# Responsible Behaviour Plan for Students

Based on *The Code of School Behaviour*

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### KEY CONTACT

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1. OVERVIEW

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

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

CONSULTATION
This current plan was developed in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through discussions and community meetings held during 2015.

A review of the following important data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyberbullying was conducted.

Records of other inappropriate online behaviour including inappropriate use of mobile phones, other electronic devices and social media carriage services (ie YouTube, Facebook) also informed the development process.

ENDORSEMENT
This Plan was initially endorsed by the Principal and the President of the P&C early 2016; reviews occur on a yearly basis.

REVIEW
This Plan will be reviewed yearly, with a full review in 2018.

LEARNING and BEHAVIOUR statement
Our Responsible Behaviour Plan outlines our system for:
- facilitating positive behaviours
- preventing problem behaviours, and
- responding to unacceptable behaviours.

Through our school plan shared expectations for student behaviour are plain to everyone, assisting us 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 core values – The 5Cs:
Our school core values 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.

Maintaining a Positive Learning Environment
All members of the school community can have a positive impact on developing a school environment in which students are best able to reach their full potential.

As a student of Bracken Ridge, you can support the aims of the Responsible Behaviour Plan for Students by:
- Respecting the rights of all students to learn and the rights of teachers to teach.
- Coming to school ready to learn.
- Actively learning.
- Respecting all members of the school community.
- Respecting the environment.
- Respecting the rights of others to feel safe.
2. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Bracken Ridge State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour. These expectations are communicated to students via a number of strategies, including:

- Explicit and scheduled teaching of rules, behavioural expectations and values by classroom teachers
- Reinforcement of key message about behaviour on school/year assemblies and during active supervision by staff of classroom and non-classroom activities
- Publishing relevant sections/policies in the Student Planner, newsletter on the school intranet and website
- A CARE Program for years 7 to 12 that covers such topics as: bullying, healthy relationships, resilience, goal setting etc.

A set of behavioural expectations in specific settings has been linked to our five core values (5Cs) – this matrix outlines our agreed rules and specific expectations in all school settings. Refer Appendix 1.

Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices – intensive daily monitoring by Heads of Department, Deputy Principals – use of cards: Behaviour, Attendance, Monitoring, Improvement Plan (Discipline)
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures – Guidance Officer, Girls Group, ART, Mentor Program, Booya, STIP, LASER, TRIPLE G, the Wellbeing team: Chaplain, Youth Support Coordinator, School Health Nurse, School Police Officer and Pathways Officer
- managed professional development for all members of the school community
- adoption of practices that are non-violent, non-coercive and non-discriminatory.

Proactive and preventative processes and strategies

Bracken Ridge State High school implements the following proactive and preventative processes and strategies to support student behaviour:

- Provision of two junior and senior coordinators to support students across all year level
- Student support framework where each Head of Department and Deputy Principal is responsible for overseeing specific year levels
- Wellbeing Team who take a case management approach to the provision of support for students
- A section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Regular provision of information to staff and parents, and support to others in sharing successful practices provided by relevant school personnel
- Disclosure of relevant information to staff pertaining to the wellbeing of students (when known)
- Induction programs on the Responsible Behaviour Plan for Students delivered to new students as well as new and contract staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environment

- Implementation of specific policies to address:
  - The use of personal property technology devices at school - Policy for Mobile Phones, Portable Music Devices, Cameras and Other Electronic Devices
  - Policy for Users of Information Technology
  - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school

Reinforcing expected school behaviour

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

Staff members complete a weekly merit award for students who have displayed positive academic and social behaviours. These are then issued to students on year level assembly. Awards are never removed as a consequence for problem behaviour.

Appropriate and constructive student behaviour that supports the aims of our policy will be rewarded by:

- Individual recognition in class and/or on assembly
- Mention in daily student/staff notices
- Newsletter and social media articles
- Press releases
- Interview with the Principal
- Merit Awards
- Positive Postcards
- Positive record entries in OneSchool (published on formal reports)
- Participation in “special” end-of-semester/year activities eg. Rewards Day Program
- Student of the Week/Month for each year level
- Weekly student certificates for each year level
Overview

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

Definitions

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

1. IMMEDIATE STRATEGIES

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

1.2 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.

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

2. REINFORCEMENT & CORRECTION STRATEGIES

2.1 Is the student displaying the appropriate behaviour?

No

2.2 Remind the student of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Yes

2.3 Briefly acknowledge their choice and re-direct other students’ attention towards their usual work activity.

3. FOLLOW UP STRATEGIES

3.1 Restore normal school operations as soon as possible.

3.2 Provide post incident opportunities.

3.2.1 Assist any distressed student/s to access appropriate support, e.g. Guidance Officer.

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

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

Physical intervention

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:
• physically assaulting another student or staff member
• posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
• physical intervention cannot be used as a form of punishment
• physical intervention must not be used when a less severe response can effectively resolve the situation
• the underlying function of the behaviour.

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• School Incident Report & Witness Statement
• Student Record of Incident (as per process for natural justice).
4. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Overview

Bracken Ridge State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis.

When these behaviour incidents occur, it is important that consequences are predictable.

Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

At all times the school maintains a focus on a positive and safe learning environment with a ‘hands off’ approach to how students interact with one another. When this cannot be achieved and unacceptable behaviours are displayed, then consequences are required to be put in place.

<table>
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<tr>
<th>How incidents are addressed</th>
<th>Description</th>
<th>Consequences</th>
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<tr>
<td>Minor behaviour incidents are handled by staff members at the time it happens</td>
<td>Minor problem behaviours are those that: • are minor breaches of the school rules • do not seriously harm others or cause you to suspect that the student may be harmed • do not violate the rights of others in any other serious way • are not part of a pattern of inappropriate behaviours • do not require involvement of specialist support staff or Administration</td>
<td>Minor problem behaviours may result in the following consequences: • a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion • a re-direction process where a staff member takes the student aside and: • names the behaviour that student is displaying • asks student to name expected school behaviour • states and explains expected school behaviour if necessary • gives positive verbal acknowledgement for expected school behaviour • contact with parent/carer • a report of the student’s behaviour is recorded on OneSchool.</td>
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<tr>
<td>Major behaviour incidents are referred directly to the school Administration team</td>
<td>Major behaviours are those that: significantly violate the rights of others put others / self at risk of harm require the involvement of school Administration</td>
<td>Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs • staff members calmly state the behaviour and remind the student of expected school behaviour. • the staff member or another student (if possible) then escorts the student to Administration. • a report of the student’s behaviour is recorded on OneSchool.</td>
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## 5. LEVEL PROCESS

### OVERVIEW

Bracken Ridge High School has established an 'In-class Behaviour Framework' which aims to provide a consistent approach, across all teachers and subjects, in dealing with student behaviour.

Note: Sport, excursions, carnivals, camps, are all considered 'in class' activities.

### THE LEVEL PROCESS

- All students commence with no level. It is expected they display behaviours consistent with the values and aims of the Responsible Behaviour Plan and they participate in all school activities.
- Students cannot be moved onto the level system unless they have been referred to the Head of Department, Student Support Room or they have committed a serious offence which warranted being sent directly to the office (e.g. verbal abuse of a teacher, fighting, vandalism, or act against morality).
- Specific consequences apply to each level – as detailed in the table below.
- Students remain on any stated level for two weeks (10 school days) providing behaviours are acceptable.
- Misbehaviour at each level may result in continued monitoring at that level or movement up to the next level (depending on circumstances).
- Students on Levels – recorded on school intranet
- Classroom teachers can refer students to the Student Support Room, through negotiation with the Head of Department and monitoring at Level 1 stage (student failing to modify their behaviour). Refer specific processes regarding the use of the Student Support Room.

### Level 1 Teacher - HOD

#### Behaviour

- Student displays persistent inappropriate behaviour or non-participation in class
- Serious classroom incident where student is sent directly to the Head of Department or office.

#### Actions (as appropriate)

- Parent contacted by teacher: phone call, email or letter home – required
- Faculty Head of Department informed
- Student interview with Head of Department and teacher
- Head of Department monitored consequences including: withdrawal from class, detentions, mediation, Improvement Plan, Buddy Class referral and Student Action Plan, referral to Guidance Officer, Chaplain
- Monitoring Card (Buff colour) – monitored by Head of Department
- Use of Attendance Card

### Level 2 Teacher - HOD

#### Behaviour

- Unchanged or deteriorating behaviour → sent to Student Support Room
- Monitoring at Level 2 by two or more subject Curriculum Head of Departments
- Serious incident where student is sent directly to the office
- Inappropriate behaviour in the Student Support Room

#### Actions

- Monitoring at Level 2 by Head of Department or Deputy Principal
- Use of Buddy Class Referral and Student Action Plan
- Attendance Card
- Use of Attendance Card
- One or more days withdrawal from class or removal from scheduled classes
- Improvement Plan implemented by Head of Department and/or Deputy Principal
- Student referral to Guidance Officer

### Level 3 Administration

#### Behaviour

- Unchanged or deteriorating behaviour reflected in Behaviour Card or continued referrals to Student Support Room
- Inappropriate behaviour in Student Support Room
- Serious incident where student is sent directly to the office
- Inappropriate behaviour while withdrawn from class/es
- Failure to comply with school policies
- Failure to comply with Improvement Plan

#### Actions

- Student may be given a 1-10 day external suspension recommended by Deputy Principal, approved by Principal
- Parent interview upon return from suspension.
- Re-entry Agreement completed
- Behaviour Card (Yellow) issued and monitored by Deputy Principal
- Use of Buddy Class Referral and Student Action Plan
- Student contact with Guidance Officer
- All possibilities for student support explored (outside agencies etc.)
- Student may be given a 1-10 day suspension no more than three times before moving to the next level

### Level 4 Administration

#### Behaviour

- Unchanged or deteriorating behaviour reflected in Behaviour Card or continued referrals to Student Support Room
- Inappropriate behaviour in Student Support Room
- Serious incident where student is sent directly to the office
- Failure to comply with Improvement Plan

#### Actions

- Student may be given a 11 —20 day suspension – recommended by Deputy Principal /approved by Principal
- Parents/Caregivers face-to-face interview with Principal / Deputy Principal upon return from suspension
- Referral to Alternative Education Program, e.g. LASER, Triple G, STIP
- Behaviour Card (Red) – monitored by Deputy Principal
- Student may be given a 11-20 day external suspension with referral to STIP no more than three times before moving to the next level.

### Level 5 Principal

#### Behaviour

- Unchanged or deteriorating behaviour

#### Actions

- Student may have a proposal to exclude/cancellation of enrolment made by the Principal
6. **GENERAL BEHAVIOUR AND CONSEQUENCES**

- Consequences range from least intrusive to most intrusive. Improvement Plans will be considered and developed in consultation with the student, parents as an additional strategy to support and improve student learning and engagement. Student Disciplinary Absences will be used after consideration has been given to all other responses.
- If at any stage the Principal deems that the student behaviour is intractable, the process can be modified and appropriate action taken.
- Incidences to be entered into OneSchool.

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<tr>
<th>Inappropriate Behaviour</th>
<th>Possible Consequences</th>
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</table>
| **Failure to wear the uniform correctly** | - Form teacher checks for Uniform Slip; direct to office if no slip; student is given a ‘loan’ of appropriate uniform item from uniform pool, if available  
- If item is not available, student is issued with a Uniform Slip from office. Students who do not bring a note of explanation will receive a lunch time detention (after first infringement)  
- Repeat offenders: lunch and after school detentions followed by suspension (increased length for repeat offenders)  
- Parent/s contacted for repeated offences by Form Teacher and/or Junior/Senior Coordinators or JS/SS Heads of Department |
| **Failure to bring equipment to class** | - Parent contacted by class teacher  
- **Repeat Offenders**  
  - parent contacted by Faculty Head of Department  
  - consequences issued by teacher/Head of Department  
  - referral to Head of Department, student levelled  
  - Referral to Administration |
| **Persistent Lateness**  
*(school/class)* | - Parent/s contacted by Form teacher and/or Junior/Senior Coordinators, JS/SS Heads of Department, Attendance Officer  
- Time made up during lunch or after school with relevant teacher, if appropriate  
- Repeat offenders may be required to complete lunch time detentions |
| **Truancy / Unexplained Absences** | - Parent/s contacted by teacher (subject truancy) or Junior/Senior Coordinator, Head of Department (part or whole day truancy), Attendance Officer  
- Time made up during lunch or after school  
- Repeat offenders referred to Head of Department and/or Deputy Principal for action that may include an Improvement Plan (Attendance) formulated with parent/Admin/Guidance Counsellor  
- Withdrawal from scheduled classes [eg. setup in buddy class: for ‘catch up’ purposes]  
- Student placed on Attendance Card for a period of time  
- Enforcement of Compulsory Schooling and Compulsory Participation Provision process enacted  
- Post compulsory - may result in a formal warning of cancellation of enrolment - cancellation if not resolved. |
| **Out of school grounds without permission** | - Parents contacted  
- 1/2 hour detention during lunch or after school  
- Repeat offenders — may lead to a 1-20 days suspension. Student levelled  
- Persistent offenders may lead to a proposal to exclude by the Principal |
| **Abusive/aggressive/ inappropriate and offensive Language and/or Gestures/Extreme Rudeness/Drawings/ Letters**  
*(In class)* | - Detention or other consequence as determined by teacher and recorded in OneSchool  
- Persistent behaviour referred to Curriculum Head of Department  
- Repeat offenders — may lead to a 1-20 days suspension  
- outside the classroom eg playground)  
  - Student completes litter duty  
  - Conflict resolution with Guidance Counsellor/Admin  
  - Removal from playground for a period of time  
  - Persistent behaviour (see Bullying/Harassment)  
  - Repeat offenders — may lead to a 1-20 days suspension  
  
**Towards a Teacher**  
- Withdrawal from class for a period of time  
- May lead to a suspension 1 — 20 days and conflict resolution with Admin  
- Student levelled and may include implementation of Improvement Plan  
- Repeat offences may lead to a proposal to exclude by the Principal |
## 6. GENERAL BEHAVIOUR AND CONSEQUENCES

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<thead>
<tr>
<th>Inappropriate Behaviour</th>
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</table>
| **Bullying/Harassment**                                                                 | • Class teacher work with students to resolve issues  
• Parent/s contacted  
• Conflict resolution with Guidance Counselor/Admin  
• Withdrawal from scheduled classes up to 2 days  
• May lead to a suspension 1 — 20 days (student levelled)  
• Repeat offences may lead to a proposal to exclude by the Principal |
| **Sexual Harassment** (includes interference with clothing or person)                   | • Student complaint documented and referred to Admin  
• Parent/s contacted  
• May lead to a suspension 1 — 20 days (student levelled)  
• Repeat offences or serious ‘one off’ offences may lead to a proposal to exclude by the Principal |
| **Physical Violence including fighting, hitting, kicking and spitting on others, assault and serious threats** | • Parent/s contacted  
• Conflict resolution with Guidance Counselor/Admin  
• Withdrawal from scheduled classes  
• May lead to a suspension 1 — 20 days and conflict resolution with Admin (student levelled)  
• Serious assault may lead to a proposal to exclude by the Principal  
• Repeat offences may lead to a proposal to exclude by the Principal |
| **Smoking**  
• Acting as a ‘spotter’ for smokers or consorting  
• Possession of cigarettes                                                                 | • First offence: 2 x lunch time detentions; parents contacted; ‘Early Intervention Program’ with School Based Health Nurse  
• Second offence: May lead to a suspension — 2 days. (Student levelled)  
• Parents contacted  
• Materials confiscated  
• ‘Anti-smoking’ Program to be completed with the school nurse  
• Third & repeat offender: may lead to suspension—5 days. (Student levelled) |
| **Graffiti/Vandalism, including damage to property**                                     | • Payment for damage and/or community service  
• Removal of graffiti and/or community service  
• Police contacted where appropriate  
• May lead to suspension 1-20 days for repeat offenders. (Student levelled)  
• Serious damage and repeat offences may lead to a proposal to exclude by the Principal |
| **Persistent Interference with the Learning of Others**                                  | • Teacher consequences, parent contacted  
• Referral to Head of Department for monitoring (Level 1)  
• Improvement Plan to be generated on One School  
• Removal from class (Student Support Room) if behaviour not modified  
• Referral to Administration for levelling (Level 2)  
• Parent/student/teacher interview  
• Withdrawal from scheduled classes 1 – 2 days (student returns on Level 3)  
• May lead to suspension 1 – 20 days (Student levelled)  
• Serious and continued interference of others’ learning may lead to proposal to exclude by the Principal or cancellation of enrolment (post compulsory) |
| **Persistent failure to follow staff directions, refusal to follow school policies, procedures, rules and expectations** | • Parent contacted  
• Referral to Head of Department if behaviour continues  
• Improvement Plan to be implemented  
• Referral to Administration if no modification of behaviour  
• Monitoring Card or Senior Student Referral to Administration process initiated  
• Parent/Student/Teacher interview  
• May lead to suspension 1 — 20 days. (Student levelled)  
• Serious and continued interference of others’ learning may lead to proposal to exclude by Principal |
# GENERAL BEHAVIOUR AND CONSEQUENCES

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| Possession and / or use of Mobile Phone, Portable Music Device, Camera or other electronic device at school | All such devices are NOT permitted at BRSHS as they are a disruption to the teaching and learning process and impinge upon the privacy of others when misused.  
In the classroom and playground:  
**First offence:**  
- Confiscation; submitted to office for collection by student after school  
- Notification to parent/carer (letter generated by office) that repeat offence will result in suspension for failure to comply with school policy and disruption to the learning environment  
**Second offence:**  
- Confiscation; submitted to office for collection by student after school  
- Suspension  
All further offences may result in suspensions of increased duration and requirement for parent/carer to collect confiscated item. |
| Accessing inappropriate material on the school network or Internet                      |  
- Parent/s contacted  
- Head of Department interview with student and may include implementation of Improvement Plan  
- One week (minimum) removal from network access  
- May lead to suspension for third offence or more serious one-off incidents (student levelled)  
- See also the school Policy for Users of Information Technology for more details |
| Theft/Damage to another person's property                                               |  
- Parent/s contacted  
- Items returned, replaced or paid for and/or community service  
- Police informed where appropriate  
- May lead to suspension — 1-20 days (repeat offenders). (Student levelled)  
- Persistent offenders may result in proposal to exclude by the Principal |
| Unsafe Behaviour in and outside of the classroom e.g. throwing stones/books, unsafe games etc. |  
- Referral to Head of Department/Administration  
- Withdrawn from classroom/playground  
- Community service within the school  
- Withdrawal from scheduled classes 1-2 days (Student levelled)  
- Suspension 1-20 days for repeat offenders  
- Serious matters may result in proposal to exclude by the Principal |
| Actively inciting other students to commit to physical conflict                         |  
- Referral to Head of Department/Administration  
- Withdrawn from playground  
- Community service  
- Withdrawal from scheduled classes 1-2 days. (Student levelled)  
- Suspension 1-20 days for repeat offenders  
- Serious matters may lead to proposal to exclude by the Principal |
| Possession and/or under the influence of illicit substances [fake or real]              |  
- Parent/s and police contacted  
- Materials confiscated  
- May lead to suspension 1 — 20 days or serious matters may lead to proposal to exclude by the Principal (depending on circumstances) |
| Selling, distribution and use of illicit substances and/or legal/prescribed medications [fake or real] |  
- Illegal substances are not permitted at BRSHS (prescribed medications are administered under strict guidelines that must be followed); substances confiscated  
- Parent/s and police contacted  
- May lead to suspension 1 — 20 days or serious matters may lead to proposal to exclude by the Principal (depending on circumstances) |
| Possession of Weapons or items that could be considered weapons [fake or real]        |  
- Parent/s contacted  
- Items confiscated  
- Police contacted if appropriate  
- Suspension 1-20 days or may lead to proposal to exclude by the Principal in extreme cases |
### 6. GENERAL BEHAVIOUR AND CONSEQUENCES

<table>
<thead>
<tr>
<th>Inappropriate Behaviour</th>
<th>Possible Consequences</th>
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</table>
| Use of Weapons          | • Parent/s and police contacted  
                          • Items confiscated  
                          • May lead to proposal to exclude by the Principal in extreme cases |
| Cheating/Plagiarism     | • Referral to Head of Department  
                          • See separate Assessment Policy  
                          • Parents contacted and information placed on OneSchool |
| Depriving the Liberty of another Student | • Parent/s contacted  
                                            • Conflict resolution/mediation with Guidance Officer  
                                            • May lead to suspension 1-20 days or may lead to proposal to exclude by the Principal in extreme cases |
| The taking of and posting of images of BRSHS students and staff that are distributed and posted on/via electronic devices. This includes images that compromise the privacy of staff and students and/or negatively impact on a member of the school community and/or the good order and management of the school. This includes fighting, inappropriate behaviours or other antisocial or harmful behaviours. | • Parent/s and Police contacted  
                                            • Counselling with Guidance Officer  
                                            • May lead to suspension 1-20 days  
                                            • May lead to a proposal to exclude by the Principal for serious or repeat offences |
| Behaviour in a public place, that brings the school community into disrepute, including fighting, or other anti-social, inappropriate or harmful behaviours | • Parent/s and Police contacted  
                                            • Counselling with Guidance Officer  
                                            • May lead to suspension 1-20 days  
                                            • May lead to proposal to exclude by the Principal in extreme cases for serious or repeat offences |

### 7. BUDDY CLASS REFERRAL PROCESS

- Buddy class referrals are a short term strategy to assist teachers in managing disruptive classroom behaviours.
- Removal of a student to a buddy class enables a cool off time where the student can formulate a plan to return to class, isolates on-going disruptions and encourages the student to appreciate their place in your class.
- Buddy class referrals must be used in conjunction with other strategies such as seating plans, classroom structure, support time, parent contact, etc.
- Refer to the buddy class timetable that has been determined by consultation with faculty staff and the relevant Head of Department. Use the Buddy Class Referral form when sending a student to a buddy class.
- Avoid sending more than two students from a class to buddy classes. If more students are being disruptive, please consider alternative strategies.
- If you suspect a student may not go to the buddy classroom, send a trustworthy student with them.
- Ensure suitable and adequate work and/or a Buddy Class Referral - Student Action Plan is sent with the student.
- Enforce an automatic support time. This time should be used to discuss how the student can avoid being sent to the buddy class in future.
- Make contact with home to notify parents/caregiver of the need to remove their student from your class.
- Keep the returned Buddy Class Referral as part of your own behaviour management record keeping and enter details into the OneSchool database within two days of the referral.
## Overview

All Senior Students of Bracken Ridge High School are required to commit to the Enrolment Agreement as a condition of their enrolment.

This agreement aims to support and encourage young adults to accept responsibility for their learning and to work with staff, students and parents in developing a positive and productive learning environment.

This agreement endeavours to encourage and support our young adults to achieve the best possible outcomes from their senior study.

## Absences

Absence because of illness for more than two (2) days may require a Medical Certificate.

Absence for two (2) days or less will require contact from the parent/guardian except if it involves a student missing an exam or being unable to hand in an assessment item by the due date. In these circumstances, the student will be required to provide a Medical Certificate.

Legitimate absences due to bereavement, school functions, school representative sport and other special circumstances will be approved individually by the Administration.

## Monitoring of Senior Students

Senior Student Monitoring has been implemented to assist senior students to maintain expectations by providing opportunities to detect students experiencing difficulties and providing solutions through support and counseling resources.

**How does the process work?**

### 1. Ongoing Monitoring

During the course of the year, teachers, on a regular and continuous basis, will monitor and document:

- student attendance
- behaviour
- participation in learning activities
- readiness to learn (e.g. necessary equipment brought to class)
- completion of assessment and
- actions taken by the relevant teacher in dealing with these issues.

### 2. Behaviour Management Strategies

The teacher will apply appropriate behaviour management strategies and support strategies including:

- consequences
- counselling
- contact with parents to inform of area of concern
- referral to the relevant Head of Department or other support personnel when appropriate
- Implementation of Improvement Plan by Head of Department

### 3. Reporting

All actions are to be documented in OneSchool.

Should a student persistently fail to maintain expectations as outlined in the Enrolment Agreement they will initially be monitored, guided and assisted through a support process. Monitoring and referrals are to be initiated by the class teacher in the first instance. The teacher will complete a monitoring form and record issues in One School. Parents are to be contacted throughout the process.

Failure by senior students to demonstrate ongoing acceptable behaviour and/or application to their studies may be considered ineligible to participate in activities additional to the classroom; this could include attendance at excursions, senior formal, competitions (list not exhaustive).

### Step 1

1.1 The class teacher documents student actions, teacher actions and outcomes.

1.2 If the student fails to modify their engagement, attendance and/or behaviour, the referral is forwarded to the Faculty Head of Department and Senior Coordinators.

### Step 2

2.1 The Head of Department/YLC will implement actions and set outcomes via an Improvement Plan developed in consultations with student, parent and classroom teacher/s, signed, dated and recorded on OneSchool, the student will be monitored for two weeks (six lessons). These are to be documented in One School.

2.2 If the student fails to modify his/her engagement, attendance and/or behaviour at this point, the HOD refers the student to the Senior Schooling Head of Department and relevant member of Admin. Further investigation of concerns across subject areas may occur at this stage.

### Step 3

3.1 The student will attend an interview with the Senior Schooling Head of Department and/or Deputy Principal and a parent to review the Improvement Plan and appropriate action will be put in place to alleviate the classroom issue. Further investigation of concerns across subject areas may occur at this stage.

### Step 4

4.1 Should the student fail to maintain the Improvement Plan after this stage, the cancellation of enrolment process may be commenced with the appropriate Deputy Principal/Principal with issuing of first warning letter. Student may be referred to: Youth Support Coordinator, Guidance Officer, Pathways Officer and/or other external providers.

## Maintaining Enrolment

### Years 11 & 12

- Continual unexplained absence from school
- Failure to submit assessment items
- Truancy from school programs (including PAT, QCST, sport and work placement)
- Two or more Not Rated on a semester report card
- Continual refusal and non-compliance to participate in their chosen subjects
- Refusal to comply with a signed enrolment agreement and/or Improvement Plan

**Note:** Year 10 students are as per 8B years 7-10 compulsory phase of learning
**OVERVIEW**

All Junior Students of Bracken Ridge High School are required to commit to the Enrolment Agreement as a condition of their enrolment.

This agreement aims to support and encourage young adults to accept responsibility for their learning and to work with staff, students and parents in developing a positive and productive learning environment.

This agreement endeavours to encourage and support our young adults to achieve the best possible outcomes from their junior study.

**ABSENCES**

Absence because of illness for more than two (2) days may require a Medical Certificate.

Absence for two (2) days or less will require contact from the parent/guardian except if it involves a student missing an exam or being unable to hand in an assessment item by the due date. In these circumstances, the student may be required to provide a Medical Certificate.

Legitimate absences due to bereavement, school functions, school representative sport and other special circumstances will be approved individually by the Administration.

**ENROLMENT**

*Years 7, 8, 9, 10 are in the compulsory phase of learning. Bracken Ridge State High School students will be monitored and an Enforcement of Attendance may be implemented due to:*

- Continual unexplained absence from school
- Truancy from school programs
- Failure to submit assessment items
- Two or more Not Rated on a semester report card
- Continual refusal and non-compliance to participate in their chosen subjects
- Refusal to comply with a signed enrolment agreement and/or Improvement Plan

**MONITORING OF JUNIOR STUDENTS**

*Junior Student Monitoring* has been implemented to assist junior students to maintain expectations by providing opportunities to detect students experiencing difficulties and providing solutions through support and counseling resources.

**How does the process work?**

1. **ONGOING MONITORING**
   - During the course of the year, teachers, on a regular and continuous basis, will monitor and document:
     - student attendance
     - behaviour
     - participation in learning activities
     - readiness to learn (e.g. necessary equipment brought to class)
     - completion of assessment and
     - actions taken by the relevant teacher in dealing with these issues.

2. **BEHAIOUR MANAGEMENT STRATEGIES**
   - The teacher will apply appropriate behaviour management strategies and support strategies including:
     - consequences
     - counselling
     - contact with parents to inform of area of concern
     - referral to the relevant Head of Department or other support personnel when appropriate
     - Implementation of Improvement Plan by Head of Department

3. **REPORTING**
   - All actions are to be documented in OneSchool.

Should a student persistently fail to maintain Expectations as outlined in the Enrolment Agreement they will initially be monitored, guided and assisted through a support process. Monitoring and referrals are to be initiated by the form or class teacher in the first instance. The teacher will complete a monitoring form and record issues in One School. Parents are to be contacted throughout the process.

**STEP 1**

1.1 The class teacher documents student actions, teacher actions and outcomes.

1.2 If the student fails to modify their engagement, attendance and/or behaviour, the referral is forwarded to the Faculty and/or Junior Coordinator.

**STEP 2**

2.1 The Head of Department may implement actions and set outcomes via an Improvement Plan developed in consultations with student, parent and classroom teacher/s, signed, dated and recorded on OneSchool; the student will be monitored minimum 2 weeks (six lessons). These are to be documented In One School.

2.2 If the student fails to modify his/her engagement, attendance and/or behaviour at this point, the HOD refers the student to the Junior Schooling Head of Department and consideration is given to a referral to the Wellbeing Committee.

**STEP 3**

3.1 The student will attend an interview the Junior Schooling Head of Department and/or Deputy Principal and a parent to review the Improvement Plan and appropriate action will be put in place to alleviate the classroom issue. Further investigation of concerns across subject areas may occur at this stage.

**STEP 4**

4.1 Should the student fail to maintain the Improvement Plan after this stage alternative support mechanism may be instigated. Student may be referred to: Youth Support Coordinator, Guidance Officer and/or other external providers.
The Student Support Room is a short-term intervention strategy. It is generally to be accessed after exhausting all other behaviour management strategies, (including detentions, phone call to parents, referral to the HoD, monitoring by the HoD). To assist with this decision, the relevant HoD and classroom teacher must ensure that the student’s behaviour is recorded in OneSchool within 24hrs of the incident.

**WHEN CAN IT BE USED?**
- Classroom teachers can refer a student to Room through consultation with the Head of Department; this would be done prior to the lesson. Usually the student will have been monitored at Level 1.
- In some circumstances it can be accessed if the classroom situation warrants the immediate short-term removal of a student from the class. In these situations consultation with the Head of Department is to occur in a timely fashion after the event. The parent/caregiver must be contacted with regard to all Room referrals. This must be recorded in OneSchool.
- The Room may be accessed immediately in the situation where a visiting teacher (supply/short term contract teacher) requires the removal of a student from a class to help support the learning of other students.
- The Room may be used as a ‘chill out’ space for students with ‘chill out’ cards.
- The Room may be used for withdrawal of student from class by the Admin.

**OVERVIEW**

**THE PROCESS**

**1. REFERRAL**

1.1 Teacher completes a Student Support Room Referral form and gives it to the student. Where possible the teacher is to also provide work for the student to complete.

1.2 Are there concerns about the student arriving at the Student Support Room or destroying the Referral form on the way?

Yes  No

1.3 Send a responsible student to accompany the student who is being withdrawn to the Student Support Room.

1.4 Instruct the student to attend the Student Support Room.

**2. AT THE STUDENT SUPPORT ROOM**

2.1 Student gives the Student Support Room Referral form to the Student Support Room supervisor.

Note: Students may not be accepted in the Student Support Room without the relevant documentation (with the exception of extreme circumstances).

2.2 Assign the student a desk and given them time to settle. The Student Planner could be used as a settling strategy.

2.3 When the student has settled, the Student Support Room Supervisor is too:

- Provide the student with the Behaviour Reflection & Action Form
- Instruct the student to complete the Behaviour Reflection & Action Form
- Provide the student with assistance in completing this Plan to ensure that adequate time and understanding is given by the student to this reflection process.
- Collect the fully completed document for processing (as documented on the form itself).

2.4 Is there lesson time remaining?

Yes  No

2.5 The student will complete any work supplied by the classroom teacher or alternately the Student Support Room Supervisor may set work from the supply of work sheets located in the room.

**3. LEAVING & FOLLOW UP**

3.1 Is the student’s behaviour (attitude, actions) at a heightened state that may impact negatively on the learning environment for the following lesson?

Yes  No

3.2 The student may remain in the Student Support Room for a longer period of time. This action will be at the discretion of the Student Support Room Supervisor who will continue to monitor the student and give consideration to the need to escalate the management of the student, eg. referral to administration, Guidance Officer, Chaplain.

3.3 Students will leave the Student Support Room at the end of the lesson from which they have been withdrawn and attend classes as per their scheduled timetable for the remainder of the day.

3.4 Take appropriate follow up action and record all details in OneSchool.

**FOLLOW UP**

A student may then be moved to Level 2 or 3 by Head of Department/Deputy Principal following a Student Support Room Referral. This will contact with home by the class teacher informing parents/caregivers of this action. The class Teacher is responsible for recording this contact in OneSchool.

Teacher and/or Head of Department follow-up is required, including consequences.

**While in the Student Support Room students are expected:**
- to be actively engaged in writing
- to work in silence
- to not interact with other students
9. Student Support Room (continued)

**SUPERVISOR DUTIES**

**1. ARRIVAL OF STUDENTS**

1.1 Does the student have a Student Support Room Referral form?

- No
- Yes

1.2 Redirect the student back to class (unless an accompanying student can explain the situation)

1.3 Has the form been ‘destroyed’?

- Yes
- No

1.4 Accept the student, and endeavour to reproduce a copy of the original form.

**2. IN THE ROOM**

2.1 Direct student to an appropriate seating location.

- Note: The student’s bag is to be placed near the supervisor’s desk, not with the student.

2.2 If necessary, allow time for the student to settle/calm down.

2.3 Review Referral form and provide student with a Behaviour Reflection and Action Plan

- Provide writing equipment.

2.4 Instruct student to complete the Behaviour Reflection and Action Plan

- If necessary assist student with the completion of the Behaviour Reflection and Action Plan.

2.5 If the Plan is completed and the student’s behaviour has adequately de-escalated, the student is to complete work that the teacher has supplied or alternately be provided with work sheets. The Student Planner is another valuable resource that could be utilised at this time.

**3. BEFORE THE STUDENT LEAVES**

3.1 Determine if the student is ready to move onto the next class (this is the expected course of action); however, if the student is likely to continue with inappropriate behaviour for a longer period of time it may be more appropriate for the student to remain in the room.

3.2 Ensure student fully understands the course of action when they leave the room – if student does not complete the Behaviour Reflection & Action Plan and follow up with the class teacher then they will return to the room for the next timetabled lesson.

3.3 Scan the completed Behaviour Reflection and Action Plan

3.4 Collect writing equipment

3.5 Issue Level 2 Monitoring Card

**4. FOLLOW UP ACTIONS**

4.1 Provide a copy of completed Behaviour Reflection and Action Plan to class teacher and relevant Head of Department to allow for follow up.

4.2 Class teacher to attach a copy of completed Behaviour Reflection and Action Plan to relevant OneSchool entry.

4.3 Class teacher to email parents/carers [or send letter] advising them of the withdrawal of their student; include copy of completed Behaviour Reflection & Action Plan if available.

4.4 Relevant teacher or Head of Department to confirm with WR supervisor the status of the student ie. if student is able to return to class or student to remain withdrawn.

4.5 Student moved to Level 2 Monitoring Card; card issued before student leaves the Student Support Room.

4.6 Where a student has been held in the Student Support Room beyond the lesson from which they were withdrawn ensure IDAttend records are updated and the Junior or Senior Head of Department is made aware of the situation.

---

**Sending a student from the Student Support Room to Administration**

The Student Support Room Supervisor should send a student from the Student Support Room to Administration if:

- The student is persistently non-compliant, refusing to following the instructions issued by the supervisor, and/or
- The student’s behaviour becomes completely unacceptable.

The Supervisor should complete the Referral to Administration Slip AND phone the office to inform them of the student’s imminent arrival.

**Consequences for students sent from the Student Support Room to Administration**

A student sent from the Student Support Room can expect to:

- Be referred to the relevant Deputy Principal upon arrival at the office
- Remain at the office for the remainder of the day
- Have his/her parent/carer contacted by the Deputy Principal.

If a student is non-compliant while on withdrawal from scheduled classes the student can expect to:

- Be sent home (with parent consent)
- Have further consequences implemented at the discretion of the Deputy Principal or Principal. These may include: further withdrawal from scheduled classes, higher level of monitoring, external suspension, interview involving parent/carer, any other consequence deemed appropriate by Administration.
10. NETWORK OF STUDENT SUPPORT

Within Bracken Ridge State High School there is an extensive network of student support services, aiding not only behaviour but also social and civic development. Students’ personal and educational needs are supported by well-established processes delivered by a range of people:

- Form teachers provide a CARE program from years 7 to 12
- Personal development programs, including school camps, are provided targeting specific groups of students or individual with identified needs
- Educational Support Case Managers monitor the needs and development of students with IEPs/ILPs
- Students in Care have ESPs negotiated between the school and the relevant case worker
- Referrals to Metropolitan Region Behaviour Support Services to access intervention programs
- Access to external support providers to allow identified students to engage in a range of targeted programs and support options
- The Wellbeing Team provide case management of individual students as well as the development of a whole school support program driven by student needs.
- The conditions of the Improvement Plan (Discipline) are established in collaboration with the student and parent/s including: behaviours expected of the student, consequences for not meeting the expected behaviours, participation in relevant programs to address inappropriate behaviour (where appropriate) support to be provided by school (e.g. particular programs, support person) and the duration of the plan

11. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Bracken Ridge SHS considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- using a case management approach in the decision making process for long-term suspensions, cancellations and exclusions of students aligned with the SEP and ‘students of concern’
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.
# 12. RELATED LEGISLATION, POLICIES AND PROCEDURES

## 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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## Related policies and procedures

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

## Related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
- Take a Stand Together
- Safe Schools Hub

## Internal documents and forms

- Returning from suspension re-entry agreement
- Attendance card
- Student monitoring card
- Senior student enrolment agreement
- Senior student monitoring form
- Head of Department management of student (Curriculum and Senior School)
- Senior Student – Administration Feedback Form  |  Cancellation of enrolment process

## Appendices

1. Behaviour Expectations Matrix
2. Working together to keep Bracken Ridge State High School safe
3. Direct referral to Admin
4. Buddy class referral instructions
5. Student Support Room supervisor duties
## Document control

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
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<tr>
<td>Roger Atkins</td>
<td>Principal</td>
<td>May 2016</td>
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<tr>
<td>Michael Norton</td>
<td>President</td>
<td>January 2018</td>
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## Amendment Record

A record of material additions or omissions is given below:

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<th>Reference</th>
<th>Description of change made</th>
<th>Version</th>
<th>Approved by</th>
<th>Date</th>
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<td>October 2017 – full staff review, feedback collated by Deputy Principal, Leadership Team approval January 2018. Range of minor changes – terminology, display</td>
<td>Jan 2018</td>
<td>Mr Roger Atkins</td>
<td>January 2018</td>
<td></td>
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</table>
## Appendix 1

### Behaviour Expectations Matrix

At Bracken Ridge State High School we 'Strive to Accomplish' through our 5Cs: Commitment, Consideration, Cooperation, Courtesy and Common sense.

<table>
<thead>
<tr>
<th>Location</th>
<th>CONSIDERATION ... &quot;I RESPECT the rights of others when I...&quot;</th>
<th>COOPERATION, COURTESY, COMMON SENSE ... &quot;I am RESPONSIBLE for my actions when I...&quot;</th>
<th>COMMITMENT ... &quot;I am COMMITTED TO ACHIEVEMENT when I...&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>All settings (school wide, including school organised activities)</td>
<td>Use your manners and polite language</td>
<td>Accept the outcomes of my actions</td>
<td>Attend all classes every day</td>
</tr>
<tr>
<td></td>
<td>Listen actively and wait for my turn to speak</td>
<td>Wear the school uniform</td>
<td>Work hard to achieve my goals</td>
</tr>
<tr>
<td></td>
<td>Follow adult directions</td>
<td>Use and return resources appropriately</td>
<td>Identify my strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>Respect personal space &amp; privacy of others</td>
<td>Report any damage or equipment problems</td>
<td>Get help to improve</td>
</tr>
<tr>
<td></td>
<td>Display physical behaviours appropriate for school</td>
<td>Demonstrate punctuality</td>
<td>Display a willingness to try new things</td>
</tr>
<tr>
<td></td>
<td>Remove my hat inside</td>
<td>Ensure my own and others safety</td>
<td>Positively acknowledge my own and others achievements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist in keeping the school free from litter and graffiti</td>
<td>Be involved in the school community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow school policies</td>
<td>Do your best always</td>
</tr>
<tr>
<td>Classrooms</td>
<td>Put my hand up to ask questions</td>
<td>Ask for help when needed</td>
<td>Know the 'Learning Intent' and 'Success Goals' for the lesson</td>
</tr>
<tr>
<td></td>
<td>Do not have electronic devices to distract me from my learning</td>
<td>Bring the required equipment into class</td>
<td>Participate in all classroom activities</td>
</tr>
<tr>
<td></td>
<td>Ask permission to leave the classroom</td>
<td>Leave food and drink in bags</td>
<td>Complete set tasks on time</td>
</tr>
<tr>
<td></td>
<td>Value others' opinions, thoughts and feelings</td>
<td>Enter rooms safely and in an orderly fashion</td>
<td>Use a Student Planner to record homework and assessment</td>
</tr>
<tr>
<td>Transitions</td>
<td>During class time, walk quietly so others can continue learning</td>
<td>Be on time</td>
<td>Use my &quot;Level of Achievement&quot; to set goals</td>
</tr>
<tr>
<td></td>
<td>Hands, feet and property are kept to yourself</td>
<td></td>
<td>Follow the school’s Bookwork Expectations</td>
</tr>
<tr>
<td></td>
<td>Share space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School grounds including ovals</td>
<td>Allow others to join in</td>
<td>Wear a hat outside</td>
<td>Return to class on time</td>
</tr>
<tr>
<td></td>
<td>Respect equipment and others' belongings</td>
<td>Follow the agreed 'rules of the game'</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow staff directions at all times</td>
<td>Stay 'in-bounds'</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look out for others</td>
<td>Return borrowed equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Play/act in a safe and healthy manner</td>
<td>Return to class on time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Put rubbish in bins</td>
<td></td>
</tr>
<tr>
<td>Arriving and leaving school</td>
<td>Act in a way that reflects positively on the school while in uniform</td>
<td>Follow directions for boarding buses</td>
<td>Arrive on time and attend all classes every day</td>
</tr>
<tr>
<td></td>
<td>Be pleasant and polite to others at all times</td>
<td>Follow bus company rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behave in a manner that does not endanger oneself or others</td>
<td>Walk bikes through school and across the crossing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be considerate of the public</td>
<td></td>
</tr>
</tbody>
</table>