



# L Aidley

**STATE HIGH SCHOOL**

The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



*Version 1 2014*



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Responsible Behaviour Plan for Students

## 1. Purpose

Education Queensland 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.

*Laidley State High School* is committed to providing a supportive school environment where:

- all members of our community feel safe and are valued;
- social and academic learning outcomes are maximised for all through quality curriculum, respectful relationships and effective school organisation;
- the right of teachers to teach and students to learn is both protected and enhanced;
- school practices are proactive rather than reactive;
- high standards of appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

Our school is entrusted by our community to develop socially responsible citizens who become productive and actively engaged members of our local community and the broader society. Our school takes this responsibility very seriously. We recognise that our school's role is to both respond to community standards and expectations and demonstrate community leadership in shaping these. Our school insists that a high standard of socially responsible and acceptable behaviour is demonstrated by all members of our school community.

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained and that we develop young men and women who will lead and contribute positively to society throughout their lives.

## 2. Consultation and data review

Laidley SHS developed this plan in collaboration with our school community in 2014. Consultation occurred with parents, staff and students and a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process. Minor changes have been made over the last 2 years as determined by the Principal.

The Plan was endorsed by the Principal, the P&C President and the Regional Executive Director or Executive Director (Schools) in December 2009, and has now been reviewed.

## 3. Learning and behaviour statement

At Laidley State High we believe in a balance between the rights and responsibilities of individuals and the best interest of the community as a whole. We recognise that young people make mistakes as they develop a personal moral code that enables them to know right from wrong and take responsibility for their own actions and inactions.

There is also strong recognition within our school community that teachers and students have the right to teach and learn without disruptive behaviour hindering their success and enjoyment of learning.

It is also recognised that adults within our school and community play a critical role in guiding and supporting our young people to build strong character and develop positive behaviours. This is achieved by providing clear standards and expectations, modelling appropriate behaviours, applying natural consequences and assisting young people to make good decisions about their actions. This is best achieved when strong partnerships, positive communication and shared values and beliefs exist between students, parents, teachers and school administration.



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## SCHOOL VISION STATEMENT

**Aspiring Together ... A World of Opportunities!**

### SCHOOL VALUES

Our school encourages all members of our community to model the following values when interacting with and within our school community.

**Ambition** is the desire to set worthwhile goals and show determination to achieve these.

**Self Belief** is recognising your strengths and weaknesses, feeling worthwhile as a human being and having confidence in your ability

**Perseverance** is doing what needs to be done to the best of your ability, despite the challenges that arise.

**Integrity** is being honest with yourself and others and being morally and ethically responsible for what you say and do.

**Respect** is treating others with decency and showing regard for self, others and your environment.

**Empathy** is understanding, accepting and being considerate towards the feelings, beliefs and perspectives of others.

### RIGHTS AND RESPONSIBILITIES

All members of our school community have individual and collective rights and responsibilities. These include:

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<p><b>All members of our school community have the right to:</b></p> <ul style="list-style-type: none"> <li>• Be respected and recognised as an individual.</li> <li>• Be treated with fairness, courtesy and respect.</li> <li>• Work in a clean, safe and healthy environment.</li> <li>• Be guided and supported through opportunities to improve their skills, abilities and experiences.</li> <li>• Feel safe, healthy and valued.</li> <li>• Be proud of their individual and collective achievements.</li> <li>• Have personal property respected by others.</li> </ul>	<p><b>All members of our school community have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Value difference and diversity and recognise the unique attributes, talents and abilities of others.</li> <li>• Treat others with fairness, courtesy and respect.</li> <li>• Demonstrate personal actions that contribute to a clean, safe and healthy school environment.</li> <li>• Participate fully in learning opportunities and strive to develop their skills, abilities and positive behaviours.</li> <li>• Act in a safe, non-threatening and non-violent manner.</li> <li>• Act with personal pride and pride in our school and community.</li> <li>• Respect the property of others and the school.</li> </ul>
<b>STUDENTS</b>	
<p><b>Students have the right to:</b></p> <ul style="list-style-type: none"> <li>• Receive high quality teaching and learning.</li> <li>• Learn without disruption.</li> <li>• Be informed about their progress.</li> </ul>	<p><b>Students have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Participate fully in their educational program.</li> <li>• Ensure that their behaviour does not disrupt the teaching and learning of others.</li> <li>• Seek feedback and support to continually improve their skills, abilities and behaviours.</li> </ul>



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PARENTS/CAREGIVERS	
<p><b>Parents/caregivers have the right to:</b></p> <ul style="list-style-type: none"> <li>• Be informed about their child’s social and academic progress at school.</li> <li>• Expect that their child will have the opportunity to participate fully in his/her educational program.</li> <li>• Participate in school activities and decision making.</li> </ul>	<p><b>Parents/caregivers have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Monitor and commit to their child’s academic and social performance, growth and development.</li> <li>• Ensure that their child attends school and brings appropriate materials required for learning.</li> <li>• Actively participate in their child’s education and learning.</li> </ul>
STAFF	
<p><b>Staff have the right to:</b></p> <ul style="list-style-type: none"> <li>• Teach without disruption.</li> <li>• Be supported to develop their personal and professional skills and abilities.</li> <li>• Feel valued and supported as a professional by the school community.</li> </ul>	<p><b>Staff have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Ensure good organisation and planning and provide relevant and challenging educational opportunities and programs to students.</li> <li>• Commit to professional growth and development and support other staff with their learning.</li> <li>• Support the schools ethos, policies and procedures and deliver high quality inputs and outcomes for the school community.</li> </ul>

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

##### SCHOOL BEHAVIOUR PRINCIPLES

At Laidley State High School we are committed to providing students and staff with a supportive school environment and ensuring that all members of our school community feel safe, are valued and have the opportunity to succeed. We recognise that all people make mistakes, particularly young people, and we are committed to supporting students to learn how to demonstrate appropriate standards of behaviour.

Our school is a Positive Behaviour for Learning (PBL) school focussed on creating a safe, positive and productive learning culture within our school. PBL was formerly known as School-Wide Positive Behaviour Support (SWPBS) and is the recommended behaviour support program supported by the Queensland Department of Education and Training.

To enable all students to demonstrate positive behaviours, support is provided on a universal, targeted and intensive basis.

##### UNIVERSAL BEHAVIOUR SUPPORT

Positive Behaviour for Learning (PBL) at Laidley SHS

##### What is PBL?

- **Schoolwide** Durable behaviour processes involving all students, all staff and all settings.
- **Positive** Explicitly teaching and acknowledging expected social behaviour and emotional self-discipline.
- **Behaviour** Focusing on what we do, how we do it, when we do it and how we feel about it.
- **Support** Ensuring that our interventions improve the quality of life for the whole school community.



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**What does PBL look like in a school?**

- There is an orderly environment.
- Social expectations and rules are clear.
- Relationships are positive.
- There are high expectations for behaviour and learning.

**PBL in our school is characterised by:**

- Positive caring relationships between staff and students.
- A process for teaching expected social emotional behaviour skills so the focus can be teaching and learning.
- Clearly defined, explicitly taught and consistently modelled behaviour standards for all students, all staff and in all settings in the school.
- Positive recognition and celebration of positive behaviour, effort and success.
- Supporting students to learn appropriate learning and behaviour strategies.
- Clearly defined consequences for inappropriate behaviour, consistently applied while also recognising the contexts and circumstances of individual students and situations.

To create a positive learning environment we have identified four Behaviour Principles.

**Respect      Learning      Responsibility      Safety**

The principles of Be Respectful, Be a Learner, Be Responsible and Be Safe are applied across a range of settings as indicated in our school behaviour matrix (see Appendix 4).

At Laidley State High School we aim to:

- facilitate the development of acceptable standards of behaviour and create a caring, productive and safe environment for learning and teaching
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Our school recognises that student behaviour is enhanced when teachers implement effective classroom management strategies and develop interesting, relevant and targeted learning activities. Effective classroom management and teaching strategies that are used by teachers to enhance learning, engagement and behaviour include:

Building Relationships	<ul style="list-style-type: none"> <li>• Getting to know students within and outside the classroom to build rapport.</li> <li>• Learning student names.</li> <li>• Being firm but friendly and helpful with students.</li> <li>• Reinforcing their expectations regularly and maintaining consistency.</li> <li>• Providing students with opportunities to work in teams, demonstrating responsibility and influencing the direction of their own learning.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>• Ensuring students enter the classroom ready to learn, in an organised manner and with all required equipment.</li> <li>• Using seating plans to maintain appropriate combinations of students.</li> <li>• Establishing classroom routines and procedures.</li> <li>• Explicitly and clearly communicating instructions, expectations, rules and consequences.</li> <li>• Providing praise and positive reinforcement when students display appropriate behaviours.</li> <li>• Moving regularly around the classroom, making appropriate use of proximity to minimise time off task.</li> <li>• Applying consistently classroom rules and consequences.</li> <li>• Using verbal and non-verbal cues tone and pitch, effectively.</li> <li>• Issuing consequences fairly, consistently and with clear warning.</li> <li>• Proceeding only when desired behaviour is being demonstrated.</li> <li>• Establish strategies for encouraging and recognising positive behaviour.</li> </ul>





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Curriculum Planning	<ul style="list-style-type: none"> <li>• Using a variety of learning activities and learning strategies that meet the learning styles and the capability of students.</li> <li>• Scaffolding work requirements for students.</li> <li>• the students' current life experiences.</li> <li>• Setting homework and taking time to monitor and correct it.</li> <li>• Being well organised and accessing required resources.</li> <li>• Providing all students with opportunities to experience success.</li> <li>• Creating and using appropriate differentiation strategies in all subjects they teach.</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>• Defining lesson goals and expected outcomes at the start of the lesson.</li> <li>• Providing clear explanations and instructions.</li> <li>• Using questioning to build student understanding and seeking feedback to determine success and gaps in learning.</li> <li>• Providing instructions in different forms (written, verbal etc) and giving students time to process instructions.</li> <li>• Monitoring and keeping records of student engagement, learning and behaviour.</li> <li>• Expecting high standards from students.</li> <li>• Using humour to establish a happy tone in the classroom.</li> </ul>

**A Network of Support**

A network of support services and personnel assist students to develop skills and accept responsibility for the management of their own behaviour. These personnel are outlined towards the end of this plan. Staff undertake professional development each year in matters relating to classroom management, behaviour management and mental health. School procedures are discussed and reviewed regularly.

**Proactive and Preventative Strategies**

Students also have access to a range of proactive and preventative activities and programs that assist them to develop attitudes, values, skills, leadership, self-esteem and appropriate behaviour. These include:

- Year 7 transition and induction programs
- Anti-Bullying programs
- Personal and Career Development in PCD classes
- Leadership development programs
- Peer support and buddy programs
- Camps programs
- School leadership positions
- Student Council
- Behaviour management level process
- Extracurricular activities including sporting, performing arts and cultural activities
- Vocational preparation programs
- Skills for Life program
- Mentoring relationships with staff
- Career education and planning programs
- Recognition of achievement through ASPIRE Awards, school assemblies and celebration events and general certificates and awards.
- Attendance at *Zone Out* lunchtime activities
- House and sporting competitions during lunch times

**Positive Recognition**

Staff use stamps in student diaries to provide immediate positive recognition of positive or improved student behaviour. Once a row in the diary is full of stamps, students enter their tickets in weekly prize draws on assemblies and Year parades. Local businesses donate prizes for these PBL draws.



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### **STYMIE**

STYMIE is a 24/7 web based bullying reporting system for students to anonymously report bullying toward themselves or others. STYMIE focusses on the role of the bystander by empowering them to stand up against bullying behaviour without having to get personally involved. Bystanders report the victim of the bullying and any information about the incident that they have witnessed. Victims benefit when they realise that someone cared enough about them to report the bullying behaviour. The school administration has a greater capacity to investigate and intervene as more students report bullying behaviour when they can do so anonymously. Students are able to attach evidence such as posts on social media.

### **TARGETED BEHAVIOUR SUPPORT**

The following processes are used at Laidley State High School to facilitate acceptable standards of behaviour and the provision of educational support and responsive intervention:

#### **Behaviour Level Process**

Students are supported by teachers, Care teachers, Year Coordinators and the Positive Behaviour for Learning (PBL) Committee to develop strategies to improve their behaviour levels. Students are provided with reasons for downward level changes and teachers and support service personnel assist them to implement strategies to address behavioural issues. School behaviour levels are broadly outlined below. The expectations and positive recognition associated with each behaviour level are attached in detail in Appendix 3 and are published in the school diary each year.

- |                |   |
|----------------|---|
| <b>Level 1</b> | Students at this level display strong commitment to their education and are actively involved in school life.   |
| <b>Level 2</b> | Students at this level demonstrate a positive commitment to their education and are involved in various aspects of school life.   |
| <b>Level 3</b> | Students are assigned to this level when they enrol and remain on this level while they continue to meet their responsibilities as a student at the school.   |
| <b>Level 4</b> | Students at this level have not accepted fully their school responsibilities and have breached the school's Responsible Behaviour Plan for Students.  |
| <b>Level 5</b> | Students at this level have committed a significant breach of the school's Responsible Behaviour Plan for Students. Students who remain at this level have generally resisted efforts to help resolve their behaviour issues. |

#### **Behaviour Card**

Students identified as requiring targeted support may require close monitoring through a Behaviour Card. Student progress and performance is recorded on the card each lesson so that immediate feedback can be provided to a student by their teacher. Minor consequences may be applied for inappropriate behaviour while on a behaviour card. Parents and administration sign the behaviour card daily so that they can review behaviour daily and celebrate improvements and successes and reinforce expected future improvement.

#### **Individual Behaviour Plan**

Students identified as requiring targeted support may require an Individual Behaviour Plan. Staff, the student and parents/carers work together to prepare the goals and strategies for inclusion within this plan. This plan can be used in conjunction with a Behaviour Card to monitor student progress.

#### **Case Management and Mentors**

Students identified as requiring targeted support will be allocated a mentor with whom they have a good relationship. This mentor accepts the role of supporting the student, getting to understand the issues and advocating with others to modify the learning environment to promote successful engagement and achievement.



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### **Referrals Process**

Staff can refer students to the following personnel and processes where intervention is required:

- **Parents** - for all matters relating to the student's participation and welfare within and outside of school. Staff are encouraged to contact parents to discuss various issues and develop collaborative plans to promote positive behaviours.
- **Care Teachers and Year Coordinator** - for all matters relating to the student's participation and welfare within and outside of school, including lunchtime misbehaviour.
- **Head of Department** - for matters relating to curriculum, teaching and learning. HODs will work with staff to put strategies and consequences in place to address behaviours and underlying issues. HODs will work with students, teachers and parents to address curriculum, teaching and learning modifications necessary to promote successful engagement and achievement for all matters relating to the student's behaviour levels.
- **Withdrawal Room** – for matters relating to misbehaviour in class. Staff supervising this room are able to discuss behaviour with the student and assist them to develop their plans to address behaviour issues.
- **Support Services Team** – for matters relating to educational, emotional, social, health, family and relationships. Support Services will allocate the case to appropriate support service provider to manage in consultation with staff member making referral. Individual consultation, testing, planning, programming and referral to other services may occur.
- **External Support Services** – for matters relating to educational, emotional, social, health, family and relationships. Referrals can be made by staff through consultation with a Guidance Officer, Head of Department or member of School Administration and the consent of the Principal.
- **Administration** - for serious and/or repeated classroom misbehaviour.

### **INTENSIVE BEHAVIOUR SUPPORT**

Intensive support processes are put in place for the small number of students who demonstrate high level behaviour support needs. This intensive support includes a continuation and extension of the targeted behaviour support strategies already listed. It also includes:

#### **Return from Suspension Re-Entry Program**

Students and parents meet with a member of administration and staff (as appropriate) to discuss inappropriate behaviours, school expectations and behaviour modifications required. A re-entry plan is developed. The Guidance Officer, Year Coordinator, Care teacher and/or class teacher/s may also be requested to provide structured support to this student upon their re-entry.

#### **Behaviour Intervention Support**

An intensive and focussed support process is developed through consultation with student, parents, staff, administration and other support services, including the school guidance officer. An analysis of behaviour patterns, contributing factors and curriculum programs and delivery will enable plans and strategies to be developed to maximise engagement in learning and minimise triggers for inappropriate behaviour. External support may be requested to achieve this through the regional Behaviour Intervention Team. Referrals to other services may be required to address associated issues.

#### **Behaviour Improvement Conditions**

The Education (General Provisions) Act 2006 enables a student to be excluded from a State school in which the student is enrolled if the student contravenes a behaviour improvement condition imposed by the principal. The principal may issue a notice to a student outlining a behaviour improvement condition that addresses the challenging behaviours being exhibited by the student.



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The Principal will write to the student and parents outlining the details of the behaviour improvement condition that the student must comply with. Students are able to appeal against behaviour improvement condition decisions to the Principal's supervisor within 5 days of being given the notice.

### 5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken so that both students and staff are kept safe.

- An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.
- **Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

#### Basic defusing strategies

##### *Avoid escalating the problem behaviour*

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

##### *Maintain calmness, respect and detachment*

- Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

##### *Approach the student in a non-threatening manner*

- Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

##### *Follow through*

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

##### *Debrief*

- Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

#### **Physical Intervention**

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

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

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

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



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It is important that all staff understand:

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

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

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired result, and
- Take into account the age, stature, disability, understanding and gender of the student.

### Record keeping

Each instance involving the use of physical intervention must be formally documented and retained by the school.

## 6. Consequences for unacceptable behaviour

The school utilises a number of processes to support students to develop and maintain appropriate behaviour standards and learn to accept the consequences of their behaviour within the classrooms and other school environments.

### Responses to Different Levels of Inappropriate 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 referred to another staff member to assist with investigation and intervention.

### **MINOR BEHAVIOURS**

Minor behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause one 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 inappropriate behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as removal or withdrawal from an activity or event for a specified period of time, partial removal (time out), individual meeting with the student, an apology, restitution, litter duty or detention for work completion.
- 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 expected school behaviour.

### **MAJOR BEHAVIOURS**

Major behaviours are those that:

- Significantly violate the rights of others
- Put others / self at significant risk of harm
- Demonstrate a high degree of disrespect and a lack of care or concern towards other students or staff



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- Require the involvement of School Administration to resolve
- Are of such a serious nature that they are likely to result in internal suspension or suspension from school.

Major behaviours result in a direct referral to School Administration due to the serious nature of the student behaviour or as a result of ongoing repetition of moderate level inappropriate behaviours that have not been rectified by the student following action by Heads of Department, Year Coordinators or Withdrawal Room staff. When major problem behaviours occur, staff members calmly state the problem behaviour and remind the student of the expected school behaviour. The staff member then fills out relevant referral form and, if appropriate, instructs the student to go directly to the office.

The school processes listed below outline the positive and negative consequences used within the school to encourage students to demonstrate positive behaviour. These processes are outlined in more detail in the annual School Prospectus located on the school website. Parents, students and staff are advised when these policies are updated.

- The Withdrawal Room and Buddy Process
- School Detentions Process
- School Behaviour Level Process
- Internal Suspension, Suspension, Exclusion and Cancellation of Enrolment

The following school policies and processes outline the specific expectations of students and the consequences associated with not meeting the required behaviour standards.

- Anti-Bullying Policy
- Hands Off and Daylight Procedures
- Mobile Phone and Other Electronic Devices Policy
- Smoke Free Policy
- Medications and Drugs Policy
- Information Technology Policy
- Searches of Students and Confiscation of Items Procedure
- Absences and Truancy Procedures
- Assessment Policy

## 7. Network of student support

The following personnel at Laidley State High School support students to develop positive behaviours and address issues that impact on their learning and social relationships. School staff support the important role that parents/guardians and families do in this area. These services support students with a broad range of educational, social, emotional, spiritual and vocational issues that may impact on their well being, participation and behaviour.

### Teaching Staff

- Classroom Teachers
- Care Teachers
- Year Coordinators
- Heads of Department
- Head of Special Education Services
- School Administration
- Withdrawal Room Staff
- Apprenticeship/Traineeship Coordinator

### Non-Teaching and Visiting Staff

- Guidance Officer
- School Chaplain
- School Health Nurse
- Youth Support Coordinator
- Youth Pathways Coordinator
- Sexual Harassment Referral Officer (SHRO)
- Indigenous Teacher Aide
- Regional Behaviour Support Team

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Child Safety
- Queensland Police



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- Lockyer Valley Regional Council
- Laidley Community Centre

### 8. Consideration of individual circumstances

Laidley State High School caters for the individual needs of the full range of students. Special assistance is provided to students with disabilities and high level learning support and behavioural needs, students in the care of the state and indigenous students through the development of individualised programs and support from specialist staff.

Students requiring behaviour management support may have adjustments made to their daily program or have individualised programs developed that cater for their particular developmental needs. At all times responses to inappropriate behaviour will take into account the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

### 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
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related policies

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

### 11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

### Endorsement

Principal

P&C President or  
Chair, School Council

Regional Executive Director or  
Executive Director (Schools)

Date effective: from 1/1/2013 and last updated on 14/9/15.

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

This statement reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. It should be read in conjunction with the school's Mobile Phone and Other Electronic Devices policy located on the school website, school prospectus and in student diaries.

#### Bringing Personal Technology Devices to School

Laidley SHS recognises the importance of digital technology within today's curriculum. With the introduction of a BYOx program, the school understands the requirements for safety and security of personally owned devices (such as personal computers, phones, cameras, digital video cameras or MP3) while at school. Students who bring these devices to school are responsible for them as there is a small risk of damage and theft if they are left unattended or not handled in appropriate ways. The school accepts no liability for accidental or intentional damage by any person whether on or off the school site.

While these items provide access to digital curriculum opportunities and are useful learning tools there are expectations on how these devices can be used in the school. These expectations include students following the explicit instruction of their teachers in relation to when, where and how these devices are used within classes.

#### Confiscation

Permitted personal technology devices used contrary to this policy on school premises may 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. Breaches of this prohibition may result in other disciplinary measures being applied, in particular if these are repeated breaches. This may include requiring the device to be collected from school by parents or being banned from bringing the personal technology device to school for a period of up to one month, or longer if deemed necessary by school administrators.

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.

#### Personal Technology Device Etiquette

Bringing personal technology devices (other than a device recognised as part of the BYOx program) 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 class time, assemblies or other time where students are under instruction by a staff member. Personal technology devices may be used at morning tea and lunch breaks and before and after school, provided that they are used within these guidelines.

#### 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 their being recorded without their knowledge or consent.

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



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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have occurred or will occur.

Students involved in recording, disseminating material (through text messaging, display, Facebook, internet uploading etc.) and/or knowingly being a subject of a recording without appropriate permission will be in breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

### Text Communication

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

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



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\* *Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis, laptop computers, PDAs, Blackberrys, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods and devices of a similar nature.*

### Appendix 2

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

### Purpose

1. Laidley State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Laidley State High 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 Laidley State High 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 Laidley State High 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.



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7. The anti-bullying procedures at Laidley State High School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### Prevention

8. The school Anti Bullying Policy published in the annual school prospectus outlines a range of prevention strategies that students are taught to check enable them to deal with bullying incidences effectively. The behaviour management processes outlined in this Responsible Behaviour Plan for Students will be utilised by the school to create a happy, supportive and safe learning environment for all members of our school community.
9. Laidley State High 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.

We also analyse on a monthly basis behaviour reporting in One School and report back to staff. We both inform and develop appropriate strategies for unacceptable behaviour



## LAIDLEY SHS SCHOOL BEHAVIOUR LEVELS



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Criteria for Being Placed on this Level	Actions Associated with this Level
<b>LEVEL 1</b>	
Students at this level display strong commitment to their education and are actively involved in school life.	
<p>In addition to meeting ALL of the requirements and expectations outlined for Level 2, a Level 1 student will:</p> <ul style="list-style-type: none"> <li>Actively uphold school standards, rules and policies as outlined in this diary</li> <li>Always show school pride by wearing the full school uniform</li> <li>Work to the best of their ability.</li> <li>Be a positive role model by promoting high standards for behaviours as outlined in the PBS matrix.</li> <li>Receive predominantly Excellent on their report cards for Behaviour and Effort by completing homework, class work consistently and punctually.</li> <li>Demonstrate leadership within the school by: <ul style="list-style-type: none"> <li>Organising school activities / assisting in organising school activities.</li> <li>Actively participating in and encouraging others to participate in school academic, sporting, cultural and community events, activities and projects.</li> <li>Promoting a positive school climate and physical environment.</li> <li>Adhere to the school's "Responsible Behaviour Plan" for students</li> <li>Incorporate the values of ASPIRE into everyday activities at school.</li> </ul> </li> <li>Be requested to sign an agreement outlining the expectations of a Level 1 student.</li> <li>Have an interview with Year Coordinators and Administration</li> </ul> <p><i>NB. It is recognised that leadership development is incremental and that expectations vary according to the year level of students.</i></p>	<p>Students at this level will:</p> <p>Be eligible for election to the positions of</p> <ul style="list-style-type: none"> <li>School Captain</li> <li>School Vice Captain</li> </ul> <p>Receive all entitlements of Level 2 students as well as:</p> <ul style="list-style-type: none"> <li>Be invited to attend a special luncheon in Term 3.</li> <li>Be presented with a School Leader badge at our Badge Ceremony.</li> <li>Be presented with a certificate on Awards Night.</li> <li>Be invited to Level 1 &amp; 2 rewards excursions.</li> </ul>
<b>LEVEL 2</b>	
Students at this level are committed to their education and their school.	
<p>In addition to meeting ALL of the requirements of Level 3, a Level 2 student should will:</p> <ul style="list-style-type: none"> <li>Model correct behaviour.</li> <li>Bring the diary to every class every day.</li> <li>Wear the school uniform correctly.</li> <li>Follow instructions consistently.</li> <li>Complete homework, classwork and assessment work consistently and punctually.</li> <li>Actively participate in the learning program in the classroom.</li> <li>Actively participate in, or support by attendance, intra-school academic, sporting and cultural activities.</li> <li>Maintain predominantly Excellent and Very Good on report cards for Behaviour and Effort.</li> <li>Abide by PBS principles without prompting.</li> <li>Set a good example at all times.</li> <li>Be requested to sign an agreement outlining the expectations of a Level 2 student.</li> <li>Use diary correctly</li> <li>Explain absences promptly</li> </ul>	<p>Students at this level will:</p> <ul style="list-style-type: none"> <li>Be entitled to represent the school at special event</li> <li>Be entitled to attend the Year 11 Leadership camp</li> <li>Be presented with a Level 2 Badge at our Badge Ceremony</li> <li>Be invited to attend a special morning tea with their parents.</li> <li>Receive school recognition with parents notified in writing</li> <li>Receive a Senior Badge in Year 12.</li> <li>Be eligible for a locker.</li> <li>Be eligible for election to the positions of <ul style="list-style-type: none"> <li>Student Council President, Vice President, Secretary or Treasurer</li> <li>House, Band, Public Speaking, Performing Arts and Debating Captain</li> <li>Student Council Chairperson</li> <li>Care Captain/Student Councillor</li> </ul> </li> </ul>



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Criteria for Being Placed on this Level	Actions Associated with this Level
<b>LEVEL 3</b>	
Students are assigned to this level when they enrol and while they continue to meet their responsibilities as outlined in the school's Code of Behaviour	
<p>A student at this level should:</p> <ul style="list-style-type: none"> <li>• Be respectful, responsible, safe, and a learner as outlined on SWPBS matrix.</li> <li>• Be prepared and punctual for all lessons.</li> <li>• Follow the 6 class rules and school procedures.</li> <li>• Participate appropriately in the learning program of the classroom.</li> <li>• Follow WHS rules and laws.</li> <li>• Display common sense.</li> <li>• Complete assessments according to the assessment policy.</li> <li>• Maintain at least Cs for Behaviour and Effort on their Report Card.</li> <li>• Wear the correct uniform and follow school uniform procedures.</li> </ul>	<p>Students at this level will:</p> <ul style="list-style-type: none"> <li>• Be entitled to participate in all aspect of school curricular and extracurricular life including:               <ul style="list-style-type: none"> <li>• Excursions</li> <li>• Sporting, Cultural and Academic activities</li> <li>• Social events</li> </ul> </li> <li>• Be required to forfeit school leadership positions/badges requiring level 1 or 2 status.</li> </ul>
<b>LEVEL 4</b>	
Students at this level have not accepted fully their responsibilities as outlined in the school's Code of Behaviour	
<p>Could include the following:</p> <ul style="list-style-type: none"> <li>• Inappropriate classroom or school behaviour.</li> <li>• Disobedience or unwillingness to follow instructions.</li> <li>• Use of inappropriate language.</li> <li>• Repeated disruption to the learning of others.</li> <li>• Unauthorised absence from class.</li> <li>• Not respecting the rights of others to teach and learn.</li> <li>• Smoking at school or on the way to or from school.</li> <li>• Referrals to the Withdrawal Room.</li> <li>• Behaviour and Effort comments on report cards are unsatisfactory or needs attention.</li> <li>• Failure to submit assessment.</li> <li>• Failure to follow school rules and policies</li> <li>• Bullying</li> <li>• Phone misuse</li> <li>• Dishonesty</li> <li>• Failing to follow school uniform procedure.</li> <li>• Vandalism.</li> <li>• Not following ICT agreement (eg computer games)</li> <li>• Repeatedly not wearing correct clothing/shoes in practical subjects.</li> <li>• Repeated removal from class to buddy teacher.</li> <li>• Failure to follow SWPB principles.</li> </ul>	<p>Students at this level may be:</p> <ul style="list-style-type: none"> <li>• Issued with one or more detentions or litter duties.</li> <li>• Placed on a behaviour card.</li> <li>• Required to forfeit school leadership positions.</li> <li>• Referred to the guidance officer for support.</li> <li>• Excluded from participating in certain extracurricular activities, unless given permission by Administration with the support of teachers.</li> <li>• Required to undertake the QUIT program for smoking related offences.</li> <li>• Placed on Level 5 through continued or additional inappropriate behaviour.</li> <li>• Placed in the withdrawal room for a period of time.</li> <li>• Referred to student support services.</li> </ul>
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>In order to move up a level a student should display consistently acceptable behaviour as outlined in the SWPBS matrix:</p> <ul style="list-style-type: none"> <li>• Work towards Level 3 behaviour</li> <li>• Improve performance in effort, attitude and behaviour.</li> </ul> </div>	



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Criteria for Being Placed on this Level	Actions Associated with this Level
<p><b>LEVEL 5</b> Students at this level have committed a significant breach of the school's Code of Behaviour. Their behaviour is a more serious or persistent discipline issue.</p>	
<p>Could include the following behaviours:</p> <ul style="list-style-type: none"> <li>• Further repetition of Level 4 behaviours.</li> <li>• Deliberate truancy (leaving the school grounds).</li> <li>• Being abusive or offensive to members of the school community.</li> <li>• Continued failure to comply with acceptable class standards and disciplinary measures.</li> <li>• Verbal or physical assault/harassment.</li> <li>• Major disregard for the property of others.</li> <li>• Possession of contraband goods.</li> <li>• Non-compliance behaviour in the Withdrawal Room.</li> <li>• Behaviour and Effort comments on report cards are generally unsatisfactory.</li> <li>• Repeated failure to submit assessment.</li> <li>• More serious phone misuse, photos, videos, or repeated offences.</li> <li>• Gross disobedience or repeated insolence.</li> <li>• Violence or dangerous behaviour.</li> <li>• Serious vandalism.</li> <li>• Sexual harassment.</li> <li>• Possession of illegal substances.</li> <li>• Extremely serious or negative behaviour including selling or supplying drugs, violent assaults and/or use of objects as weapons.</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 20px; text-align: center;"> <p>In order to move up a level, a student should display acceptable behaviour as outlined in the SWPBS matrix</p> </div>	<p>Students at this level may be:</p> <ul style="list-style-type: none"> <li>• Issued with detentions in the Withdrawal Room, including after-school detentions if appropriate.</li> <li>• Referred to the guidance officer/outside agencies for support.</li> <li>• Excluded from all extracurricular activities.</li> <li>• Given an intensive behaviour support plan.</li> <li>• Required to undertake school community service.</li> <li>• Issued with a Behaviour Improvement Condition</li> <li>• Issued with a cancellation of enrolment.</li> <li>• Suspended from school.</li> <li>• Excluded from school.</li> </ul>



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## Positive Behaviour Support

As a PBS school, Laidley State High School:

- Promotes high expectations for student behaviour and learning
- Clearly defines and explicitly teaches expectations and positive behaviours (as outlined in our PBS Matrix) with our 4 Principles Respect, Learning, Responsibility and Safety.
- Celebrates and rewards positive behaviour
- Fosters positive relationships between staff, students and members of the wider community
- Consistently implements PBS philosophy in all contexts.

We have 5 Behaviour Levels

Students start on Level 3 and move up to 2 & 1 or down to 4 & 5 depending on their behaviour choices which result in privileges and/or consequences.

Behaviour Level Considerations

1. Students who wish to be considered for **School Captain** must be at Level 1 by the end of Term 2.
2. All Year 11 students must be at Level 2 at the end of the year to be eligible for a **Senior Badge**.
3. Year 10 & 11 students must be on Level 2 by end of Term 3 to be eligible for leadership positions.
4. Year 8 **Care Captains** must achieve Level 2 early in Term 2.
5. Students who wish to move up a level must make an application through the Year Coordinator.
6. Students must be on a particular level for a minimum of 2 weeks before they are eligible for any upward movement. Students must approach their Year Coordinator for this.
7. Students who leave Laidley State High School and then re-enrol will be:
  - a. re-admitted on the same level they were on when they exited, if the period of absence has been less than 6 months.
  - b. re-admitted on Level 3, if the period of absence is longer than 6 months.
8. **Year 8** students all commence on Level 3 and may make an application to move to Level 2 at the end of Term 1. This is to allow them time to settle into the school, and to give teachers a chance to get to know them.
9. Similarly, **new** students must wait a term before applying to move up.
10. The level assigned reflects the behaviour of the student.
11. A student will be required to forfeit school leadership positions/badges requiring Level 1 or 2 status should he/she be dropped to Level 3, 4 or 5.

### PBS Level 2 Agreement

1. To model correct behaviour
2. To bring my diary to every class every day
3. To wear the full school uniform correctly
4. To follow instructions consistently
5. To complete homework, class work and assignment work consistently and punctually.
6. To demonstrate an active commitment to the school through attendance at all swimming, cross country, athletics carnivals and other important school events.
7. To adhere to the school rules and policies outlined in the Diary
8. To explain/account for all absences (provide note) promptly.
9. To incorporate into my everyday activities at school the values of A S P I R E.

### PBS Level 1 Agreement

- To lead by setting high standards for myself.
- To Promote our 4 Principles of Respect, Learning, Responsibility and Safety.
- To incorporate into my everyday activities at school the values of A S P I R E.
- To adhere to the School's "Responsible Behaviour Plan for Students".
- To always wear the full school uniform showing pride in my school.
- To complete homework, class work and assignment work consistently and punctually.
- To demonstrate an active involvement and show leadership in a range of intra/interschool academic, sporting and cultural activities including house carnivals.
- To actively uphold school standards, rules and policies as outlined in the Diary as well as the expectations outlined in the Level 2 agreement.
- To show pride in my school and always lead by example



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## Appendix 4

PRINCIPLE					
RESPECT		LEARNING		RESPONSIBILITY	SAFETY
SCHOOL RULE					
<i>Be respectful</i>		<i>Be a learner</i>		<i>Be responsible</i>	<i>Be Safe</i>
<b>SCHOOL CONTEXT</b>	<b>Whole School</b>	<ul style="list-style-type: none"> <li>▪ Care for others' feelings</li> <li>▪ Speak pleasantly</li> <li>▪ Use your manners</li> <li>▪ Allow others their opinion</li> <li>▪ Listen attentively</li> <li>▪ Handle property with care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strive to excel</li> <li>▪ Follow staff's directions</li> <li>▪ Believe in yourself</li> <li>▪ Persevere to achieve</li> <li>▪ Set achievable goals</li> <li>▪ Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be honest</li> <li>▪ Have a caring attitude</li> <li>▪ Wear uniform with pride</li> <li>▪ Know your time table</li> <li>▪ Be punctual</li> <li>▪ Use your diary</li> <li>▪ Line up and wait</li> <li>▪ Put rubbish in the bin</li> <li>▪ Return permission forms and pay fees/money by due date</li> <li>▪ Report damage and misuse</li> <li>▪ Promote a positive school image</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep dangerous or banned items out of school</li> <li>▪ Follow WPHS, rules and laws</li> <li>▪ Use technology with integrity</li> <li>▪ Use equipment appropriately</li> <li>▪ Put bags in racks</li> <li>▪ Exercise self-control</li> <li>▪ Follow the ICT agreement</li> <li>▪ Be in the right place</li> <li>▪ Follow sign in and out procedure</li> </ul>
	<b>Classroom</b>	<ul style="list-style-type: none"> <li>▪ Allow others the opportunity to learn</li> <li>▪ One person speaks at a time</li> <li>▪ Leave classroom tidy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do your best – best work best behaviour</li> <li>▪ Listen attentively</li> <li>▪ Co-operate with others</li> <li>▪ Participate</li> <li>▪ Challenge yourself</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be prepared</li> <li>▪ Attend all lessons</li> <li>▪ Own your learning</li> <li>▪ Complete class-work, home-work and assignments by due dates</li> <li>▪ Turn off and put away mobile phones, MP3 players etc</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wear correct clothing and shoes</li> <li>▪ Keep hands, feet and objects to yourself</li> <li>▪ Sit on chairs properly</li> <li>▪ Make safe choices</li> </ul>
	<b>Playground</b>	<ul style="list-style-type: none"> <li>▪ Treat others how you want to be treated</li> <li>▪ Include others</li> <li>▪ Care for your environment</li> <li>▪ Abide by the Daylight rule</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be positive and supportive</li> <li>▪ Help, not harm</li> <li>▪ Know when to walk away</li> <li>▪ Know the out of bounds areas</li> <li>▪ Socialise appropriately</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow through with commitments</li> <li>▪ Follow the rules of the game</li> <li>▪ Say 'No' to bullying</li> <li>▪ Report bullying</li> <li>▪ Support the victim</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stay safe in your environment</li> <li>▪ Be sun-safe</li> <li>▪ Play non-contact sports</li> <li>▪ Stay away from out of bounds areas</li> </ul>
	<b>Pathways</b>	<ul style="list-style-type: none"> <li>▪ Quiet walking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk on the left</li> <li>▪ Walk briskly</li> <li>▪ Secure your bag</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move on the first bell</li> <li>▪ Walk directly to next class</li> </ul>	<ul style="list-style-type: none"> <li>▪ Straight there, straight back</li> <li>▪ Walk safely</li> </ul>
	<b>Library</b>	<ul style="list-style-type: none"> <li>▪ Be aware of other classes</li> <li>▪ Speak quietly</li> <li>▪ Stay in your area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use resources to enhance learning</li> <li>▪ Ask questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have a signed note from a teacher</li> <li>▪ Put books on trolley</li> <li>▪ Have your ID card</li> <li>▪ Know your login and password</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk through the turnstile in single file</li> </ul>
	<b>Tuckshop</b>	<ul style="list-style-type: none"> <li>▪ Wait your turn</li> <li>▪ Buy your own food</li> <li>▪ Say "please" and "thank-you"</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make good food choices</li> <li>▪ Develop money handling skills</li> <li>▪ Spend money wisely</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bring your own money</li> <li>▪ Stand still and wait quietly</li> <li>▪ Pre-order</li> <li>▪ Eat healthily</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wash hands before eating</li> <li>▪ Stay away if not purchasing</li> <li>▪ Wait patiently</li> </ul>
	<b>Toilets</b>	<ul style="list-style-type: none"> <li>▪ One person per toilet</li> <li>▪ Wait your turn</li> <li>▪ Keep it clean</li> </ul>	<ul style="list-style-type: none"> <li>▪ Toilet at break times</li> <li>▪ Use diary permission section</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practise good hygiene</li> <li>▪ Keep toilets clean</li> <li>▪ Make up missed work upon return to class</li> </ul>	<ul style="list-style-type: none"> <li>▪ Straight there, straight back</li> <li>▪ Flush toilet</li> <li>▪ Wash hands</li> </ul>
	<b>Parade</b>	<ul style="list-style-type: none"> <li>▪ Listen attentively</li> <li>▪ Celebrate success</li> <li>▪ Clap respectfully</li> <li>▪ Sing the School Song / National Anthem with pride</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sit in your care class</li> <li>▪ Follow the conventions of parade</li> </ul>	<ul style="list-style-type: none"> <li>▪ Turn off mobile phones</li> <li>▪ Sit silently in your care class</li> <li>▪ Stack chairs in groups of ten before leaving</li> <li>▪ Leave hats and bags outside your last classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enter and exit parade sensibly</li> </ul>
	<b>Bus-line</b>	<ul style="list-style-type: none"> <li>▪ Wait patiently</li> <li>▪ Lead by example</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be in the correct line</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look after younger students</li> <li>▪ Be where you need to be</li> </ul>	<ul style="list-style-type: none"> <li>▪ Line up quietly in correct line</li> <li>▪ Walk on and off the bus in single file</li> </ul>
	<b>Community</b>	<ul style="list-style-type: none"> <li>▪ Show courtesy to others with your words and actions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take advantage of opportunities</li> <li>▪ Know your community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a good role model</li> <li>▪ Be an active participant in community events</li> <li>▪ Ensure the environment you leave is clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be aware of Stranger Danger</li> </ul>