engage in very serious problem behaviours such as persistent wilful disruption to classes, major violent physical assault, the use or supply of weapons or drugs can expect a **proposal to exclude** the student from the Principal and to be **recommended for exclusion** from school following an immediate period of suspension.
- Students who have brought weapons (such as **knives**) or **illegal substances** to school can expect the Police to be called and an investigation to take place. This can result in the student being charged with a criminal offence.
  - Should the student's behaviour result in a proposed/recommended exclusion, the Principal will ensure
    - that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.

Student disciplinary absences are used after consideration has been given to all other responses.

- If a SDA is issued the school takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education whilst suspended.
- The school appoints a school staff member as the contact for the suspended student.

## 8 Examples of major & minor unacceptable behaviours

The following table outlines **examples** of major and minor problem behaviours but is not meant to be a complete or comprehensive listing of behaviour problems that may be encountered at school:

	Area	Minor	Major: Includes repeated minor infringements
<b>Being A Learner</b>	Learning tasks	<ul style="list-style-type: none"> <li>Not attempting or not completing class or homework learning tasks that are at an appropriate ability level for the student.</li> </ul>	<ul style="list-style-type: none"> <li>Persistent refusal to complete tasks, especially when given an opportunity to complete work during break time or while on detention</li> <li>Consistently not completing homework.</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class without permission (out of sight)</li> <li>Leaving school without permission</li> <li>Truancy</li> <li>Deliberately late to class</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Deliberate delay when responding to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging authority (eg. saying 'no' when given instruction or direction)</li> <li>Willful and/or persistent disobedience.</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Not having required materials.</li> <li>Minor dishonesty (that results in no major consequence)</li> </ul>	<ul style="list-style-type: none"> <li>Willfully not having required materials at school</li> <li>Significant dishonesty (deliberate lies)</li> </ul>
	Mobile Phone & other Personal Technology Devices	<ul style="list-style-type: none"> <li>In possession of mobile phones etc</li> <li>Mobile phone switched on in any part of the school at any time without authorisation ( no permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>Use of mobile phone etc in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>Inappropriate use of computer software &amp; social media (My Space, Face Book, U-Tube) to abuse, denigrate, threaten or insult staff, students or our school</li> </ul>

	Area	Minor	Major: Includes repeated minor infringements
<b>Being Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running on pathways</li> <li>Not walking bike or carrying scooter/skateboard in school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Climbing trees</li> <li>Riding skateboards or scooters in school grounds</li> <li>Leaving classroom, learning activities or school without permission.</li> </ul>
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Playing unsafe school games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Possession of weapons (eg. <b>Knives</b>)</li> <li>Willfully engaging in unsafe or banned practices.</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> <li>'Play Fighting' games</li> </ul>	<ul style="list-style-type: none"> <li>Physical violence/aggression (e.g.hitting, kicking, pushing, fighting, etc)</li> </ul>
	Correct Uniform	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	<ul style="list-style-type: none"> <li>Willful failure to comply with the school's agreed dress code.</li> </ul>
	Other	<ul style="list-style-type: none"> <li>Possession of cigarettes</li> <li>Unauthorised possession of medicines and/or prescription drugs</li> </ul>	<ul style="list-style-type: none"> <li>Substance abuse (e.g. smoking).</li> <li>Using or selling of medicines, prescription or illegal drugs</li> </ul>

	Area	Minor	Major: Includes repeated minor infringements
<b>Being Respectful</b>	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Disruption of classes, eg. Calling out</li> <li>Poor attitude</li> <li>Insolence to staff and other adults, eg disrespectful tone of voice</li> <li>Threats</li> </ul>	<ul style="list-style-type: none"> <li>Repeated use of inappropriate language (e.g. swearing, name calling, offensive language, racial comments) and/or threats.</li> <li>Aggressive language, verbal harassment</li> <li>Bullying, 'put downs'.</li> <li>Verbal abuse / directed profanity</li> <li>Sexual or racial harassment</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> <li>Defacing property, minor vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate theft (stealing)</li> <li>Willful damage to school property and/or damage to others property.</li> <li>Deliberate vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Littering</li> <li>Not playing fairly, leaving others out of games</li> <li>Minor disruption to class</li> <li>Minor defiance – time delay before complying with requests/directions</li> <li>Minor bullying / harassment</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate 'trashing' of school location</li> <li>Major or repeated bullying</li> <li>Intimidating behaviour/ harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> <li>Offences against morality – sexual behaviour</li> <li>Intimate physical contact (eg. holding hands, hugging, kissing)</li> </ul>
	Cyber bullying	<ul style="list-style-type: none"> <li>Inappropriate texting; email or instant messaging whether at school or such unacceptable interaction with others in the school community out of school hours.</li> </ul>	<ul style="list-style-type: none"> <li>Repeated inappropriate texting, sexting, or threatening email via instant messaging or social networking sites whether at school or such unacceptable interaction with others in the school community out of school hours.</li> </ul>

## 9. 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 involve staff ...*

*Avoiding an escalation of the problem behaviour*

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

*Maintaining calmness, respect and detachment*

Model the behaviour for 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.

*Approaching 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.

*Following 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.

*Debriefing*

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
- deliberately engaging in property destruction
- wilfully and persistently engaging in school disruption that negatively impacts on other students' right to learn or teachers' right to teach

Appropriate physical intervention may be used to ensure our school's duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention 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.

Staff understand:

- physical intervention cannot be used as a form of punishment
- avoid physical intervention when a less severe response can effectively resolve the situation
- the need to investigate the underlying function of the behaviour.
- physical intervention is not to be used as a response to:
  - refusal to comply when consequence only impacts on offender
  - verbal threats
  - leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping: Each significant instance involving the use of physical intervention may be formally documented. One of the following records would be appropriate:

- 'One School' incident report
- SMS Health and Safety incident record\_(if appropriate)
- Debriefing report for student and staff (Appendix 4).

## 10. Network of student support

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

- |                               |                                       |
|-------------------------------|---------------------------------------|
| • Parents/Carers              | • Advisory Visiting Teachers          |
| • Teachers                    | • Mackay Student Support Centre Staff |
| • Special Needs Support Staff | • School Chaplain                     |
| • Administration Staff        | • School Adopt-A-Cop                  |
| • Guidance Officer            | • Ancillary Staff                     |

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

- |                                  |   |
|----------------------------------|---|
| • Disability Services Queensland | • Department of Communities (Child Safety Services) |
| • Child and Youth Mental Health  | • Police  |
| • Queensland Health              | • Mackay Regional Council                           |

## 11. 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.

Marian 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 and taking into account students' previous behaviour record, severity of the incident, amount of reliable evidence, degree of provocation, intent of the action, honesty and perceived level of genuine remorse.
- 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 support appropriate to their learning and/or impairment needs.

All members of the school community are advised that recent changes to the "Disability Discrimination Act 1992", includes a definition of disability which "... includes behaviour that is a symptom or manifestation of the disability." Therefore it may be considered discriminatory to impose certain consequences on students with disabilities who display what is typically considered inappropriate behaviours due to their disability. Professional advice may need to be sought as to whether a disabled student's behaviour is a symptom or manifestation of their disability.

## 12. 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

## 13. 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

## 14. Some related resources

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

## ***Endorsement***

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Principal

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P&C President

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Regional Executive Director

Effective Date: December 2014 – December 2016

### The Use of Personal Technology Devices\* at School

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

#### Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. If it is essential students have such devices at school (ie for use after school), devices must be taken to the school office immediately the student arrives at school in the morning and be collected just prior to leaving the school in the afternoon. If students are found in possession of such devices, they will be confiscated by school staff and may be collected by the student's parents/carers from the school office. Breaches of this prohibition may result in disciplinary consequences.

#### 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 by parents/carers, unless required to be kept for purposes of Police and/or disciplinary investigation, when devices will only be returned to parents.

Devices potentially containing evidence of criminal offences will 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 any reason, for the rest of that term, or longer if deemed necessary by the Principal.

#### Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged 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 taken to the school office so they are out of sight. Personal technology devices may only be used without staff permission once a student has left the school grounds.

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

Students must not record images anywhere that recording would reasonably be considered inappropriate (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 ...

are in breach of this policy and 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 Qld Police Service (QPS).

### **Text communication**

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

### **Assumption of cheating**

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

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

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

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

### **Special Circumstances Arrangement**

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

#### *Responsibility Outside School Hours:*

*Students who use Personal Technology Devices outside of school hours such that there is a negative impact on others in the school community, are considered to have negatively affected the good order and management of the school. Such behaviour will result in consequences as outlined on pages 6 & 7.*

*\* Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, Ipads, Tablets, 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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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

## Appendix 2

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

#### Purpose

1. Marian State School strives to create positive, predictable environments for all students at all times. The disciplined teaching and learning environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures and academic growth
  - 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 Marian 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 is generally considered to be deliberate behaviours aimed at having a negative impact upon victims. Behaviours that will not be tolerated at Marian State School include ...
  - name-calling
  - taunting, teasing or threatening
  - mocking, embarrassing
  - making offensive comments
  - kicking, hitting, pushing, etc
  - taking belongings
  - inappropriate text messaging
  - sending offensive or degrading images by note, phone or internet
  - producing offensive graffiti
  - gossiping
  - excluding people from groups
  - spreading hurtful and/or untruthful rumours
4. Bullying may be related to:
  - academic ability
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Marian 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 responses 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 Marian State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Lessons on bullying and how to prevent and respond to it, is a subset of procedures that our students are accustomed to.

**Prevention** (see also 'Preventative Approaches to Bullying' below)

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - Students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - 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, etc
  - Students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from 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. Anti-bullying and Cybersmart lessons are taught by teachers or other professionals (eg. Police) in classrooms with both a preventative and responsive intention. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. Lessons teach 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 (ie Ignore-Warn-Report but NO PAY BACK)
11. Lessons may focus on particular 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 Marian State School attempts to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Marian State School uses behavioural data for decision-making. This data is entered into our One School database 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.

**Preventive Approaches to Bullying**

Preventive approaches include ongoing strategies designed to foster the active involvement of all students.

For all students all of the time, these include:

- Recognising the complexity of the problems of bullying and harassment
- Establishing a school culture that actively promotes non-violence
- Ensuring student voices are heard and they actively participate in meaningful decision making
- Recognising and celebrating diversity and promoting justice and equality
- Fostering the involvement of parents and the school community
- Instigating environmental scans and surveys to examine student perceptions of safety and the use of resources and spaces within the school

- Focusing on socialisation e.g. role models, leadership programs, peer support programs, group dynamics and cooperative learning
- Examining and challenging power structures within the classroom, school and wider society
- Investigating the school's role in social construction of race, gender and class, as a means of developing programs which celebrate diversity and promote equity, examining and challenging power structures within the classroom, school and wider society
- Developing effective behaviour management policies and programs

#### **Staff are ...**

- role models in word and action at all times.
- observant of signs of distress or suspected incidents of bullying.
- minimizing occasions for bullying by active patrolling during playground supervision.
- at class on time.
- helping victims by treating all reports of bullying seriously and removing sources of distress without placing the victim at further risk.
- reporting suspected incidents to the appropriate staff member/s

#### **This requires children to**

- IGNORE ... refuse to be involved in any bullying situation.
- WARN ... take some form of preventative or positive response action.
- REPORT the incident or suspected incident and help break down the code of secrecy.
- NEVER PAY BACK ... this only complicates the situation.

#### **Marian State School recommends that parents**

- Watch for signs of distress in their children, e.g. Unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra pocket money, damaged clothes or bruising.
- Take an active interest in your child's social life and their acquaintances
- Advise your child/ren to tell a staff member (class teacher, teacher on duty) about incidents. If possible allow him/her to report and deal with the problem him/herself. They can gain much respect through taking the initiative and dealing with the problem without parental involvement. It is important to offer support to children at this point.
- Inform the school if bullying is suspected, whether your child is the bully or victim.
- Keep a written record of reports (who, what, when, where, why, how)
- Do not encourage your child to retaliate.
- Communicate to your child that parental involvement, if necessary, will be appropriate for the situation.
- Be willing to attend interviews at the school if your child is involved in any bullying incident.
- Be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected.

When staff, students, parents and carers work together we create a safer and more enjoyable learning environment at Marian State School.

#### **The following procedural steps could be followed when dealing with a report of bullying.**

This is a general plan for dealing with bullying. In specific cases administrators may be required to exercise discretion with regard to taking disciplinary action. The progression of steps through this plan can be terminated at any time the bullying ceases.

#### **Significant bullying report received ...**

1. Teacher investigates and discusses situation with students concerned and applies appropriate consequences as per Responsible Behaviour Plan for Students.
2. School administration involved in counselling and/or applying appropriate consequences as per Responsible Behaviour Plan for Students. Problem may be brought to the attention of relevant staff.
3. Parents of students involved are contacted for support.
4. Guidance Officer may be involved with students.
5. Other measures such as intervention by the school's *Adopt-a-Cop* (in the case of serious assaults) and confrontation of the bully by the parents of the victim may be effective and appropriate if conducted with the agreement of the parents concerned and under the supervision of the Principal.
6. Disciplinary action (suspension and/or exclusion) may be taken against those deemed responsible for bullying.

## **NO WEAPONS/KNIVES AT MARIAN STATE SCHOOL**

### **WORKING TOGETHER TO KEEP MARIAN STATE SCHOOL SAFE**

We can work together to keep knives out of school. At Marian State School ...

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

If a student has a weapon/knife at school, they can expect serious consequences, school based consequences such as Suspension or Exclusion but also criminal consequences such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a weapon/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.

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

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as Suspension and/or exclusion.
- 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 school 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 Marian 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 our school Principal.

## Appendix 4

### Marian State School Responsible Behaviour Cards

#### **GREEN OR BLUE Positive Recognition Cards:**

Students may be issued with Green or Blue Cards in recognition of their positive behaviour. Cards are signed by parents, returned to school & then returned to the student. Our weekly 'Green Card Draws' provide an opportunity for students who have earned Green Cards to win a Tuckshop voucher.

Students may be issued a **Blue "Improvement Card"** when their behaviour changes from unacceptable to acceptable. An "Improvement Card" acknowledges the student's efforts towards more positive behaviours and encourages them to continue in this manner

**Rewards Day** – At the end of each term, all students who were not issued Yellow, Orange or Red Consequence Cards, are entered into an end of term draw for a small prize (one for each year level). Students who have avoided any Orange or Red Consequence cards are automatically invited to participate in their class Rewards Day Activities in recognition of their consistent good behaviour.

#### **YELLOW, ORANGE OR RED Negative Behaviour Cards:**

Should a student's behaviour be unacceptable according to this Responsible Behaviour Plan, a Yellow Warning Card, or an Orange or Red Consequence Card is issued so that parents are aware of incidents that occur at school. Cards are signed by parents/guardians and returned so that school staff know parents are aware of the incident.

Rarely does a consequence result from the issuing of a **Yellow Warning Card**. A series of Yellow Warning cards indicates a possible pattern of less serious but never the less unacceptable behaviour. In such cases it is possible that any future behaviour cards issued that term would be upgraded to a Consequence Card.

**Orange Consequence Cards** usually indicate a 'lunch time' detention, while **Red Consequence Cards** usually results in an 'after school' detention. Other consequences may be imposed depending on the severity of the student's transgression (e.g. withdrawal from co-curricular, extra-curricular or recreational activities or suspension).

Students who receive **more than one Orange or a Red Consequence Card** in any one school term **may not be invited to participate in the following activities for that term ...**

- co-curricula activities such as Friday representative **inter-school sport**.
- a **P&C Disco**
- extra-curricular activities such as School **Excursions and/or Camps especially** if their behaviour is such that they may be regarded as a safety risk to themselves or others.
- end of term **Rewards Day Activities**. Missing out on Rewards Day is not considered an additional punishment for those who have excluded themselves due to past behaviour. For these children Rewards Day is just another school day where they participate in learning programs planned by their teachers. (i.e. there is no additional consequence or punishment for these children on that day)

Following a 'Behaviour Management Meeting' (Admin and Class teacher), children who have been **issued only one orange Consequence Card** may be invited to attend Rewards Day activities ...

- depending on the reason for the Consequence Card (e.g. children who were issued cards for serious misdemeanors such as physical aggression, blatant dishonesty, theft, etc automatically exclude themselves from rewards activities).
- if there has been an improvement in attitude or behaviour after the issuing of a consequence card
- if the student's overall behaviour for the term has generally been positive.

A OneSchool record is made for incidents where a student has been issued a Consequence Card (Orange or Red).

### Debriefing Report ... Physical Intervention

Debriefing may be led by a staff member 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 accurate & factual information on:

- Who was involved
- What happened - before/during/after
- Where it happened
- What people involved indicated were reasons for the behaviour
- What we learned

The specific questions we want to address 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 attempted?
- What worked and what did not?
- What might be done differently next time?
- How might 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 wanted?
- What upset you most?
- What was helpful?
- What got in the way?
- What can be done better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could be done to avoid physical intervention ?

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

# Appendix 6



# Marian State School ... ALWAYS BE A LEARNER

	L1. Teacher Teaching	L2. Supervised Activities	L3. Unsupervised Activities	L4. Support Staff	L5. Other Situations
<b>Looks Like</b>	<ul style="list-style-type: none"> <li>Sitting quietly</li> <li>Sitting still at desks/on carpet</li> <li>Looking at teacher – good 'eye contact'</li> <li>Students listening, thinking, paying attention, concentrating</li> <li>Hands up to talk.</li> <li>Children are actively participating.</li> <li>Students ignoring any distractions.</li> <li>Teacher or student may demonstrate a learning concept</li> </ul>	<ul style="list-style-type: none"> <li>Sitting correctly at desk/table.</li> <li>Students at the right place.</li> <li>Working quietly – writing, reading</li> <li>Hand up, waiting patiently for teacher assistance.</li> <li>Students helping others if finished their own work.</li> <li>Teacher moving about helping students.</li> <li>Students cooperating, sharing ideas</li> <li>Hard work being done, work being completed</li> <li>Students persisting</li> <li>Students listening, enjoying learning,</li> <li>People following class rules</li> </ul>	<ul style="list-style-type: none"> <li>Working co-operatively &amp; productively, independently or in groups.</li> <li>Students staying in their work place.</li> <li>Students moving as directed by teacher.</li> <li>Teacher checking on and helping as they move around the class.</li> <li>Students concentrating, focused, busy, heads down</li> <li>Students being creative</li> <li>Student talk is about their activity</li> <li>People staying with their group, sharing equipment</li> <li>Students doing what the teacher asks</li> <li>100% effort</li> </ul>	<ul style="list-style-type: none"> <li>Respecting support staff.</li> <li>Working cooperatively</li> <li>Working the same as they would with their class teacher.</li> <li>Students focusing on their work, concentrating</li> <li>Students looking for assistance, help, feedback</li> <li>Students paying attention</li> <li>People using manners</li> <li>Students working as hard as they can</li> <li>Groups working together</li> <li>Using equipment properly</li> <li>Sitting on chairs properly</li> </ul>	<ul style="list-style-type: none"> <li>People respecting others</li> <li>Uniform worn neatly with pride</li> <li>Students cooperating</li> <li>People being sensible and safe</li> <li>Good behaviours</li> <li>Students following instructions, on task</li> <li>People using manners</li> <li>Children engaged in learning</li> <li>Same behaviours as in class</li> <li>People asking for help if needed</li> <li>Places are tidy and organised</li> </ul>
<b>Sounds Like</b>	<ul style="list-style-type: none"> <li>One voice only.</li> <li>Teacher explaining.</li> <li>Teacher is easily heard.</li> <li>Students answering questions, discussing</li> <li>Students taking turns to speak.</li> <li>Books open.</li> <li>Student talk is work related.</li> <li>May be able to hear noises outside your classroom</li> <li>Typing at keyboards</li> </ul>	<ul style="list-style-type: none"> <li>Teacher giving instructions, providing explanations.</li> <li>Students making no noise or using quiet voices, whispering, low level noise</li> <li>People getting along</li> <li>Students engaged in learning</li> <li>Teacher praising good behaviour</li> <li>People using polite words</li> <li>People encouraging others</li> </ul>	<ul style="list-style-type: none"> <li>Students talking/working quietly.</li> <li>Teachers voice</li> <li>Students reading, writing</li> <li>Whispering voices, 'inside' voices</li> <li>People using manners</li> <li>Quiet when instructed to</li> </ul>	<ul style="list-style-type: none"> <li>Support staff directing and helping students.</li> <li>Quiet communications</li> <li>Sharing of ideas, discussion</li> <li>Cooperation</li> <li>Questioning others</li> <li>Adults helping</li> <li>Teacher aide talking</li> <li>People using manners</li> </ul>	<ul style="list-style-type: none"> <li>Respectful discussion</li> <li>Quiet talk</li> <li>Students helping others</li> <li>Silence if required for instructions, intercom, lock down, etc</li> <li>Best manners being used</li> <li>Others listening to experts</li> <li>Teacher giving rule reminders</li> <li>Quiet but excited voices</li> <li>People sharing, turn taking</li> <li>People using computers</li> </ul>
<b>Feels Like</b>	<ul style="list-style-type: none"> <li>Excited about learning activities.</li> <li>Enthusiastic to engage in activities.</li> <li>Proud of their achievements.</li> <li>Smart, learning</li> <li>Enjoyment</li> <li>Welcoming</li> <li>Supported</li> <li>Happy</li> <li>Having fun</li> <li>Great, lovely</li> <li>Comfortable</li> <li>Responsible</li> <li>Proud</li> <li>Well mannered</li> <li>Educated, intelligent</li> <li>Awesome, brilliant</li> </ul>	<ul style="list-style-type: none"> <li>Happy to be able to complete tasks and be successful.</li> <li>Busy learning.</li> <li>Happy</li> <li>Excellent</li> <li>Attentive</li> <li>Proud</li> <li>Exciting</li> <li>Enthusiastic</li> <li>Sense of accomplishment</li> <li>Good, awesome</li> <li>Calm and relaxed</li> <li>Excited</li> <li>Responsible, trusted</li> <li>Great, having fun</li> <li>Warm, friendly</li> <li>comfortable</li> </ul>	<ul style="list-style-type: none"> <li>Responsible and trusted</li> <li>Respected and productive</li> <li>Calm</li> <li>Responsible, mature, independent</li> <li>Sore hands from writing so much</li> <li>Amazing</li> <li>Proud, happy, glad</li> <li>Time goes quickly</li> <li>Brave to try hard challenging work</li> <li>Important</li> <li>Good helping others</li> <li>Organized, orderly</li> <li>Comfortable</li> <li>Supported, Friendly</li> <li>Fun, exciting, Enthusiasm</li> <li>Job done well</li> </ul>	<ul style="list-style-type: none"> <li>Grateful for the help from support staff.</li> <li>Respectful</li> <li>Interested</li> <li>Enthusiastic</li> <li>Confident</li> <li>Positive</li> <li>Passionate</li> <li>Pride</li> <li>Responsible</li> <li>Being watched</li> <li>Comfortable</li> <li>Being treated fairly</li> <li>Relaxed</li> <li>confident</li> </ul>	<ul style="list-style-type: none"> <li>Working safely.</li> <li>Exciting</li> <li>Apprehensive</li> <li>Energetic</li> <li>Having a go</li> <li>Being responsible</li> <li>Looking after yourself</li> <li>Enthusiastic</li> <li>Different from classroom learning</li> <li>Proud</li> <li>Happy to be there</li> <li>Responsible</li> <li>Lucky</li> </ul>



## Marian State School ... ALWAYS BE SAFE

	<b>S1 ... in Classrooms</b>	<b>S2 ... about Buildings</b>	<b>S3 ... in the Playground</b>	<b>S4 ... going to or from school.</b>
<b>Looks Like</b>	<ul style="list-style-type: none"> <li>Hands and feet to yourself at all times</li> <li>Correctly use equipment – safe use of scissors, careful computer use</li> <li>Always walk sensibly, even when in a hurry</li> <li>wash your hands with soap after using the toilet</li> <li>Walking on all cement paths</li> <li>Follow adult instructions</li> <li>Wear closed in shoes, tie up laces</li> <li>Sit correctly on chairs, push them in when not in use</li> <li>People sharing &amp; co-operating</li> <li>Use electrical equipment safely – turn off at power point</li> <li>Cover your mouth when yawning, coughing or sneezing</li> <li>People in the right place doing the right thing</li> </ul>	<ul style="list-style-type: none"> <li>Hands and feet to yourself at all times</li> <li>Correctly use equipment</li> <li>Always wear a hat &amp; shoes</li> <li>Stay seated while eating</li> <li>Always walk, even when in a hurry</li> <li>wash your hands with soap after using the toilet</li> <li>always walk in toilets and drink tap areas</li> <li>toilets are not play areas</li> <li>keep toilets clean and healthy</li> <li>Never run on any cement</li> <li>Keep to the left on walkways &amp; stairs</li> <li>Follow adult instructions</li> <li>Walk without climbing or swinging from poles &amp; beams</li> <li>Watch where you are walking, especially near corners</li> <li>Following correct procedures during 'evacuation' and 'lock down' drills</li> <li>Children walking in pairs during school time</li> <li>Carry a 'Break Card' as required.</li> </ul>	<ul style="list-style-type: none"> <li>Hands and feet to yourself at all times</li> <li>Correctly use equipment</li> <li>Throw nothing but sports balls (no sticks, sand, etc)</li> <li>Playing by the rules - rough play &amp; 'mucking around' is unsafe</li> <li>Climbing trees is unsafe</li> <li>Always wear a hat &amp; shoes - stay under cover if no hat</li> <li>Only play games in play areas.</li> <li>Wash your hands before eating</li> <li>All play stops immediately at bell</li> <li>Always walk on any pathways</li> <li>Follow adult instructions</li> <li>Head directly for cover if it starts raining.</li> <li>Play in your own year level areas</li> <li>Avoid known dangers – plovers, magpies, broken equipment, etc</li> <li>Ask for permission before leaving school grounds (ie. to collect ball)</li> </ul>	<ul style="list-style-type: none"> <li>Hands and feet to yourself at all times</li> <li>Correctly use equipment – always wear helmets</li> <li>Always wear a hat &amp; shoes</li> <li>Never run on any cement</li> <li>Follow adult instructions</li> <li>Walking across road crossings under supervisor's directions – look both ways before crossing</li> <li>Stay inside school grounds until the car stops outside to pick you up.</li> <li>Leave shoes on until you get home</li> <li>Obey all road rules – walk on footpaths, riding bikes, scooters and skateboards safely</li> <li>People travelling together – no-one by themselves</li> <li>Travel directly to and from school</li> <li>Stay away from strangers, tell adults if you feel threatened</li> <li>Respect neighbours property and others travelling along</li> <li>Walk bikes and carry scooters or skateboards in school grounds.</li> </ul>
<b>Sounds Like</b>	<ul style="list-style-type: none"> <li>Students being keen &amp; productive workers</li> <li>Noise appropriate to activities – sometimes silent individual work, people listening to instructions, other times quiet respectful task related talk in pairs/groups</li> <li>Teachers praising appropriate behaviour</li> <li>People co-operating, using positive language</li> <li>Quiet, orderly movement</li> </ul>	<ul style="list-style-type: none"> <li>Noise appropriate to activities – sometimes silent individual work, other times quiet respectful task related talk in pairs/groups.</li> <li>Walking quietly in two lines as classes move about the school so as to not disturb other learners</li> <li>Asking permission to leave</li> <li>People following instructions</li> <li>Teachers praising appropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>People and teams co-operating, working together</li> <li>Cheerful, happy chatter &amp; laughter amongst friends</li> <li>Laughter</li> <li>Teachers praising appropriate behaviour</li> <li>People encouraging &amp; reminding others to be safe, do the right thing, be a positive by-stander</li> <li>People using their manners, talking positively</li> </ul>	<ul style="list-style-type: none"> <li>Cheerful, happy chatter &amp; laughter amongst friends</li> <li>Telling appropriate adults where you will be</li> <li>People using their manners – thanking the Crossing Supervisor</li> </ul>
<b>Feels Like</b>	<ul style="list-style-type: none"> <li>Calm, secure, no danger</li> <li>Happy belonging to a team</li> <li>Content, organised</li> <li>Confident, comfortable</li> <li>Proud - responsible following rules, co-operating</li> </ul>	<ul style="list-style-type: none"> <li>Safe, orderly, calm</li> <li>Secure use of equipment</li> <li>Content, happy, enjoyable</li> <li>Mature, independent, confident</li> <li>Responsible</li> <li>Proud of my school</li> </ul>	<ul style="list-style-type: none"> <li>Fun, safe, comfortable</li> <li>Protected, confident people know rules and won't bully</li> <li>Independent, responsible, confident</li> <li>Inviting, welcoming, challenging, co-operating</li> </ul>	<ul style="list-style-type: none"> <li>Safe, happy – never walking alone</li> <li>Confident, self assured</li> <li>A great place to be</li> <li>Responsible, independent, important, mature</li> <li>Good exercise</li> </ul>



## Marian State School ... ALWAYS BE RESPECTFUL

	<b>R1 ... of Yourself</b>	<b>R2 ... of Other Students</b>	<b>R3 ... of Staff and Adults</b>	<b>R4 ... of Buildings &amp; Property</b>
<b>Looks Like</b>	<ul style="list-style-type: none"> <li>• Actions don't hurt yourself.</li> <li>• Eating healthy food</li> <li>• Eat your fresh foods first</li> <li>• Take responsibility for your own rubbish</li> <li>• Speaking appropriately to adults and students</li> <li>• Listen to instructions</li> <li>• Go to the toilet at correct times</li> <li>• Return promptly to class</li> <li>• Be punctual</li> <li>• Take care of your property</li> <li>• Have your equipment ready for use</li> <li>• Make positive choices</li> <li>• Use manners, talk pleasantly</li> <li>• Take pride in your appearance - Wear a clean neat uniform, comb and tidy hair, shoelaces done up</li> <li>• Take pride in your school work, complete to the best of your ability &amp; work neatly</li> <li>• Helping others, sharing</li> <li>• Treat others as you want to be treated</li> <li>• NED ... Never Give Up + Encourage others + Do your best</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns when playing</li> <li>• Hands up to speak</li> <li>• Actions don't hurt others</li> <li>• Being helpful to others</li> <li>• Allowing others to join in</li> <li>• Learning the Marian rules for games before playing</li> <li>• Eat only your food</li> <li>• Take responsibility for your own rubbish</li> <li>• Respect privacy in toilets</li> <li>• Leave toilets clean for others</li> <li>• Move quietly (walk in two lines about the school) about the school to respect other learners</li> <li>• Walk around people who are talking</li> <li>• Be punctual</li> <li>• All play stops at first bell</li> <li>• Keep to the left on walkways &amp; stairs</li> <li>• Make positive choices</li> <li>• Include others in your games and activities</li> <li>• Smiling faces</li> <li>• Respecting others property</li> <li>• Use manners, don't interrupt others, minding your own business</li> <li>• Welcoming new comers</li> </ul>	<ul style="list-style-type: none"> <li>• actions don't hurt others</li> <li>• Hands up to speak, being polite, paying attention</li> <li>• Being helpful to others, smiling</li> <li>• Take responsibility for your own rubbish</li> <li>• Respect cleaners &amp; groundsmen</li> <li>• Go to the toilet at correct times</li> <li>• Return promptly to class</li> <li>• Show respect for Crossing Supervisors, tuckshop workers, parent volunteers</li> <li>• Be punctual</li> <li>• Walk around people who are talking</li> <li>• Walk in two lines about the school</li> <li>• Walk on the left side of paths</li> <li>• All play stops at first bell</li> <li>• Keep to the left on walkways &amp; stairs</li> <li>• Follow adult instructions &amp; requests</li> <li>• Make positive co-operative choices</li> <li>• Respecting others property</li> <li>• Use manners, don't interrupt others, look at and listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Take your lunch box home every day</li> <li>• Don't touch others property without their permission</li> <li>• Keep walkways clear</li> <li>• Walk only on pathways</li> <li>• Make positive choices</li> <li>• Return sports equipment at the end of play time.</li> <li>• Return borrowed equipment and library books on time</li> <li>• Put your rubbish in bins, help clean up untidy areas</li> <li>• Tidy your classroom daily</li> <li>• Tidy your belongings daily</li> <li>• Turn off lights, fans, air-conditioning, computers, when not in use</li> <li>• Use recycling bins</li> <li>• Clean and tidy environment – buildings, paths, gardens, grassed areas</li> <li>• Turn off lights, fans and computers when leaving the Computer Room.</li> </ul>
<b>Sounds Like</b>	<ul style="list-style-type: none"> <li>• Speaking positively using a friendly voice at an appropriate level &amp; tone</li> <li>• Saying "NO" to inappropriate suggestions</li> <li>• Being an active listener</li> <li>• Encouraging self talk - no 'put downs'</li> <li>• Asking permission before doing things</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language, polite talk</li> <li>• Speaking positively, no put downs, threats, racial comments</li> <li>• Words don't hurt others</li> <li>• Speak quietly and appropriately to others, complimenting others</li> <li>• Always flush the toilet</li> <li>• Inviting others to join in</li> <li>• People being truthful, honest</li> <li>• People using others correct names to greet others</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate polite language</li> <li>• Speaking positively</li> <li>• Words don't hurt others</li> <li>• Speak quietly and appropriately to others</li> <li>• Wait to speak without interrupting others</li> <li>• People asking to help, greeting others</li> </ul>	<ul style="list-style-type: none"> <li>• asking others for permission to touch their property</li> <li>• caring &amp; trusting voices</li> <li>• rule reminders from teachers and friends</li> </ul>
<b>Feels Like</b>	<ul style="list-style-type: none"> <li>• knowing the Marian rules for games before playing</li> <li>• pride in respecting self and others</li> <li>• being trustworthy, mature</li> <li>• happy, positive, safe</li> <li>• keeping personal space for everyone</li> <li>• good about yourself, doing your best</li> <li>• happy to be at school</li> <li>• positive attitude, achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>• pride in respecting self and others, showing leadership skills</li> <li>• being co-operative, including others</li> <li>• acceptance of others, their opinions</li> <li>• appreciated, worthwhile</li> <li>• trusted, happy, enthusiastic</li> <li>• keeping personal space for everyone</li> <li>• good about helping others</li> <li>• making new friendships</li> <li>• happy to be at school</li> </ul>	<ul style="list-style-type: none"> <li>• pride in respecting self and others</li> <li>• people using good manners</li> <li>• people being listened to and included</li> <li>• keeping personal space for everyone</li> <li>• responsible, stress-free, mature</li> <li>• positive, helpful, appreciated</li> <li>• happy to be at school</li> </ul>	<ul style="list-style-type: none"> <li>• pride in respecting self and others property</li> <li>• people co-operating</li> <li>• keeping personal space for everyone</li> <li>• responsible</li> <li>• safe to bring my things to school, comfortable</li> <li>• grateful to others for helping you</li> <li>• Proud of our school</li> </ul>



## Marian State School ... UNIVERSAL BEHAVIOUR EXPECTATIONS MATRIX

Expectations	U1 ... Playground	U2 ... Eating Area	U3 ...Toilets	U4 ... Transition/Walkways
<b>Always be Respectful</b>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Take turns when playing</li> <li>• Speak positively</li> <li>• Make sure your actions and words don't hurt others</li> <li>• Be helpful to others</li> <li>• Allow others to join in</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for your own lunch/ rubbish</li> <li>• Speak quietly and appropriately to each other</li> <li>• Listen to instructions</li> <li>• Respect cleaners and groundsmen</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others privacy</li> <li>• Respect property – no graffiti</li> <li>• Always flush</li> <li>• Leave toilets clean for others</li> </ul>	<ul style="list-style-type: none"> <li>• Move quietly to respect other learners</li> <li>• Show respect to lollipop ladies/ visitors/ teachers</li> <li>• Be punctual</li> <li>• Walk around adults talking</li> </ul>
<b>Always Be Safe</b>	<ul style="list-style-type: none"> <li>• Hands and feet to yourself at all times</li> <li>• Correct use of equipment</li> <li>• Rough play is unsafe</li> <li>• Climbing trees is unsafe</li> <li>• Always wear a hat</li> <li>• Only play in play areas</li> </ul>	<ul style="list-style-type: none"> <li>• Stay seated while eating</li> <li>• Always walk</li> <li>• Wash your hands before eating</li> <li>• Eat only your own food</li> <li>• Take your lunch box home everyday</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands with soap</li> <li>• Use toilets appropriately</li> <li>• Walk in toilet/drink areas</li> <li>• Toilets are not play areas</li> </ul>	<ul style="list-style-type: none"> <li>• Walkways are for moving between areas , keep clear</li> <li>• Hands and feet to yourself</li> <li>• Walk only on paths</li> <li>• Walk quietly in two lines</li> <li>• All play stops at first bell</li> <li>• No running on cement</li> </ul>
<b>Always Be a Learner</b>	<ul style="list-style-type: none"> <li>• Learn new games</li> <li>• Learn the rules</li> <li>• Know the school rules for your games</li> </ul>	<ul style="list-style-type: none"> <li>• Eat healthy food</li> <li>• Eat fresh food first</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to go to the toilet at the correct time</li> <li>• Return promptly to class</li> </ul>	<ul style="list-style-type: none"> <li>• Walk sensibly</li> <li>• Learn to keep to the left on all walkways and stair areas</li> <li>• Follow teacher's instructions</li> <li>• Make good choices</li> </ul>

## Appendix 7



### Marian State School ... Specific Behavioural Procedures



Supplementing these general expectations are specific behavioural procedures students are taught to follow in regard particular situations and circumstances such as ...

1. Ignore, Warn, Report but NO PAY BACK Strategy
2. On the Way To & From School
3. Parade/Assembly
4. Using the Tuckshop
5. Moving About the School as a Group/Class
6. Moving About the school by myself
7. Entering a classroom as a member of a group
8. Entering a room by myself (eg with a message)
9. Leaving a Classroom as a member of a group
10. Leaving a room by myself
11. Crossing the Road Under direction of Crossing Supervisor
12. Getting an adult's attention
13. Waiting for the bus
14. Waiting to be picked up by car
15. Before School ... in school grounds
16. After school ... in school grounds
17. Playing on playground equipment
18. (a) Playing a ball game as a member of a group/team
- 18 (b) Marian SS Rules for Break Time Games
- 19 If I don't have a hat
- 20 Eating time
- 21 In the Library
- 22 Working with computers
- 23 Working with Teacher Aides
- 24 Working with a teacher other than my class teacher
- 25 Answering the phone.
- 26 Walking on paths and stairs
- 27 Using the toilets
- 28 Mobile phones
- 29 Bicycles, scooters and skateboards
- 30 Money at school
- 31 Caring for our Animals (a) at the Farm (b) about our School.
- 32 Audience Skills
- 33 Excursions (includes Swimming)

## Marian State School – Manual of Expected Behaviours

All staff are expected to be aware of the following Expected Behaviours and explicitly teach students these expectations. Staff should model, reinforce/reward/acknowledge and teach these expectations.

Class teachers will be reminded via the weekly What’s Happenings of the Rules/Procedures that should be taught in classes each week. In this way each Rule will be taught to all students at least once a term as a proactive behaviour management strategy.

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>1. Ignore, Warn, Report but NO PAY BACK</b></p> <p><b>When something happens at school and I don't like it.</b> It could be something said or done to you, in the classroom or the playground.</p> <p>Discussion Point: “Expressing Your Opinion” Everyone has the right to express their opinion.</p> <ul style="list-style-type: none"> <li>• Practice saying it in your head first</li> <li>• Pick a good time to say it (don't interrupt)</li> <li>• Use a friendly voice and speak clearly</li> <li>• Stay on the topic</li> <li>• Don't get upset if people disagree with you – remember. They have a right to an opinion too.</li> </ul>	<p><b>NEVER PAY BACK.</b> Fighting, paying back or swearing only prolongs an argument and continues and complicates the problem.</p> <p>Pay Back only makes a problem worse and does not solve the problem as the offender gets lots of attention from you.</p>	<p>Children only have three choices when something happens that they don't like ...</p> <p>1. <b>Ignore</b> it as something unimportant and get on with their learning or play (it might have been a joke or an accident not meant to harm you)</p> <p>2. Talk with the offender/s and <b>Warn</b> them. Tell them what they did you don't like and tell them which teacher you will report to if this problem occurs again.</p> <p>3. <b>Report</b> the problem to an adult who can help solve the problem.</p> <p><b>Never 'pay back'.</b></p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>2 . On the Way To or From School</b></p>	<p>Not coming directly from home to school.</p> <p>Visiting friends houses without parent permission.</p> <p>Going to the shop before school.</p> <p>Interfering with others property – eg. going into other people's yards, looking in letter boxes, picking flowers, etc</p> <p>Not walking on footpaths.</p> <p>Not riding on bike tracks or safely on left side of the road.</p> <p>Using inappropriate language in public places.</p> <p>Bullying, threatening or touching others.</p>	<p>Travel directly from home to school using the shortest and safest route.</p> <p>Only visit friends or the shop after school with your parent's permission.</p> <p>Keep hands and feet to yourself. Never interfere with other people's property.</p> <p>Stay on footpaths or bike paths where ever possible.</p> <p>Be aware of 'stranger danger' .... Report any incidents to staff or parents.</p> <p>Talk quietly to your friends – avoid loud shouting or mucking about.</p> <p>Wear your uniform proudly and let your actions be a good advertisement for your school.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>3. . Parade / Assembly</b></p> <p>Know the school Rules &amp; Pledge.</p> <p><b><i>Always Be A learner</i></b>  <b><i>Always Be Safe</i></b>  <b><i>Always be Respectful</i></b></p> <p><b><i>For my country and school,</i></b>  <b><i>I promise that I will believe in myself,</i></b>  <b><i>respect others</i></b>  <b><i>and always remember</i></b>  <b><i>'Success Crowns Effort'.</i></b></p>	<p>Talking or distracting others on parade is disrespectful.</p> <p>Walking out of the class line and walking too slowly will not get the class to parade on time.</p> <p>Not standing still during the playing of the national Anthem. If you are late to assembly, don't walk and join your class until the end of the Anthem.</p>	<p>Make sure your uniform is neat.</p> <p>In two lines walk quickly and quietly to the parade area. Wait for the teacher to direct you to your correct seating area.</p> <p>Sit in your two lines, facing the front and with your legs crossed.</p> <p>During the National Anthem, have your hands by your side, face the flag and join in singing our anthem.</p> <p>Join in when we say our school rules and pledge.</p> <p>Listen while others are speaking on parade.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>4. Using the Tuckshop</b></p>	<p>Pushing or shoving while waiting in line.</p> <p>Letting others into the line with you.</p> <p>Being rude to tuckshop workers.</p> <p>Buying for or sharing food with others.</p>	<p>Tuckshop orders to be written on a brown paper bag with child's name, class, choice 1<sup>st</sup>/2<sup>nd</sup> break PRIOR to 8.50am). Brown paper bags may be purchased at the tuckshop for 5 cents.</p> <p>Tuckshop to be collected from tuckshop monitors by lining up at the break in a sensible manner.</p> <p>Wait patiently, be polite and use your manners ("Please" &amp; "Thank you")</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>5. Moving about the school as a group or class</b></p>	<p>Not looking where you are going.</p> <p>Pushing, tripping, touching others.</p> <p>Yelling, talking loudly.</p> <p>Walking in the middle or on the right hand side of paths or stairways.</p>	<p>Line up quietly in two straight lines.</p> <p>Make sure you are standing directly behind the person in front of you.</p> <p>Stand quietly and wait for teacher directions.</p> <p>When directed, walk quietly and sensibly to the designated area.</p> <p>Walk on the left hand side of paths and stairs.</p> <p>Keep hands and feet to self.</p> <p>Wait for teacher directions.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>6. Moving about the school by myself</b></p>	<p>Running</p> <p>Making unnecessary noise.</p> <p>Being absent from class longer than you need to be (ie. stopping to talk or look at display boards etc.)</p>	<p>Walk the shortest route ... stay on the left hand side of paths and stairs.</p> <p>Go directly to your destination.</p> <p>When returning to your classroom, follow steps 1 &amp; 2.</p> <p>If you can't do what you planned (eg. can't find the person you need to), immediately return to your classroom.</p> <p>When you return to your classroom, report to your teacher so they know (a) you are back safely and (b) if your mission was accomplished</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>7. Entering a classroom as a member of a group</b></p>	<p>Entering a room where no adult is present.</p> <p>Continuing to talk or play as you might in the playground.</p>	<p>WALK to the room as a group, straight from where you have come. (no drinks or toilet)</p> <p>KNOCK then WAIT quietly outside the door until you are told to enter. Listen for directions.</p> <p>If there is no adult in the room, you MUST NOT enter.</p> <p>Walk quickly &amp; quietly to your desk – hands and feet to yourself.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>8. Entering a classroom by myself or with a buddy (for example, to deliver a message)</b>	<p>Walking into the room uninvited.</p> <p>Talking without being invited to do so.</p> <p>Calling out to children in the class, distracting or disturbing the class.</p>	<p>Knock on the door and step into the room and wait until you are acknowledged by the teacher.</p> <p>When acknowledged by the teacher start with “Excuse me....” and explain your purpose.</p> <p>When finished say, “Thankyou...” and quietly close the door.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>9. Leaving a classroom as a member of a group (eg at the end of a Music or PE lesson)</b>	<p>Running, pushing past others.</p> <p>Loud behaviours – eg calling out to others.</p>	<p>Put items away.</p> <p>Stand quietly behind desk with chair in.</p> <p>Wait for direction to exit and then do so in an orderly manner.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>10. Leaving a room by myself</b>	<p>Leaving without permission</p> <p>Running from room or around the school</p> <p>Disrupting class when leaving</p> <p>Speaking / requesting permission loudly or rudely</p>	<p>Always ask teacher before leaving either by putting your hand up or approaching the teacher.</p> <p>Leave quietly and avoid disrupting class.</p> <p>Walk quickly and quietly keeping hands and feet to yourself when moving around the school.</p>

Rule or Procedure	Behaviours you don't want to see	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>11. Crossing the Road Under direction of Crossing Supervisor</b>	People running, riding bikes or scooters or skate boards.  Back chatting the crossing supervisor  Crossing away from the crossing  Crossing before the whistle	Wait patiently at the right place on the footpath.  Walk across the crossing wheeling bikes or scooter and carrying skate boards.  Pay attention to what the crossing supervisor says.  Only cross the road using the crossing.  Wait for the whistle to cross the road.

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>12. Rules of etiquette for getting an adult's attention</b>	There is no need to continually call out the teacher's name.  There is no need to leave your desk.  Don't bang hands or ruler on the desk or make any other noise that would distract others.	If an adult is engaged in a conversation with either another adult or a child then WAIT QUIETLY and PATIENTLY away from them to respect their privacy.  When conversation has ended, approach the adult and address them politely and correctly by their name, for example; Mr _____, Mrs _____, or Miss _____.  Speak in a clear, audible voice, loud enough for only the adult to hear.  Stand still and look at the adult as you are speaking to them.  If adult is speaking to you, then wait your turn, do not interrupt whilst they are speaking.  If you are wanting the teacher's attention during class time then raise your hand and wait quietly.

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>13. Waiting for the Bus</b></p>	<p>Missing the bus because you were in the wrong place.</p> <p>Pushing past others or shoving in line.</p> <p>Inappropriate language</p> <p>Playing games or on equipment when should have been in Covered games Area.</p>	<p>Be on time ... from class go to the toilet, have a drink etc then go directly to the bus waiting area.</p> <p>SIT &amp; Wait quietly in your correct 'bus line'. Listen for adult instructions.</p> <p>Walk in line when making your way to the bus. Have your bus pass or money ready. Form a single file line and wait your turn when boarding the bus.</p> <p>Be respectful to those on the bus, including the driver. Follow all driver instructions.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>14. Waiting to be picked up by car</b></p> <p><b>Sounds like...</b> Quiet happy voices</p> <p><b>Feels like...</b> Tired after a learning day Excited Expectant waiting</p>	<p>Taking too much time getting from classroom to pick up place.</p> <p>Not being at the correct place parents want you to be.</p> <p>Playing games or playing on equipment.</p> <p>Waiting outside the school fence.</p> <p>Walking across the road without a responsible adult.</p> <p>Running to your car.</p>	<p>Students are to wait patiently inside the fence line.</p> <p>Students must be watching for car pick up arrival in an alert manner.</p> <p>Students are to remain in the area arranged for pickup at all times.</p> <p>Students waiting at front of the school may wait in covered shelter.</p> <p>If students are to meet their car pick up in the car park or across the road, they must walk across the road using the pedestrian crossing, under the supervision of the crossing supervisor or walk across other roads only with a responsible adult.</p> <p>Students should sit whilst waiting.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>15. Before School...in school grounds</b></p>	<p>Loitering outside the school.</p> <p>Paying on play equipment or in grounds</p> <p>Playing ball games.</p> <p>Being anywhere other than the Covered Play Area before 8:30am.</p> <p>Being anywhere other than drink taps, toilets, library, tuckshop or your classroom area after 8:30am.</p> <p>Returning to drink taps, toilets, etc after making your way to your classroom.</p>	<p>Bring your school bag with you and sit in under cover area quietly until 8.30am bell</p> <p>When 8.30am bell goes, go to the toilet, get a drink and put in tuckshop orders.</p> <p>Then go straight to your classroom and prepare for the day. Stay in or about your classroom.</p> <p>If you arrive after 8:30am bell ... go to the toilet, wash hands, get a drink, place your order at the Tuckshop, then go to and stay in or about your classroom.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>16. After School .... In school grounds</b></p> <ul style="list-style-type: none"> <li>• <b>Always be Safe</b></li> <li>• <b>Always be Respectful</b></li> </ul>	<p>Running, jumping climbing</p> <p>Playing on school playground equipment</p> <p>Playing in the toilets or other areas of the school.</p> <p>Leaving the school grounds with people not authorised to collect you</p> <p>Shouting, swearing and inappropriate language</p> <p>Entering classrooms or other areas after school without permission to collect homework or other items</p>	<p>Walk carefully through the school grounds.</p> <p>Go directly to where you are being picked up and wait.</p> <p>Only leave with people who are authorised to collect you.</p> <p>Move quietly around the school grounds</p> <p>Make sure you have your homework and any other equipment you may need before you leave the school grounds</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>17. Playing on playground equipment</b></p>	<p>Pushing, pulling, shoving or tickling others who are on equipment – they may fall.</p> <p>Climbing on very top of equipment Climbing up a slippery slide. More than one student on a flying fox. Hanging upside down</p> <p>Running amongst the playground equipment</p> <p>Being selfish - “hogging” the equipment or preventing others from using it</p> <p>Not wearing your hat.</p> <p>Playing on equipment before or after school.</p>	<p>Share with others.</p> <p>Take your turn, wait patiently.</p> <p>Keep your hands and feet to yourself.</p> <p>Play on equipment for your age level.</p> <p>Bend knees to jump down from play equipment</p> <p>If you want to chase, do it on the grass not on play equipment.</p> <p>Only go on the equipment under staff supervision</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>18. Playing a ball game as part of a group or team</b></p>	<p>Not allowing others to join in.</p> <p>Bringing your own sports equipment and then bossing others about – eg. Choosing who can play.</p> <p>Not playing by agreed rules.</p> <p>Changing rules to suit yourself or your team.</p> <p>Rough play.</p> <p>Being ‘out of bounds’.</p> <p>Being too competitive – going all out to win – being too serious.</p>	<p>Follow the rules according to the Marian State School game rules (as determined by Student Council).</p> <p>Take turns and play co-operatively.</p> <p>Behave in a sensible manner.</p> <p>Be considerate to other students in the area.</p> <p>Include other students in your game and encourage positive game playing, even when you bring your own equipment to school.</p> <p>Respect others and show good sportsmanship .</p> <p>Play to have fun, not to win.</p>

Marian SS ... Our Student Council is developing “Rules for Break Time Games” such as ...

- Handball
- Soccer
- Touch Football
- Tiggy/Tag

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>19. Wearing Hats at Marian State School</b></p> <p><b>Hats are to be worn when outdoors, before school, break times and P.E. lessons</b></p>	<p>No hat, No play ... don't walk from buildings to a covered play area without a hat on your head.</p> <p>Sharing hats (headlice warning)</p> <p>Taking, throwing others hats.</p> <p>Flicking others with your hat.</p> <p>Leaving hats at home to avoid PE lessons.</p> <p>Having to contact parents if you continually fail to bring a hat to school.</p>	<p>Take hat out of bag at break time – go back to your bag and get your hat if you have forgotten it.</p> <p>Take to eating area and place on head</p> <p>Hats are to stay on head during game playing. If your hat comes off when you are running, collect it &amp; put it on your head again.</p> <p>If no hat, stay under a covered shelter or walkway.</p> <p>Place hat in school bag for the following day.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>20. Eating Time</b></p> <p>Staff: On bell the teachers on duty do a walk around to check for rubbish. Require children to clean up all rubbish before dismissing them and supervising an organised departure from the eating area.</p> <p>There should be no mess left behind as children make their way to class.</p>	<p>Continuing to play after the bell.</p> <p>Children leaving the area before being given direct permission by the teacher.</p> <p>Rubbish being left by departing children.</p> <p>Children running under covered areas or cement pathways.</p> <p>Children playing around the tuckshop.</p> <p>Children are not using the pathway, taking short cuts or walking through gardens.</p> <p>Leaving lunch boxes in eating area.</p>	<p>Stop play immediately when the bell rings. Walk and collect your food from your bag.</p> <p>Only take what you are going to eat from your lunch box. Always return your lunch box to your bag.</p> <p>Sit and eat your food. Talk quietly.</p> <p>Children leave the eating area only when given permission by the teacher.</p> <p>The area being left clean and tidy.</p> <p>Children waiting patiently and SITTING in an orderly fashion waiting for teachers.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>21. In the Library</b>	Noisy or disturbing behaviour Running feet Prep – Yr 3 ... No Bag – no book Crowd chaos – too many people in the library. Going to the library to play – not intending to read.	Always use your walking feet Always use your quiet voice (“Be quiet like mice”) Always have clean hands Always have clean library bag Line up quietly before entering and leaving the library Returned books go in the “Return Basket” Have a good reason to be in the library.

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>22. Working with computers, computer lab and computer trolleys.</b> <ul style="list-style-type: none"> <li>• <b>Always be a learner</b></li> <li>• <b>Always be safe</b></li> <li>• <b>Always be respectful</b></li> </ul>	Students accessing inappropriate websites or playing games when they have tasks to complete Students with food or drink near computers. Computers left logged on at the end of the lesson/activity – computers are then unable to be used by other students Touching others computers. Sharing your user name and password. Using someone else's user name or password. Students being rough with computers (eg banging keys rather than tapping them) Not reporting problems to teachers.	Students completing tasks as required, asking for help when needed. Students with the necessary equipment (pencils, eraser, books etc...) Always have clean hands Use computers carefully and gently. Leave the computers ready for the next group of students to use ... log off or shut down safely. Students walking near computers Only use websites teachers want you to use. Report problems immediately to teachers.

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>23. Working with Teacher Aides</b>	<p>Not respecting teacher aides the same way you would your class room teacher.</p> <p>See also – Rule 24. “Working with a teacher other than my teacher”</p>	<p>Do as asked by teacher aides in classrooms and in the playground.</p> <p>See also – Rule 24. “Working with a teacher other than my teacher”</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>24. Working with a teacher other than my class teacher</b>	<p>Negative attitude; verbal or body language</p> <p>Not having correct equipment</p> <p>Loud, inappropriate behaviours</p> <p>Not in line</p> <p>Rudeness – speaking when teacher has begun the lesson</p> <p>Disregard any established rules set by teacher</p> <p>Disrespect for specialist or visiting teachers</p>	<p>Begin lesson with a positive attitude - smiling faces – positive body language</p> <p>All equipment ready at hand</p> <p>Be waiting quietly and be attentive.</p> <p>Listen for first instructions</p> <p>Be ready to listen, ready to learn.</p> <p>Be respectful &amp; co-operative.</p> <p>Behave as you would for your classroom teacher.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>25. Phone Etiquette</b>  <b>One child to be allocated the role as phone answerer</b>	More than one child going to answer the phone	<p>One person to answer the phone</p> <p>Introduction should be as follows: “Good Morning. This is (say your name) from (say which class you are from – eg 2B). How can I help you?”</p> <p>Listen carefully to what the other person is saying.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>26. Walking on paths and stairs.</b></p>	<p>Running</p> <p>You and your friends taking up the whole pathway or stairway.</p> <p>Jumping up and touching or hanging from the roof structure. Swinging around posts and collumns.</p>	<p>Always WALK on the left hand side.</p> <p>Move to the left when passing others.</p> <p>Walk and talk quietly as you WALK along.</p> <p>SIT down if ever waiting.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>27. Correct behaviour in and around Toilets</b></p> <ul style="list-style-type: none"> <li>• Children should be reminded to go to the toilet during before school and break/play times... not after the bell has gone.</li> <li>• Children should be encouraged to immediately report any inappropriate play or use of the facilities.</li> <li>• Children who are regularly caught not using the facilities correctly or after serious breaches of behaviour, may be instructed to use other facilities, for example, disabled toilet or have to gain individual permission every time they need to use toilets.</li> <li>• Certain children should be not allowed to visit the toilet with other identified children at the same time (eg. groups of friends who regularly go to the toilet as a social outing or a work avoidance technique).</li> </ul>	<p>Children loitering around the outside or using the facility as a social gathering area.</p> <p>Children running in and out of the toilets.</p> <p>Large numbers of children going into the toilet.</p> <p>Regularly going to toilets to avoid class work.</p> <p>Loud verbal noises or slamming of doors.</p> <p>Wet toilet paper being thrown on floor or the ceiling.</p> <p>Soap and paper being wasted.</p> <p>Inappropriate play in the area (eg hiding from others).</p> <p>Locking of toilet doors and leaving unoccupied..</p> <p>Not washing hands.</p> <p>Boys not standing on the urinal step.</p> <p>Children taking equipment, writing implements, or lunch into the toilet area.</p>	<p>Children are using the toilets for the correct purpose.</p> <p>WASH hands correctly after using the toilet.</p> <p>Children keeping the toilets hygienic, clean and tidy.</p> <p>Children using the toilets at break time before the first bell at the end of a break time.</p> <p>Paper and soap resources conservatively used.</p> <p>No play in or about the area – don't be in toilets any longer than absolutely necessary.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>28. Mobile Phones, electronic devices and games.</b></p> <ul style="list-style-type: none"> <li><b>Hand mobile phones, electronic devices etc. into the office ...</b> such equipment will be confiscated if students are found in possession</li> </ul>	<p>Leaving mobile phones in school bags, in pockets or in underwear.</p> <p>Phones being used at school (eg. taking photos/video, sending messages, making calls)</p> <p>Phones not being labelled in some way</p> <p>Phones being taken to class and then taken to the office</p> <p>Trying to collect phone earlier than 3.00pm</p>	<p>Phone/device is only for use on the way and to from school once outside school grounds.</p> <p>Name clearly stated on the phone/device (or some identifying feature)</p> <p>Hand phone/device into office as soon as you arrive. Do not go to class first</p> <p>Collect phone/device from office at 3.00pm.</p> <p>If necessary, use your phone after school with permission and under supervision of staff.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>29. Bikes, Skateboards &amp; Scooters</b></p>	<p>Students gathering in the bike area in the morning</p> <p>Gathering in the bike area in the afternoons</p> <p>Riding bikes, skateboards and scooters anywhere in the school grounds or while crossing the road.</p> <p>Touching other peoples bikes, scooters or skateboards.</p> <p>Don't bring any equipment that you are worried about getting damaged, lost or stolen.</p>	<p>Hop off bike/scooter/skateboard at the school gate ... walk bikes to bike racks, carry scooters/skateboards.</p> <p>Walk bikes, carry scooters/skateboards to the school gate when leaving in the afternoon.</p> <p>Lock bike up, secure scooters/skateboards.</p> <p>You must leave these storage areas straight away after you have secured your bike/scooter/skateboard.</p> <p>Have your name on your skateboard, bike or scooter.</p> <p>Cross roads by walking bikes or carrying scooters/skateboards only at designated crossings.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>30. Money at school.</b></p> <ul style="list-style-type: none"> <li><b>No Responsibility will be taken for money not being handed in to a responsible adult. Money must not be left in tidy boxes in classrooms or in bags left on port racks or seats etc.</b></li> </ul>	<p>Giving or sharing money with others.</p> <p>Telling or showing others that you have money.</p> <p>Leaving money in school bags or desks.</p> <p>Not handing in money you have found to a responsible adult.</p>	<p>All money brought to school <b>MUST</b> be in a sealed envelope.</p> <p>Money envelopes to be <b>MARKED CLEARLY</b> with the students</p> <ul style="list-style-type: none"> <li>name</li> <li>class</li> <li>amount</li> <li>designated activity or purpose for which the money has been brought to school</li> </ul> <p>The money (in the sealed envelope) <b>MUST</b> be handed in immediately upon arrival at school to the class teacher, Tuckshop or the Red Collections Box in the office.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>31. (a) Caring for our animals at the school Farm</b></p>	<p>Being at the farm without adult permission or without a responsible adult being present.</p> <p>Hurting or frightening animals – chasing, squeezing, dropping, yelling at animals.</p> <p>Not washing hands before returning to school/class.</p>	<p>Only be at the farm with a responsible adult or with permission.</p> <p>Handle animals with care – handle them gently/safely.</p> <p>Listen to and follow adult directions.</p> <p>Wash hands immediately after being at farm or helping with farm animals.</p>
<p><b>31. (b) Caring for animals about our School.</b></p>	<p>Hurting or frightening animals – throwing things at animals, chasing, kicking, yelling at animals.</p> <p>Feeding or leaving food about the school.</p>	<p>Looking at but not touching animals.</p> <p>Report unsafe animal behaviour to an adult (eg animals chasing children, taking food).</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>32. Audience Skills</b></p> <p><b>Always be Respectful</b></p> <p>...show respect for adults who may be sharing messages or information with you.</p> <p>... show respect to those who have prepared performances by being a good audience member.</p>	<p>Talking when someone is speaking or performing.</p> <p>Not paying attention when someone is speaking or performing.</p> <p>Moving about when someone is speaking or performing. Don't enter the room/hall if a performance has begun.</p> <p>Using 'talking to my parents' as an excuse to be rude during a performance.</p>	<p>Listen in silence when someone is speaking or performing.</p> <p>Use body language or quick reminder if others are not using respectful audience skills.</p> <p>Talk quietly to others only in between performances. Stop talking immediately someone begins speaking or performing.</p> <p>Wait at the edge of the room/hall if a performance has begun. Walk to your sitting area in between acts.</p> <p>Leave the performance area if you have to talk with someone. If you have permission, take your conversation outside.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>33. Excursions</b></p>	<p>Not following usual school rules and behaviour expectations just because you are away from school.</p> <p>Not listening to safety and information announcements from adults.</p> <p>Being unsafe, showing off.</p> <p>Not showing respect to guest speakers and unfamiliar adults you meet during the excursion.</p>	<p>Represent your school with pride – neat uniform. hats on, quiet discussion, orderly movement, excellent bus behaviour.</p> <p>Listen for adult information and directions.</p> <p>Use your manners.</p> <p>Respect property.</p> <p>Stay with your group – eg. ask permission to go to toilets, go back to collect something you forgot, etc</p> <p>Immediately report problems to adults.</p>

<p><b>33. (b) Swimming</b></p> <p><b>We go swimming to learn to swim or improve our swimming skills. These lessons are not a 'social occasion'.</b></p>	<p>Unsafe bus behaviour – standing up or moving about the bus.</p> <p>Noise on the bus.</p> <p>Making noise in change rooms – talking when you should be changing.</p> <p>Not listening to direction or instructions.</p> <p>Unsafe behaviour – running on cement areas.</p>	<p>Excellent bus behaviour ... sit, talk quietly, listen for directions.</p> <p>Change quickly when in change rooms – talk QUIETLY if at all.</p> <p>Care for your clothing – place in bag.</p> <p>Listen to directions and lesson instructions.</p> <p>WALK everywhere ... quickly and quietly.</p>
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**Appendix 8: MARIAN STATE SCHOOL  
AN INTRODUCTION TO OUR SCHOOL'S RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS**

A full copy of our school's Responsible Behaviour Plan for Students is available upon request.

Our school aims to create the conditions for each learner to achieve good academic outcomes and progress towards responsible self-management. **We accept that a child's background and experiences may influence their behaviour and while this may help staff understand a student's behaviour, this will not excuse unacceptable behaviours within our school.**



When determining positive acknowledgement or applying consequences for unacceptable behaviour, individual circumstances, actions of the student and the rights & responsibilities of all school community members are taken into consideration.

**Our key messages for all students are ...**

- Everyone must accept their responsibilities before they exercise their rights.
- Positive behaviours will be encouraged and acknowledged in a number of ways.
- In a school community, we need more team ("WE") behaviours than selfish ("ME") behaviours.
- Children only have three choices when something happens that they don't like ...
  1. **Ignore** it as something unimportant & get on with their learning.
  2. Talk with the offender/s and **Warn** them that the problem will be reported if it occurs again.
  3. **Report** the problem to an adult who can help solve the problem.
- **NO PAY BACK.** Fighting, paying back or prolonging an argument only continues and complicates the problem.
- **Bystanders** are expected to take some positive action to assist in resolving difficulties.
- **Parents will be informed via Responsible Behaviour Cards** of their child's positive or unacceptable behaviours. This may result in positive acknowledgement or the imposition of consequences as detailed by our Responsible Behaviour Plan for Students.
- **Behaviour Cards of all types should be signed by parents and returned to school** so that staff know parents are aware of the behaviour reported to them.

**School Beliefs About Learning:** All staff and students at the Marian State School have the right to work and learn in a safe and supportive environment free from disruption, abuse or threat. Students are expected to actively promote and model our school's motto ... **"Effort Crowns Success"**. Our school strives to provide a learning environment where all students have the right to reach their potential, developing a sense of self-worth and self-discipline.

**School Beliefs About Behaviour:** It is recognised that all members of our school community must grow to be responsible for and manage their own behaviour. In this way each individual contributes to a **safe, supportive environment** in which good teaching and effective student learning can occur. **All students of the Marian School must behave acceptably at school as this is the basic foundation upon which growth in student achievement is based.** Ultimately, each individual must be responsible for his/her own actions without 'blaming others' for their unacceptable behaviour. The good citizenship behaviours we foster and promote are fair and encompass such qualities as respect, politeness, self-discipline and co-operation.

**Rights, Responsibilities & Rules:** Children are required to **1. Always Be A Learner 2. Always Be Safe 3. Always Be Respectful.**

Processes For Recognising and Encouraging Positive Behaviour:

Positive social outcomes are achieved for students when families support the school's behaviour management practices. A collaborative home-school relationship provides students with a powerful message about the need for good behaviour within our school. A central component of Marian State School's whole school approach to positive behaviour support is a focus on – Getting Along, Organisation, Confidence, Persistence. & Resilience These skills aim to assist students develop self-esteem through understanding themselves and getting to know how they can best relate to others. A range of support techniques are utilised so as to acknowledge positive behaviour. We believe our school community encourages & maximizes positive behaviour that focuses on learning and achievement while minimising the attention paid to unacceptable behaviours.

**Acceptable Behaviours:** Students are taught school expectations with regards ...

<b>Safety:</b> <ul style="list-style-type: none"><li>• Safe, respectful movement about our school.</li><li>• Safe play.</li><li>• Avoiding physical contact.</li><li>• Wearing correct uniform.</li><li>• Possession of safe materials.</li></ul>	<b>Learning:</b> <ul style="list-style-type: none"><li>• Completing class and homework tasks.</li><li>• Being in the right place, doing the right thing, at the right time.</li><li>• Following requests, instructions, directions.</li><li>• Accepting outcomes of behaviour choices.</li><li>• Being honest.</li></ul>	<b>Respect:</b> <ul style="list-style-type: none"><li>• Using appropriate language.</li><li>• Respecting Property.</li><li>• Caring behaviour towards others.</li><li>• Respecting others.</li><li>• Respecting authority.</li></ul>
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**Positive Behaviours are Recognised and Supported by:**

- **Verbal reinforcement, acknowledgement, thanks - Formal & Informal private & public recognition, including Parent/Teacher discussions**
- **Parental contact** - Parents are notified so that they too can acknowledge their children's achievements (e.g. home rewards) and share in our pride when students perform or behave creditably.
- **Privileges** – Students who consistently demonstrate self-discipline and responsibility are given opportunities to involve themselves in extra curricular (e.g. school sporting teams, Student Council), co-curricular (e.g. excursions, school camps, Peer Tutoring, Peace Patrol, Buddy programs) and/or recreational (e.g. school discos, etc.) activities.
- **Awards** – Individuals are accorded special recognition via the presentation of classroom or school and class awards (e.g. Student Of The Week, Class Awards, Principal Awards, Annual Awards). Various communication channels publicly recognise positive student contributions to our school community.
- **GREEN OR BLUE Positive Recognition Cards**- Cards are signed by parents, returned to school & then returned to the student. Our weekly 'Green Card Draws' provide an opportunity for students who have earned Green Cards to win a Tuckshop voucher
- Students may be issued a Blue "Improvement Card" when their behaviour changes from unacceptable to acceptable. An "Improvement Card" acknowledges

the student's efforts towards more positive behaviours and encourages them to continue in this manner.

- **Rewards Day** – At the end of each term, all students who were not issued Consequence Behaviour Cards, are entered into an end of term draw and are automatically invited to participate in their class Rewards Day Activities in recognition of their consistent good behaviour.

**Processes For Responding To Unacceptable Behaviour:** Our whole school behaviour management process focuses on each student becoming aware of the need to be responsible for their own behaviour. If necessary, students are assisted to identify the skills of self-management and are encouraged to constantly use self-evaluation to develop a desire for self-improvement and self-discipline. Staff implement planned strategies in the classroom or playground to teach effective work habits, to develop social skills and to build a good rapport with students. Strategies used will be **Preventative** (action taken to prevent or minimise unacceptable behaviour), **Supportive** (action taken to support students and teachers) or **Corrective** (actions teachers take when unacceptable behaviour occurs).



**Consequences for Unacceptable Behaviour:** Encouraging responsible student behaviour requires a range of provisions that include fair and just consequences for breaches of our Responsible Behaviour Plan for Students. Parents will be informed of the circumstances and consequences for their child, but must understand that privacy legislation restricts staff in what information they can share about other students. Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour.

#### Phase One Consequences:

- 'time out', withdrawal from class, removal from class (eg. when disruptive of teaching or other students' learning),
- break time detention (The Qld Ed Act states that a student may be detained during the recess as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline)
- redirection to alternate lunchtime activities (eg Options Room, Library Courtyard)
- loss of privilege (eg 2 or more consequence cards means student is not invited to school or P&C disco (or other such activities) that term unless their parent will also be present and accept responsibility for their supervision,
- withdrawal from excursions and/or camps (ie. 2 or more consequence cards in that term signals that a student's past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety)
- restitution or compensation. Where personal or school property is damaged, a student's parents may be asked to provide some form of monetary or material restitution to compensate for the damages incurred.
- warning regarding future consequence (ie. suspension) for repeated offence,
- teacher & student "Plan of Action": If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral for additional behaviour support from the Justice and Equity Team.
- Formal parent contact - When specific behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator and/or Guidance Officer may be an integral part of this process

#### Phase Two Consequences:

- Phase One consequences and/or
- withdrawal from co-curricular activities for that term (ie. 2 or more consequence cards in that term signals that a student's past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety at interschool sport, Rewards Day activities, and /or Yr 7 Social),
- after school detention (The Queensland Education Act states that a student at a State School may be detained for a period of one half hour after school as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline. Every effort will be made to notify parents of an impending after school student detention)
- behaviour contracts: As a result of a conference with a Teacher, Administrator and/or a Guidance Officer, a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents may be involved in this process. The school's Principal, Deputy Principal and/or Guidance Officer assists students and parents to accept their responsibilities as co-operative members of the school community.
- parent interview and agree 'Plan of Action'
- referral to Intensive Behaviour Support Team (may include referral to Guidance Officer)
- suspension from school. Students who choose not to accept other consequences imposed as a result of unacceptable behaviours (eg refuses to attend detention) or who engage in serious breaches of this plan, may be suspended. Suspension from school for up to twenty days is recognised as a most serious consequence, which can be imposed by the school Administration. Suspensions are implemented in line with the Education Queensland policy: SM-16 Student Disciplinary Absences.
- students are not likely to be eligible for any Yr 6 or 7 Student Feature Awards if they have been suspended from school during the Year 6 or 7 school year.

#### Phase Three Consequences:

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

**Intensive and Extended Behaviour Support:** Students who are considered to be "seriously at risk" of significant educational underachievement due to their inappropriate behaviours are supported using a co-ordinated 'team' approach. It is essential that parents are involved in this process if positive outcomes are likely to result. When a student's inappropriate behaviours continue despite school interventions, or when infringements move to more serious breaches of the school's behaviour expectations, more extensive targeted support is put into place. This may include support from the Mackay Student Support Centre and/or other government agencies.

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

**BEFORE & AFTER SCHOOL:** There is no formal playground supervision before or after school hours. Therefore parents are advised that children (including children under school age) are not allowed to play in school grounds or on school play equipment before or after school. Unless engaged in a staff supervised activity (e.g. Instrumental music lesson), there is no need for students to arrive before 8:30am in preparation for our 8:50am bell. When students arrive at school, they should use any time available to prepare for the day's lessons and activities. This time should not be regarded as a "play" period. Students arriving before 8:30am must report to and sit in the Covered Games Area.

**SAFETY TO AND FROM SCHOOL:** Students are answerable to their parents, our school and the Police for their behaviour on the way to and from school. Therefore students are subject to school disciplinary processes for unacceptable behaviour while travelling to and from school.

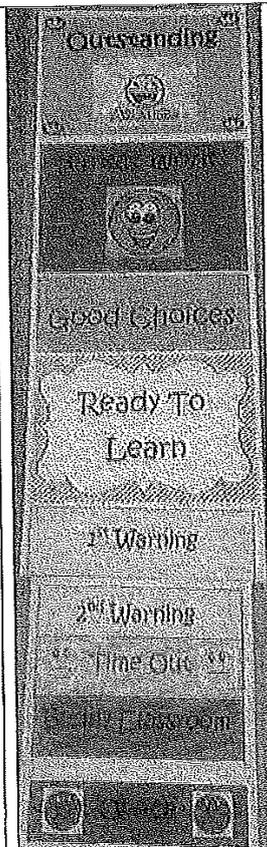
### "Classroom Traffic Lights" ... Encouraging & Monitoring Responsible Behaviour

Each classroom has on display a "Classroom Traffic Lights" Chart. The reference to 'traffic lights' is based on a loose association between student behaviour choices and a Green Light meaning "go" a Yellow Light giving a "warning" and a Red Light indicating the need to "stop".

This chart is used as a visual indication of students' behaviour during the school day. All students begin the day with their name at the neutral "Ready To Learn" stage. Their name is moved up or down the chart depending on the behaviour they display during the school day.



What does each section of the Classroom Traffic Light Chart mean?

	<b>OUTSTANDING</b>	Students displaying exemplary behaviour may be issued a further GREEN CARD.
	<b>GREAT WORK (green)</b>	Students who continue to demonstrate positive and responsible behaviour are awarded a GREEN CARD.
	<b>GOOD CHOICES</b>	For students who demonstrate positive and/or responsible behaviour beyond the expected norm.
	<b>READY TO LEARN (white)</b>	All students begin each day in this space. Children whose names remain here have displayed expected behaviours and are engaging in their learning program.
	<b>1<sup>st</sup> WARNING</b>	Students are given a verbal rule reminder if they engage in irresponsible behaviour.
	<b>2<sup>nd</sup> WARNING</b>	Students are given a further rule reminder and warning if they continue to engage in unacceptable behaviour.
	<b>TIME OUT (yellow)</b>	After 3 incidents of unacceptable behaviour, children are issued a YELLOW WARNING CARD and work in a 'Time Out' space within their classroom until their behaviour improves.
	<b>BUDDY CLASS (orange)</b>	Further unacceptable behaviour results in the student being directed to complete their set task in a Buddy Class. An ORANGE CONSEQUENCE CARD is issued.
	<b>OFFICE (red)</b>	Continued unacceptable behaviour either at Buddy Class or upon return to the student's home class, results in an Office referral and issuing of a RED CONSEQUENCE CARD. By this stage a student will have engaged in 5 incidents of unacceptable behaviour. Parents are contacted by a member of the school administration.

Students have one 'recovery' opportunity each day – they can move their name back up one space on the Classroom Traffic Light Chart if they improve their behaviour after some earlier incidents of unacceptable behaviour.

Specialist (eg Music, PE, LOTE) and support staff (eg. Teacher Aides) have access to "Take me Up" or Take Me Down" Cards ... a student may be issued such a card in response to positive or negative behaviour during these lessons or activities. They present their card to their class teacher upon return to their class and move their name on the Classroom Traffic Lights chart accordingly.

At the end of the day, children record their 'end of day' behaviour on a term record. This helps them track their long term behaviour and clearly indicates if they are or are not eligible for end of term Rewards Activities. Students who are issued more than one Orange Consequence Card or a Red Consequence Card eliminate themselves from Rewards day activities.

Parents are also encouraged and welcome to visit classrooms and see where their child is positioned at the end of the day or ask their child for a report on their responsible behaviour for that day.