



# Herberton State School P-10

SAFE RESPECTFUL LEARNERS

## *Responsible Behaviour Plan for Students*

*(Based on the Code of School Behaviour)*

*June 2016 – March 2017*

## Rationale

Herberton State School P-10 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.

Herberton State School provides quality learning opportunities that enable all students to achieve within a safe, supportive and disciplined learning environment that respects the following rights:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights for all to be safe

Our school is strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. Key features of schooling at Herberton are high expectations, equity, inclusiveness and the building of social capital.

## School Beliefs about Behaviour and Learning

Members of the Herberton State School P-10 community are committed to the following **values**:

- **Professionalism:** committing to the highest standards of accountability and performance
- **Respect:** treating all people with respect and dignity
- **Innovation and Creativity:** fostering safe environments that support innovative and creative practice
- **Diversity and Inclusiveness:** encouraging all school community members to participate in educational and cultural activities
- **Excellence:** supporting the pursuit of excellence

Our Responsible Behaviour Plan is underpinned by the following **principles**:

- Our school teaches and expects high standards of personal achievement and behaviour
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools
- Staff expertise is valued and developed
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences
- Responses to inappropriate behaviour will consider both the individual circumstances and actions of the student and the needs and rights of school community members.

# Expectations

All members of the Herberton State School P-10 community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Our students are expected to:

- participate actively in our school's education programs
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- co-operate with staff and others in authority.

Our parents and carers are expected to:

- show an active interest in their child's schooling and progress
- cooperate with our staff to achieve the best outcomes for their children
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, well being and behaviour
- contribute positively to behaviour support plans that concern their child.

Our staff is expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self-management
- engage in professional dialogue and learnings.

The Principal is expected to:

- play a strong leadership role in implementing and communicating our behaviour plan in the school community
- ensure consistency and fairness in implementing our school's responsible behaviour plan
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with the responsible behaviour plan and facilitate professional development to improve the skills of staff to promote responsible behaviour.

## Consultation and Data Review

Herberton State School P-10 developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community forums and P&C meetings, held during the year. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2011-2013 also informed the development process.

## Learning & Behaviour Statement

All areas of Herberton State School P-10 are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Herberton State School P-10 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 safe
- Be respectful
- Be a Learner

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 and the [School Wide Positive Behaviour Support \(SWPBS\) Framework](#).

## SWPBS - Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Herberton State School P-10 we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School Wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

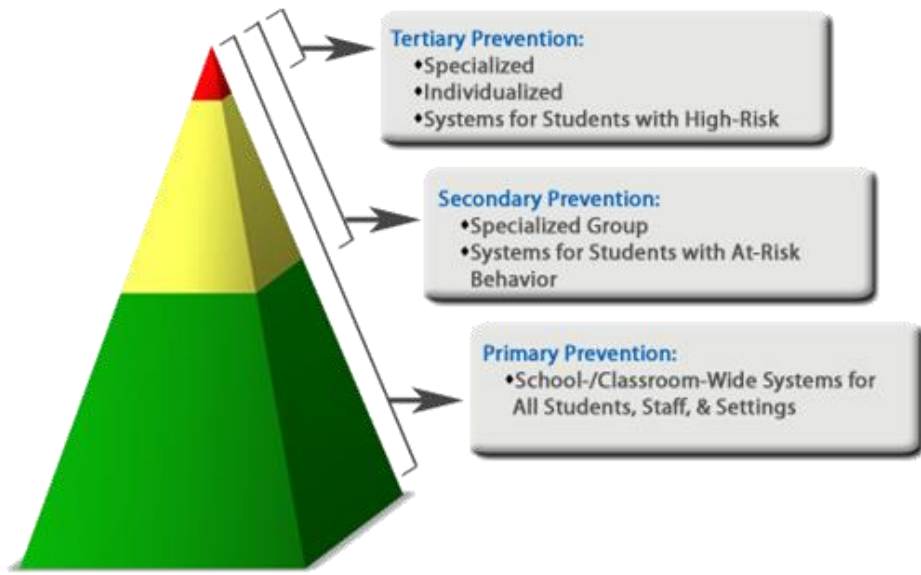
These expectations are communicated to students via a number of strategies, including:

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

Herberton State School P-10 organises the evidence-based behavioural practices and systems into an integrated collection or continuum in which students experience supports based on their behavioural responsiveness to intervention. Three-tiered prevention logic requires that all students receive supports at the universal or primary

tier. If the behaviour of some students is not responsive, more intensive behavioural supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier). This is represented in our school as Green, Orange and Red Levels:

**Continuum of School-Wide Instructional & Positive Behavior Support**



**Supports & Interventions**

The following is a list of supports employed by Herberton State School P-10 in order to support students to meet the expected standards of behaviours within the school community:

Primary Supports (All Students)		
<ul style="list-style-type: none"> <li>• Explicit Teaching of Expected behaviours</li> <li>• Classroom/Teacher acknowledgements</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ESCM strategies</li> <li>• Green celebrations</li> <li>• Parent communication</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school weekly focus</li> <li>• Signage of expected behaviours for various environment</li> </ul>
Secondary Supports (15 – 20% of Students)		
<ul style="list-style-type: none"> <li>• Re - teaching of expected behaviours</li> <li>• Session Reflection Report</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ESCM strategies</li> <li>• Herberton Up-skilling Group (HUG)</li> </ul>	<ul style="list-style-type: none"> <li>• Student check ins</li> <li>• Check in Check out Coach</li> </ul>
Tertiary Supports (5% of Students)		
<ul style="list-style-type: none"> <li>• Session Reflection Report</li> <li>• External agency supports &amp; referrals</li> <li>• Student Support Team referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Student Check ins</li> <li>• Advisory Behaviour Support Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Functional Behaviour Assessment</li> <li>• Internal and external coaches</li> </ul>

Expected behaviours demonstrated by students are positively acknowledged at high rates (5:1). Behaviour incidents are identified recorded and have clear, consistent consequences. All staff are informed of the supports and strategies through analysed whole school and individual student data discussions. The SWPBS framework is aligned and supports the school's Responsible Behaviour Plan.

# Consequences for Unacceptable Behaviour

Herberton State School P-10 makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The following flow chart indicates the process for behaviour management:

- Prepare students, praise positive/expected behaviour choices
- Pre-correct potential misbehaviours, intentionally set the tone for the lesson/activity,
  - Observe and identify problem behaviour
  - **Question - *Is the behaviour teacher or admin managed?***

**Praise/acknowledgement of students meeting behaviour expectations  
(5 positives for every negative/redirection – “5:1”)**

Teacher Managed Behaviour Incidents	Admin Managed Behaviour Incidents
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Minor</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Disrespect to environment</p> <p>Inappropriate physical contact</p> <p>Throwing objects</p> <p>Inappropriate language</p> <p>Lateness</p> <p>Calling out</p> <p>Teasing</p> <p>Refusal to work/ participate in an education program</p> </div> <div style="width: 45%;"> <p>Running on concrete</p> <p>Dishonesty</p> <p>Minor disruption</p> <p>Unsafe or rough play</p> <p>Disrespectful tone or attitude</p> <p>Disrespect towards property</p> <p>Refusal to follow instructions</p> </div> </div>	<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Major</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Verbal abuse</p> <p>Spitting</p> <p>Aggressive physical contact (including with an object)</p> <p>Fighting</p> <p>Property destruction</p> <p>Weapons</p> <p>Leaving School grounds</p> <p>Pattern of aggressive/profane language</p> <p>Drug possession</p> </div> <div style="width: 45%;"> <p>Pattern of aggressive/profane language</p> <p>Credible threats</p> <p>Major/chronic destruction</p> <p>Major/chronic refusal to follow school rules</p> <p>Theft</p> <p>Racial/Ethnic/Sexual Harassment</p> <p>Cruelty to animals</p> </div> </div>

*The above lists are not exhaustive and will be reviewed regularly*

1. Re direct Student Behaviour	1. Teacher completes OneSchool Report and refer to HOD/HOC/Principal
2. Remind student of appropriate behaviour in this situation and of potential +/- consequences <b>Teacher administered consequences – consequences may include contact home, litter duty, detention (behavioural reflection form, etc.)</b> <b><u>Record all contacts and incident in One School</u></b>	2. HOD/HOC/Principal meets with student to identify inappropriate behaviour choice.
3. Identified behaviour pattern of this incident – parent contact and move to orange level of school RBP. <b>Teacher administered consequences. Consequences to include contact with home (Orange Letter/Session Report), completion of behaviour reflection form and restorative justice</b> <b><u>Record all contacts and incident in One School</u></b>	3. Administrative Follow Up including and not restricted to: <ul style="list-style-type: none"> <li>- Intervention and Support – admin to meet with teacher to identify support strategies, referral to Student Support Services</li> <li>- Parent Contact</li> <li>- Suspension/ Exclusion</li> <li>- Police contact</li> <li>- Move to Red Level/ Completion of Discipline Improvement Plan</li> <li>- Case management</li> </ul>
4. <b>No identifiable improvement in student behaviour choices – Teacher referral to Admin and Student Support Services (Guidance Officer, Chaplain, Outside Agencies, etc.)</b>	<b>Administrative Follow Up</b>
4. <b>Identifiable improvement in student behaviour choices –</b>	<b>Teacher Acknowledgement (praise, awards, parent feedback)</b>

# Interventions and Consequences for unacceptable behaviour

In the early stages of correction, the general aim is to modify inappropriate behaviour with minimal disruption to the learning environment (the “least intrusive” approach). However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical consequence.

There is no ‘prescription’ for logical consequences in the school (e.g. Behaviour A = Consequence A), because of the realisation that the individual circumstances of each situation must be taken into account.

## PRE CORRECTION IS THE MOST PROACTIVE WAY TO INCREASE STUDENT ENGAGEMENT IN CLASSROOM ACTIVITIES

Teachers are encouraged to use their professional judgement in choosing from a range of logical consequences developed and approved by the school community.

### **Ensuring consistent responses to Unacceptable behaviour**

At Herberton State School P-10 staff members authorised to issue consequences for unacceptable behaviour choices are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

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

# Emergency or Critical Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### **Basic defusing strategies**

#### *Avoid escalating the problem behaviour*

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

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

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

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

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

#### *Follow through*

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



## Debrief

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

## Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Herberton State School P-10's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping:

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

- incident report (recorded on OneSchool)
- [Health and Safety incident record](#)



## Network of Student Support

Students at Herberton State School P-10 are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- SWPBS Team
- Student Support Team
- Head of Department/Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

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.

## Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## Related Policies

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

## Other Related Resources

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

# Endorsement

Herberton State School P-10 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 Plan was endorsed by the Principal, the President of the P&C and Regional Director or Assistant Regional Director (Schools) in June 2016, and will be reviewed at the start of 2017 as required in legislation.

.....  
**Principal**


.....  
**P&C President**

.....  
**Regional Director or  
Assistant Regional Director (Schools)**

**Effective Date: 21 June 2016 – 31 March 2017**

# Appendix

Inappropriate Behaviour Choice	Initial Teacher Actions	Suggested Consequences	Possible Administration Actions
<b>Learning Issues</b>			
Calling Out	Selective Attending / Tactical Ignoring Proximity Cueing other students (acknowledging their positive behaviour) Rule Reminder Giving Choice	Change seating – move away from peers 1:1 discussion Directed to time-out desk. Directed to Buddy class if repeated Parent Contact / follow-up	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Follow-up parent contact Reflection with CT on current strategies Referral to SST
Talking out of turn (talking while the teacher is talking)	Proximity Pause in talk Call students name – non-verbal redirection Cueing others (acknowledging their positive behaviour) Rule Reminder Giving Choice	Change seating - movement away from peers Directed to time-out desk. Directed to Buddy class if repeated Parent Contact / follow-up	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Follow-up parent contact Reflection with CT on current strategies
Non-Compliance / Work Refusal	Offer of assistance Repeat request allowing take-up time Selective attending if student is not overtly disrupting others Rule reminder Given choice	Follow-up individual discussion with student (i.e. at break time) Directed to time-out desk Use of own time to complete unfinished work. Contact with parent if recurring Directed to buddy class May be referred to SST	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out Reflection with CT on current strategies Follow-up parent contact Referral to Special Needs Committee
Late for class	Rule reminder (bell times) and / or 1:1 discussion Direct student to task	Exploration of problem if persistent (follow-up individual discussion) Catch-up missed work in own time Parent contact if recurring May be referred to Admin	Attendance Framework administered

Inappropriate Behaviour Choice	Initial Teacher Actions	Suggested Consequences	Possible Administration Actions
<b>Respect Issues</b>			
Swearing – conversational	Rule Reminder about expected language in school	If recurring, 1:1 discussion with teacher regarding appropriate language	
Swearing – ‘sotto voce’ (ie. Student mumbles / utters inappropriate language in low-tone after being corrected)	Tactical Ignoring / Selective Attending (treating the utterance as a ‘secondary’ behaviour) or: Rule Reminder about expected language in school and/or Indication made that their behaviour will be followed-up	1:1 follow-up discussion regarding appropriate language	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Reflection with CT on current strategies Follow-up parent contact
Swearing – directed at other students (eg verbal insults)	Rule Reminder re use of appropriate language.  Rule Reminder about expected language in school and/or Indication made that their behaviour will be followed-up	Depending on circumstances, actions may involve: Direct apology Directed to time-out area  1:1 follow-up discussion with teacher regarding appropriate language May be referred to Admin	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out Reflection with CT on current strategies Follow-up parent contact Exploration of problem Possible suspension based on circumstances
Swearing – directed at staff	Clear statement regarding the unacceptability of language Indication made that their behaviour will be followed-up  Administration Intervention 	Depending on circumstances, actions may involve: Directed to time-out / buddy class area Apology made in follow-up discussion Parent Contact	Referral to Principal Parent Contact Possible suspension based on circumstances
Stealing	Rule Reminder	Replace or return any items stolen Apology Parent Contact May be referred to Admin	For recurring stealing, referral to Principal/Deputy Principal Parent Contact Referral to Guidance Officer / School Police Officer Possible suspension based on circumstances
Littering	Rule Reminder Directed to pick up own litter	Litter duty in immediate vicinity if recurring / Environmental duty.	

Inappropriate Behaviour Choice	Initial Teacher Actions	Suggested Consequences	Possible Administration Actions
<b>Safety Issues</b>			
Striking another student	Separation of parties involved  Administration Intervention	Withdrawal from learning area: * directed to Time-Out / Buddy Class Withdrawal from play area: * directed to time-out / walk with duty teacher Apology / Restitution	Follow-up investigation of incident Parent Contact Referral to Guidance Officer / School Police Officer Suspension Suspension pending further action
Playing inappropriate contact sports	Rule Reminder	Directed to Time-Out area  Withdrawal from playground * Walk with duty teacher * Supervised play * Environmental duty	Possible follow-up depending on circumstances (ie. persistent infringements despite repeated intervention).
Possession of Weapons / Drugs / Arson	Separation of other students  Directed to hand over object / weapon / substance.  Referral to Principal	Discussion of inappropriateness of possession of object / 'weapon' (ie. pocket knife) Administration notified	Parent Contact Consultation with District Office regarding Police involvement etc. Referral to School-based Police Officer Suspension Suspension pending further action
Bullying Behaviours – physical actions	Clear statement regarding the unacceptability of actions  Indication made that their behaviour will be followed-up	Directed to time-out / buddy class area Exploration of the problem with the relevant parties Parent contact Apology / restitution	Follow-up investigation of incident Administration time-out Parent Contact Referral to Guidance Officer / support staff Possible suspension based on circumstances
Bullying Behaviours – verbal – including teasing – racial harassment	Clear statement regarding the unacceptability of actions  Indication made that their behaviour will be followed-up	Directed to time-out / buddy class area Exploration of the problem with the relevant parties Parent contact Apology / restitution	Follow-up investigation of incident Admin time-out Parent Contact Referral to Guidance Officer / other Possible suspension based on circumstances
Unsafe Playground Behaviour Throwing rocks Rough play Playing with sticks Throwing gumnuts	Rule Reminder 1:1 discussion	Withdrawal from playground * Walk with duty teacher * Supervised play * Environmental duty * Sitting in shade (time-out)	Follow-up investigation of incident Parent Contact Referral to Guidance Officer / support staff Possible suspension based on circumstances
Out of Bounds eg: Running around buildings Playing in the gardens Off campus	Rule Reminder 1:1 Discussion  Administration contact if student leaves school grounds	Withdrawal from playground * Walk with duty teacher * Supervised play * Environmental duty * Sitting in shade (time-out)	Parent Contact

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

Our Code of Behaviour has been developed to promote and reinforce positive behaviour in an environment that values being SAFE and the need to relate to others in a RESPECTFUL manner. When these factors are given support, the process of LEARNING is enabled and maximised. These three (3) values – Being Safe, Being Respectful and Being a Learner are the foundation of our school rules.

*Our three school rules are: **Be safe, Be respectful, Be a learner***

### **BE SAFE** – We act safely by:

- Reporting any problems
- Thinking before we act
- Moving sensibly around the school
- Using equipment appropriately
- Keeping hands, feet and objects to ourselves
- Practising personal hygiene
- Being aware of fire and lockdown procedures
- Being aware of my own and other's personal space
- Wearing our school uniform
- Following our sun safe code
- Following all instructions

### **BE RESPECTFUL** – We show respect by:

- Being honest and accepting responsibility for our choices
- Being an active listener
- Using positive language
- Using my manners
- Using appropriate body language
- Following instructions
- Looking after ourselves and others
- Looking after our own belongings and the belongings of others
- Valuing diversity
- Caring for our school and the environment
- Showing compassion for all living things

### **BE A LEARNER** – We learn by:

- Listening actively
- Thinking actively
- Following instructions
- Taking responsibility for my own learning
- Participating positively
- Cooperating with others
- Being prepared for learning
- Persisting at tasks
- Showing initiative
- Staying on tasks
- Doing my best at all times

These rules are promoted and reinforced through:

- Whole school implementation of the “You Can Do It Program”
- A variety of other social emotional learning programs
- Specific classroom teaching of expected behaviours
- Focused learning episodes
- Class and school-wide celebration activities

When we follow our school rules:

- We feel good about ourselves, and we can make others feel proud of us
- We are respected by others and have a better chance of making friends
- We give ourselves and others a better chance to learn more
- We stay safe and healthy
- We can work and play in a school we feel proud of.

Approximately 80% to 90% of our students will have little or no difficulties in demonstrating these expected behaviours.