



The Code of School Behaviour

Better Behaviour
Better Learning

Watson Road State School

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

1. Purpose

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

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

Our philosophical approach to behaviour management is based around 'Schoolwide Positive Behaviour Support' or SWPBS and is enacted throughout our school 'Watson Road All Stars'.

At Watson Road State School, we provide a positive learning environment for a diverse range of learning styles and individual needs. We believe education is a life-long process and students need to be empowered to take ownership of their own learning and behaviour. Students, teachers, parents, caregivers and community members are all active participants in our school.

2. Consultation and data review

Watson Road State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, P&C Association meetings and community meetings held during 2011-12.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Watson Road State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

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

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

- **Be respectful**
- **Be a learner**
- **Be safe**
- **Be kind**



Queensland
Government

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*.

School beliefs about behaviour and learning

Our strategy is grounded in the belief that the practices and behaviour of teachers and other staff members at our school can, and do, influence student behaviours. At Watson Road State School, we operate the following beliefs about behaviour and learning aligned with those to the School Wide Positive Behaviour Support.

At Watson Road State School we believe a positive learning environment which caters for a diverse range of learning styles and individual needs provides opportunities for children to exhibit constructive learning behaviours. We believe positive relationships between adults and children underpin learning success and productive behaviour choices at school.

Our behaviour learning strategy uses a range of positive and responsive interventions, as well as whole group and individualised strategies, to achieve important social and learning outcomes that assist in beneficial, long-term behaviour in children.

The underpinning belief that students are responsible for their own learning and behaviour is strengthened and supported by the belief that the school's role is to support the development of responsible thinking in students. An outcome of this would be their decision to choose acceptable behaviour over unacceptable behaviour.

We actively create a supportive environment through our practices of:

- A range of positive rewards and incentive programs
- Appropriate environmental adjustments
- Consistent and fair management of inappropriate behaviour

We believe when this learning happens it is vital to:

- Celebrate diversity and recognise everyone has skills and strengths to contribute;
- Differentiate and meet the needs of students not only academically but behaviourally and social emotionally.

Our Philosophy

At Watson Road State School we provide a positive learning environment for a diverse range of learning styles and individual needs. We believe education is a life-long process and students need to be empowered to take ownership on their own learning and behaviour.

Students, teachers, parents, caregivers and community members are all active participants in our school. Staff and students at Watson Road State School have the right to work to their potential in a safe, disciplined and supportive environment, free from disruption, abuse or threat.

We reinforce and promote this philosophy through being **respectful, kind, safe** and a **learner**.

We do this by setting expectations, facilitating explicit teaching and learning, monitoring student responses and reporting regularly to parents.

We:

- Adhere to the School Wide Expectations Matrix (Appendix 6)
- Implement school rules regularly through explicit reference and formal and informal conversation
- Teach explicitly behavioural and social expectations and standards for classrooms and every other area of the school (see School Wide Expectation Matrix)

When monitoring student responses we:

- Observe and record student behaviour (including Behaviour Zone, One School, Office Referral databases)
- Use positive reinforcement
- Review expectations
- Provide support when required (Referral Process eg Respond Program)
- Facilitate extra social and emotional learning experiences
- Gather data and information to inform planning

In reporting we:

- Use data and information gathered to inform program development and specific lessons required for positive student behaviours

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Watson Road 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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The **Schoolwide Expectations Teaching Matrix** (Appendix 6) outlines our agreed rules and specific behavioural expectations in all school settings.

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

- Social Skills 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.
- Visual displays in classrooms and the office area (e.g. school rules, lesson posters, anti-bullying posters, etc)

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Watson Road State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual support profiles developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

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

Positive Strategies

The following practices are used to recognise appropriate behaviours:

Classrooms

- Specific and genuine praise
- Gotchas
- Stamps, stickers and prizes – class negotiated rewards
- Behaviour Chart (Traffic Lights system) – students work towards achieving “All Star” status
- Principal’s Morning Tea
- Opportunities for students to visit the Principal/Deputy Principal/Mentor to showcase excellent behaviour and academic work.

Playground

- Specific and genuine praise
- Gotchas
- Active supervision by staff and mentors
- Peer social supports

Whole School

- Star Class of the Week
- Students of the Week – acknowledged in the school newsletter
- Behaviour Rewards Days (each term)
- Watson Road All Star wrist bands
- Students’ acknowledged in the school newsletter for Principal’s Morning Tea
- “Watson Road All Stars” Awards each term
- Students’/class work showcased in the office and on assembly

Signage and Murals

A range of murals and artwork has been designed and installed around the school as reminders about the 4 school rules, responses to bullying and the expectations our school has for all students to be a “Watson Road All Star”.

Student of the Week

Each class teacher is able to nominate a student from their class on Assembly to receive this award. It can be based on the student’s behaviour, leadership or social success in class or the playground.

GOTCHA’s

These are given to students to acknowledge their enactment of the school rules. They are never removed a consequence for problem behaviour. They are awarded when a child is “caught being good”. If drawn from the box on Assembly, the child receives a prize from the GOTCHA table. Names are published in the Newsletter.

Star Class

This trophy is awarded on Assembly to the class with the highest number of GOTCHA’s earned during that week.

Behaviour Rewards Days

Are celebrations held each term on an invitation only basis. This special event acknowledges the students who have maintained a high level of enactment of the school rules during the term, those who have been a “Watson Road All Star”.

Principal’s Morning Tea

This event is an invitation only event held once a term. Teachers nominate 2 students from each class to attend the morning tea. Families are invited and a certificate is awarded from the Principal to each nominated student. The positive behaviours of each student attending are noted.

Responding to unacceptable behaviour

Watson Road State School use a variety of preventative and proactive whole school processes to facilitate standards of positive behaviour and meet the needs of all children and to instil an internal motivation to succeed and make choices appropriate at school.

The following strategies are in place as proactive measures against behaviour incidents.

- Staff constantly modelling and displaying expected behaviour, treating all students equally and building rapport,
- All staff using the same language model that provides students with opportunities for discussion, problem solving and choice,
- Staff engaging in preventative skills related to school's context and location, for example Non Crisis Intervention training, Poverty Training, Cultural Context PD eg Hidden Histories

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

Re-directing low-level and infrequent problem behaviour

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

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

Targeted behaviour support:

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

Students identified through our data attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily and accepted into the program opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training. Specific goals for improvement are also identified. These goals and the strategies used to achieve them are documented in a one page plan.

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

Students whose behaviour does not improve after participation in this process, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: School Based Team

Watson Road State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The school based team:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.

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

5. Consequences for inappropriate or unacceptable behaviour

Watson Road State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An office referral form (Appendix 4) or is used to record all minor and major problem behaviour. Behaviour incidents may also be recorded on OneSchool.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate 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.
- a re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration or an Administrator can be called to escort the student from class. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral for Targeted Behaviour Support AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to school based Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of Watson Road State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p>

School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.
Discipline improvement plan	<p>A <i>discipline improvement plan</i> is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.</p>
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ persistent disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school. ▪ the student has been convicted of an offence and the Director-General is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

*Refer to

departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following table outlines examples of minor and major behaviour incidents*

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> ▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> ▪ Incorrect use of equipment ▪ Not playing school approved games ▪ Playing in toilets 	<ul style="list-style-type: none"> ▪ Throwing objects ▪ Possession of weapons
	Physical contact	<ul style="list-style-type: none"> ▪ Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> ▪ Serious physical aggression ▪ Fighting
	Correct Attire	<ul style="list-style-type: none"> ▪ Not wearing a hat in playground ▪ Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> ▪ Possession or selling of drugs ▪ Weapons including knives and any other items which could be considered a weapon being taken to school ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being a Learner	Class tasks	<ul style="list-style-type: none"> ▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work ▪ Disruption of other's learning 	<ul style="list-style-type: none"> • Persistent and extended refusal to work • Persistent and extended disruption of other's learning
	Being in the right place	<ul style="list-style-type: none"> ▪ Not being punctual (eg: lateness after breaks) ▪ Not in the right place at the right time. 	<ul style="list-style-type: none"> ▪ Leaving class without permission (out of sight) ▪ Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> ▪ Low intensity failure to respond to adult request ▪ Non compliance ▪ Unco-operative behaviour 	<ul style="list-style-type: none"> • High intensity failure to respond to adult requests
	Accept outcomes for behaviour	<ul style="list-style-type: none"> ▪ Minor dishonesty 	<ul style="list-style-type: none"> ▪ Major dishonesty that impacts on others
	Rubbish	<ul style="list-style-type: none"> ▪ Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> ▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> ▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language	<ul style="list-style-type: none"> ▪ Inappropriate language (written/verbal) ▪ Calling out ▪ Poor attitude ▪ Disrespectful tone / facial and body language 	<ul style="list-style-type: none"> ▪ Offensive language ▪ Aggressive language ▪ Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> ▪ Petty theft ▪ Lack of care for the environment 	<ul style="list-style-type: none"> ▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism
	Others	<ul style="list-style-type: none"> ▪ Not playing fairly ▪ Minor disruption to class ▪ Minor defiance ▪ Minor bullying 	<ul style="list-style-type: none"> ▪ Major bullying ▪ Major disruption to class ▪ Blatant disrespect ▪ Major defiance ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Kind	Language	<ul style="list-style-type: none"> ▪ Minor inappropriate language directed at peers or staff ▪ Put downs / negative language directed at peers of staff 	<ul style="list-style-type: none"> ▪ High intensity inappropriate language directed at peers or staff including racism, sexism or religious bias in nature ▪ Major bullying via negative and derogatory language with high intensity
	Play	<ul style="list-style-type: none"> ▪ Refusal to be inclusive in play ▪ Refusal to share equipment or space with peers 	<ul style="list-style-type: none"> ▪ Major bullying via exclusion of peers with high intensity
	Class Tasks	<ul style="list-style-type: none"> ▪ Refusal to be inclusive of peers in class activities ▪ Refusal to share equipment or space with peers 	<ul style="list-style-type: none"> ▪ Major bullying via exclusion of peers with high intensity

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable behaviour
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner
Move slowly and deliberately toward the situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual 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.

- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Watson Road State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

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

- | | |
|------------------------------|-----------------------------------|
| ▪ Parents | ▪ Positive Learning Centre Staff |
| ▪ Teachers | ▪ Senior Guidance Officer |
| ▪ Support Staff | ▪ School Chaplain |
| ▪ Head of Department | ▪ School Based Police Officer |
| ▪ Administration Staff | ▪ School Based Youth Health Nurse |
| ▪ Guidance Officer | ▪ Youth Support Coordinator. |
| ▪ Advisory Visiting Teachers | |

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

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

8. Consideration of individual circumstances

Watson Road State School is situated in Acacia Ridge with more than 40% of the students coming from a LOTE background. Watson Road State School is a multi-cultural School with families in diverse socio-economic situations. Our school also has a significant enrolment from Aboriginal and Torres Strait Islander backgrounds.

When implementing any strategies to support positive student behaviour, whether whole school, targeted or intensive behaviour support or applying any consequence, Watson Road State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices.

Watson Road State School takes into consideration the specific circumstances when choosing responses to individual student behaviour. These include:

- Context
- Emotional wellbeing
- Culture and religion
- Gender
- Ethnicity
- Social and economic situation
- Impairments

These can all influence the way in which students act, and react, in a school setting.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Consequences for breaking the rules or breaching the school's Code of Behaviour vary according to a number of factors, which may include:

- Age/developmental stage of student
- 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
- Mental health and wellbeing, emotional state

As a school we promote a teaching/learning environment which is responsive to the diverse needs of our students by:

- Establishing procedures for applying fair, equitable and no-violent consequences for misconduct ranging from the least intrusive sanctions to the most stringent
- Recognising the rights of all students to :
 - Express their opinions in an appropriate manner and at the appropriate time
 - Work and learn in a safe and disciplined environment regardless of their age, gender, cultural background, socio-economic situation and impairment
 - receive adjustments appropriate to their learning and/or impairment needs
- Recognising that students who are faced with suspension or exclusion have the right to natural justice. This opportunity must be given in relation to all relevant adverse evidence.

This includes:

- Being advised why the proposed action is being taken
- Given opportunity to respond (either by written or verbal statement) to the allegations present their case prior to any decision being made.
- 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.
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

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

11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

12. Endorsement

Principal

P&C President

Assistant Regional Director

Effective Date: to

Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in 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 at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Watson Road State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the

purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and proposal / 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 the Queensland Police Service.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to 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 assistive 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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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

Appendix 2

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

Purpose

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

Rationale

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
- Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Watson Road State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
13. Watson Road State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
14. 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 Watson Road State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
15. Watson Road State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

WORKING TOGETHER TO KEEP WATSON ROAD STATE SCHOOLS SAFE

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

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

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

What kinds of knife are banned?

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

The Principal can take 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 up to and including suspension 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 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 Watson Road State School safe?

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

Appendix 4

Watson Road State School - Office Referral Form

Student Name: _____

Date: _____ **Time:** _____

Class: _____

Grade: (circle) P 1 2 3 4 5 6 7

Referring Adult: _____

Signature: _____

Location: (Circle)

Snr Oval	Snr Adventure	Hall
Jnr Oval	Jnr Adventure	Sandpit
Basketball Crt	Netball Crt	Handball Crt
Library	U/Cover area	Tuckshop
Toilets	Classroom	Other

Problem Behaviour	Possible Motivation	Administration Decision
Minor/Repeated Behaviours		
Defiance / Disrespect	Obtain peer attention	Loss of privilege
Physical contact / aggression	Obtain adult attention	Time in Office
Inappropriate language	Obtain Item/activity	Conference with student
Disruption	Avoid Peer	Parent Contact
Property seizure	Avoid Adult	Individualised instruction
	Avoid Activity	Referral to Guidance Officer
		In school withdrawal (hrs/days)
Major		
Defiance / Disrespect		Out of school suspension (hrs/days)
Fighting / Physical Aggression		
Abusive / Inappropriate language		
Disruptive		
Harassment / Bullying		

Others Involved in Incident:

<input type="checkbox"/> None	<input type="checkbox"/> Teacher	<input type="checkbox"/> Unknown	Other <input type="checkbox"/>
<input type="checkbox"/> Peers	<input type="checkbox"/> Relief Staff	<input type="checkbox"/> Staff	

Other Comments:

I need to talk to the Administrator I need to talk to the student's teacher

Parent Signature: _____ **Date:** _____
(if required)

- The Management Process (Flowchart - SWPBS Manual) must be followed. Office referrals that are staff managed will be returned to the staff to manage.
- All Major and Minor incidents are added to the Behaviour Zone Database by the referring teacher.
- Administration reserves the right to call families and discuss the incident with them but will do so WITH the referring staff's knowledge.
- If required, please register MAJOR incidents on One School and refer to the Principal as per the Wizard. Discussing this first with the Principal is advised.
- All valid Office Referrals will be entered onto the Office Referral Database for analysis and action.

Appendix 5

Incident Report

Name: Date:

Person Completing Form:

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

Appendix 6

SCHOOLWIDE EXPECTATIONS								
	ALL AREAS	CLASSROOM	PLAYGROUND	TRANSITION	TOILETS	EXCURSIONS, ASSEMBLIES & SPECIAL EVENTS	BUS LINES/BIKE RACKS	THE OFFICE
BE A LEARNER	<ul style="list-style-type: none"> ▪ Be on time for school ▪ Wear the school uniform with pride ▪ Be in the right place at the right time ▪ Have a go at all school activities 	<ul style="list-style-type: none"> ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Recognise roles and responsibilities of team members ▪ Listen to instructions 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Be in the right area at the right time ▪ Everyone has the right to participate. Allow others to join in games 	<ul style="list-style-type: none"> ▪ Be in the right place at the right time ▪ Sit quietly in lines and wait for teacher 	<ul style="list-style-type: none"> ▪ The toilets are not a play area ▪ Use toilets during breaks 	<ul style="list-style-type: none"> ▪ Move to assembly in a quiet organised manner ▪ Sit on assembly silently ▪ Be a good listener ▪ Wear full school uniform ▪ Listen to teachers instructions 	<ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Walk bike/scooter in school grounds ▪ Wait inside the gate until the bus stops 	<ul style="list-style-type: none"> ▪ Complete the task from class ▪ Complete the Rethink Sheet ▪ Co-operate with all instructions
BE SAFE	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Be on time ▪ Follow instructions straight away ▪ We represent the school at all times while in school uniform ▪ Stay in your area and avoid being "out of bounds" eg the verandahs 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner ▪ Be prepared to learn ▪ Ask permission to leave the classroom ▪ Bring a note for absence ▪ Keep work space tidy ▪ Be honest 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Return equipment to appropriate place at the first bell ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat ▪ Keep our school grounds tidy 	<ul style="list-style-type: none"> ▪ Move peacefully in class lines ▪ Be a role model for others ▪ Be ready for class by the second bell 	<ul style="list-style-type: none"> ▪ Use toilets during breaks ▪ The toilets are not a play area ▪ Wash hands ▪ Walk ▪ Toilet buddies wait quietly outside the toilets 	<ul style="list-style-type: none"> ▪ Walk in lines ▪ Sit still and quietly ▪ Follow teacher directions ▪ Be a role model to others ▪ Stay with your class group 	<ul style="list-style-type: none"> ▪ Sit quietly to have your name marked on the bus roll ▪ Leave school promptly ▪ Keep your belongings nearby ▪ Obey road rules – helmets, give way, etc 	<ul style="list-style-type: none"> ▪ Stay in the Office
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn ▪ Use manners 	<ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener ▪ Respect others opinions ▪ Allow for differences in others ▪ Use manners 	<ul style="list-style-type: none"> ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment ▪ Be a good friend ▪ Use manners 	<ul style="list-style-type: none"> ▪ Walk quietly and orderly so that others are not disturbed ▪ Listen to all adults ▪ Use manners 	<ul style="list-style-type: none"> ▪ Respect privacy of others ▪ Use manners 	<ul style="list-style-type: none"> ▪ Listen to speakers ▪ Use your manners and be polite ▪ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ▪ Listen to and follow instructions while waiting for the bus ▪ Use manners 	<ul style="list-style-type: none"> ▪ Remain quiet ▪ Use manners
BE KIND	<ul style="list-style-type: none"> ▪ Be fair ▪ Be an active member of the school community 	<ul style="list-style-type: none"> ▪ Work together to achieve common goals ▪ Be helpful to all class members ▪ Speak positively 	<ul style="list-style-type: none"> ▪ Be a good sport ▪ Share Equipment 	<ul style="list-style-type: none"> ▪ Remind others to be on time 	<ul style="list-style-type: none"> ▪ Look after your buddy 	<ul style="list-style-type: none"> ▪ Help others ▪ Look after your classmates ▪ Be patient and wait quietly for your teacher 	<ul style="list-style-type: none"> ▪ Wait your turn 	

School wide Expectations cont.

School wide Expectations cont.								
	Eating Duty	Tuckshop Area						
BE A LEARNER	<ul style="list-style-type: none"> • Listen to and follow the instructions given by the teacher 	<ul style="list-style-type: none"> ▪ Be in the right place at the right time ▪ Stand quietly in lines and wait for service 						
BE SAFE	<ul style="list-style-type: none"> • Remain seated in the eating area until dismissed • Sharing of food is not allowed • Move without running • Save play for playtime • All play equipment is still and not used at this time 	<ul style="list-style-type: none"> • Remain calm • Do not push or shove in line • Do not climb on rails, bench or seating 						
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn ▪ Use manners ▪ Stop speaking if the teacher on duty is speaking ▪ Don't comment on other's lunch eg smell 	<ul style="list-style-type: none"> • Use manners when placing or receiving your order • Listen to speakers • Use your manners and be polite • Keep hands and feet to yourself 						
BE KIND	<ul style="list-style-type: none"> • Assist peers and younger students with opening packets etc if requested. 							