Responsible Behaviour Plan

Moreton Downs State School

2014

Responsible Behaviour Plan for Students

based on The Code of School Behaviour.

Endorsed by the School Wide Positive Behaviour team 2013

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

The Moreton Downs State School Responsible Behaviour Plan for Students is designed to develop a positive and responsive learning environment which values all people and promotes high expectations for all individuals in the school community. This statement is supported by the Education Queensland Code of School Behaviour which supports:

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

Due to the diversity of our student enrolment, our community believes that student engagement is central to student success and is an important aspect of a total quality learning program which includes:

- A relentless pursuit for student improvement
- Continuous promotion of life-long learning for all
- A positive whole school culture
- Quality learning and teaching practices
- Provision of a planned purposeful balanced curriculum with a focus on Literacy and Numeracy that is differentiated to suit the needs of individual students.
- Supportive ad collaboratively developed programs and procedures
- Managed professional development, education or training for all members of the community
- A school leadership team that regularly provides feedback and information to staff and parents and support in sharing good practice
- A review process where feedback is welcomed from all stakeholders
- Proactive teaching and promotion of appropriate behaviour
- Development and maintenance of a supportive learning environment and:
  - A continuum from whole school positive preventative action for all students through to intensive intervention for specific individuals or groups

2. Consultation and Data Review

Moreton Downs State School Community identifies a supportive school environment, where teachers can teach and students can improve learning as the most important component of the schools culture.

This Responsible Behaviour Plan was introduced after changes were made (2010) to a pre-existing model that included the staffing of an ‘exit room’ for challenging students.

These changes have meant a greater need for classroom teachers to manage student behaviour and for the Senior Leadership Team to become involved in student management through increased supervision of school programs with a renewed proactive focus on student engagement.


In 2012 our Responsible Behaviour Plan was reviewed and some changes -made after consultation with school staff and the P and C Association. Staff induction, learning and development and increased student understanding as well as community awareness, has been provided through a range of strategies in 2012.

In 2013 the whole staff voted for the implementation of the School Wide Positive Behaviour approach to managing behaviour at Moreton Downs. A team consisting of representatives from administration, teaching staff, teacher aides and the community were represented

School Wide Positive Behaviour Support (SWPBS) is a positive and proactive approach implemented throughout the whole school where students are taught appropriate behaviours. The framework will help Moreton Downs create positive learning environments by developing proactive whole-school systems to define, teach, and support appropriate student behaviours.
3. Learning and behaviour statement

Moreton Downs State School is a focused learning and teaching environment. We consider behaviour management to be an opportunity for valuable social learning, as well as a means of maximising the success of academic educational 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 clear to everyone, assisting Moreton Downs State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At Moreton Downs State School we believe that an effective program for managing behaviour should lead students towards ownership and responsibility for their own behaviour. Children learn to internalise standards of behaviour through consistent management and partnerships of trust and mutual support between staff and parents.

Three guiding principles underpin the entire school approach:

1. **Consistency** - There is a clearly articulated expectation that all teachers will follow the guidelines of our Responsible Behaviour Plan and will be consistent in their dealings with students and the associated language of self-management. Clear documentation about processes is provided for all staff and discussed and reviewed at regular intervals. Induction for new staff is provided in this area as part of their introductory program to the school.

2. **Continuity** - The school has clearly defined processes for supporting both staff and students in respect to the teaching / learning program. All classroom teachers are expected to teach our school expectations through explicit teaching of the lessons written by the SWPBS team. The implementation of these lessons will begin in February 2014. Lessons will continue to be written and adapted to 1. Support the School-wide Expectation Teaching Matrix and 2. To address any specific needs/areas of concern that are identifies through the analysis of current school data.

   Teachers are also expected to develop, teach and implement ‘in class’ behaviour management programs to support student learning. These programs must be documented and discussed with supervisors and include a balance of proactive and reactive strategies.

3. **Commitment** - All staff members are asked to commit to the achievement of a calm, supportive, learning environment that will contribute to staff morale and the success of each student in engaging with our curriculum.

We believe our school support programs are based on:

- high expectations for staff and students
- community ownership of personal behaviour
- non-negotiable, mutual respect;
- recognition of individual difference and cultural beliefs;
- timely and targeted support;
- a team approach to solving problems; and
- the teaching of socially acceptable behaviours to students

This school believes that in order for the Responsible Behaviour Plan to succeed it must:

- encourage self-awareness and personal excellence;
- reflect the sanctioned values of the wider diverse community in which the students will need to successfully function;
- address the immediate behaviour and plan for long term support;
- use least to most intrusive intervention in the classroom and out of class management;
- balance consequences with encouragement; and
- restore working relationships as soon as possible

At Moreton Downs State School we always expect our students to do their very best. Our school community has identified the following five expectations of all to teach and promote our high standards of behaviour:

1. Be Respectful
2. Be Responsible
3. Be Safe
4. Be Resilient
5. Be a Learner

These expectations which form the foundations for our rules have been accepted 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.

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

At Moreton Downs State School we provide support at three levels, ensuring that all students have opportunity to develop their social-emotional-behavioural well-being and achieve academic success.


1. Universal Behaviour Support (100%)

2. Targeted Behaviour Support (Approx. 10-15%)

3. Intensive Behaviour Support (Approx. 2-5%)

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

A set of behaviour standards for specific settings has been attached to each of our five school expectations. The School-wide Expectations Teaching Matrix (revised June 2013) below outlines our agreed standards and identifies specific rules in all school settings.
These rules are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers (Written by the SWPBS team)
- Reinforcement of learning from behaviour lessons on at year level and sector juncture assemblies (weekly)
- During active supervision by staff during in class and playground activities

<table>
<thead>
<tr>
<th>MORETON DOWNS STATE SCHOOL</th>
<th>SCHOOLWIDE EXPECTATIONS / BEHAVIOURS MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td><strong>Be Responsible</strong></td>
</tr>
<tr>
<td>- I use equipment appropriately</td>
<td>- I am punctual</td>
</tr>
<tr>
<td>- I keep hands, feel and objects to myself</td>
<td>- I am in the right place at the right time</td>
</tr>
<tr>
<td>- I care for equipment</td>
<td>- I wear the correct uniform</td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td><strong>Be Resilient</strong></td>
</tr>
<tr>
<td>- I clean up after myself</td>
<td>- I ignore unacceptable behaviour</td>
</tr>
<tr>
<td>- I move around the school</td>
<td>- I report unacceptable behaviour</td>
</tr>
<tr>
<td>- I ask permission to leave my setting</td>
<td><strong>Be a Learner</strong></td>
</tr>
<tr>
<td><strong>Across the school</strong></td>
<td><strong>Classroom</strong></td>
</tr>
<tr>
<td>- I show consideration for the right for all to learn</td>
<td>- I complete set tasks in the set time</td>
</tr>
<tr>
<td>- I raise my hand to speak</td>
<td>- I take an active role in classroom activities</td>
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<tr>
<td>- I talk in turn</td>
<td>- I keep my work space tidy</td>
</tr>
<tr>
<td>- I am a good listener</td>
<td>- I keep my equipment in its place</td>
</tr>
<tr>
<td>- I use appropriate language</td>
<td>- I use all equipment appropriately</td>
</tr>
<tr>
<td><strong>Eating/Playground/hall</strong></td>
<td><strong>Toilets</strong></td>
</tr>
<tr>
<td>- I sit and speak quietly during eating time</td>
<td>- I respect the privacy of others</td>
</tr>
<tr>
<td>- I stop and listen when the bell/whistle sounds</td>
<td>- I leave toilet areas clean after use</td>
</tr>
<tr>
<td>- I participate in school approved games</td>
<td>- I use toilet areas clean after use</td>
</tr>
<tr>
<td>- I wear shoes and socks at all times (except in the sandpit)</td>
<td>- I use the toilets correctly</td>
</tr>
<tr>
<td>- I care for the environment</td>
<td>- I wash my hands</td>
</tr>
<tr>
<td>- I sit during eating time</td>
<td>- I wash hands</td>
</tr>
<tr>
<td>- I place rubbish in the bin</td>
<td>- I wash hands</td>
</tr>
<tr>
<td>- I raise a problem solver for appropriate place at the end of play</td>
<td>- I keep water in basins</td>
</tr>
<tr>
<td>- I get permission to leave the eating area</td>
<td>- I report damage</td>
</tr>
<tr>
<td>- I play fairly – take turns with others to join in and follow rules</td>
<td>- I know how to manage my toileting needs independently</td>
</tr>
<tr>
<td>- I am sun safe; I wear a school broad brimmed hat</td>
<td>- I consider others’ needs</td>
</tr>
<tr>
<td>- I am organised</td>
<td>- I model expected behaviour</td>
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<tr>
<td>- I am organised</td>
<td>- I follow directions</td>
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<tr>
<td>- I am organised</td>
<td>- I follow directions</td>
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<tr>
<td>- I am organised</td>
<td>- I follow directions</td>
</tr>
<tr>
<td><strong>Transition/Line up</strong></td>
<td><strong>Transition/Line up</strong></td>
</tr>
<tr>
<td>- I carry items carefully to specialist lessons</td>
<td>- I model teacher expectations</td>
</tr>
<tr>
<td>- I walk quietly and order so that others are not disturbed</td>
<td>- I line up quietly and quickly</td>
</tr>
<tr>
<td>- I move directly to classrooms</td>
<td>- I line up quietly and quickly</td>
</tr>
<tr>
<td>- I stop play when required</td>
<td>- I line up quietly and quickly</td>
</tr>
<tr>
<td><strong>Toilets</strong></td>
<td><strong>Toilets</strong></td>
</tr>
<tr>
<td>- I respect the privacy of others</td>
<td>- I use toilets during breaks</td>
</tr>
<tr>
<td>- I use toilet areas clean after use</td>
<td>- I wash my hands</td>
</tr>
<tr>
<td>- I use the toilet area appropriately</td>
<td>- I wash my hands</td>
</tr>
<tr>
<td>- I keep water in basins</td>
<td>- I report damage</td>
</tr>
<tr>
<td>- I know how to manage my toileting needs independently</td>
<td>- I consider others’ needs</td>
</tr>
<tr>
<td>- I follow directions</td>
<td>- I know that toilets are not a play area</td>
</tr>
<tr>
<td>- I model expected behaviour</td>
<td>- I know that toilets are not a play area</td>
</tr>
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The following proactive and preventative processes and strategies are implemented to support student behaviour:

- A dedicated section of the School Newsletter- S.O.S.-Supporting Our Students, enabling parents to be actively and positively involved in school behaviour expectations and providing information for parents about student management.
- Leadership Team and ‘key staff members’ provide information to staff and parents and support to others in sharing successful practices
- Comprehensive induction programs in the Responsible Behaviour Plan delivered to new students as well as new and relief staff.
- Moreton Downs State School Individual Behaviour Support Plans are developed through a comprehensive process that identifies the Behaviour of Concern and provides a range of support strategies inclusive of essential skills and sets goals for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings. (See Appendix 1)
- Engagement of staff in Behaviour Management Learning and Development. Teaching and Learning Modules from the SWPBS presented to staff in 2103 and 2104.
- Organisation of information and support sessions from District Support Behaviour Team as required
- The Development of the Pathfinder Learning Program (Years 4-7) allows students to identify with an area of ICTs, ART, Science or Sport and gives them choice to work in one of these interest areas. Each week a PLP afternoon is held and teachers provide activities which engage and extend students in their area of choice.
- Development of specific policies to address identified areas of need:
  - Moreton Downs State School Anti-Bullying Program-Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
  - Moreton Downs State School Interschool Student Behaviour Sport Agreement (Appendix 3)
  - The Use of Personal Technology Devices at School Policy (Appendix 4)

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

Strategies in place that promote our key messages include:

**Worker of the Week Awards (WOW)**
Each week a student is selected from each class by their teacher who has demonstrated expected behaviours and work habits. These students are issued with a WOW! certificate and attend a morning tea in recognition of their achievements. Students attend a morning tea each fortnight where they are presented with their certificates by the Deputy in charge of that sector. Year P-3 attend WOW on even weeks and Year 4-7 on odd weeks.

**Student of the Week Awards**
Students who have worked well or made improvements in their learning are given certificates on assembly (fortnightly). Two students per class are presented with these class awards which are organised by the classroom teacher.

**MDSS Positive Expectation Tickets. (PET)**
Teachers are issued with tickets that identify the 5 expectations of students which they issue each day to students they observe following school rules in both classroom and out of classroom areas. This reinforcement continues throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Positive Expectation Ticket. When students are given a ticket they take it to their classroom where it is processed by the teacher. Each fortnight the teacher identifies students who have received 5 tickets. These students are given a purple ticket which they can exchange for an ice block each fortnight at first break. Each 5 ticket set is removed and tallied with a more powerful reinforcer available for 25, 50 and 100 ticket sets. Tickets are never removed as a consequence of problem behaviour.

**Academic Excellence and Progress Awards**
These awards are presented at the end of each term for students who have excelled in Literacy, Numeracy and Science. One student for each of these KLA’s from each class is presented with a certificate on a special assembly each semester. One student from each class is selected to receive a progress award. Nominated students go into a draw for Award prizes.

**In Class Incentive Programs**
As a proactive strategy to reinforcing expected behaviours teachers manage in class incentive programs to reward good or improved behaviour. These programs are documented as a component of the teachers in class behaviour program. Teachers are given a budget each year to support these programs.

**Congratulatory Letter**
A congratulatory letter is mailed home to parents of students who have exhibited outstanding behaviour over each semester. Teachers identify these students and work with their supervisor to deliver the news to parents and carers.

**MDSS Senior Badge.(Year 6 and 7 Students only)**
From semester 2, year 5/6 students can work towards receiving a senior badge. To achieve this badge, students must demonstrate behaviours that model school expectations. Classroom teachers and supervisors sign off on each component of the process. Students are awarded their badges on assembly at two junctures per term. Students are recognised through our usual channels. Students running for leadership positions must have a Senior Badge.

**Student Leadership Program.**
Students are offered opportunity to become involved as student leaders for a number of positions. These positions are selected after a rigorous process, developed to provide a depth of leadership that can be promoted and modelled by selected students for the rest of the students at the school. Leaders are provided with a range of activities to develop and practise leadership skills across the school site in a planned way.

**Celebration Days** more explanation to be added

Children who have a good record of behaviour are rewarded at a Celebration Day held at the end of each term. On this day teachers organise a range of activities to celebrate learning. These days are celebrated on site for terms 1-3 and off site for term 4. Students who have been unable to demonstrate expected behaviours (negotiated with deputy in charge of sector) do not attend the celebration activity with their peers but attend a program organised by a year level teacher. Teachers negotiate with their supervisor, the students who will not attend the Celebration Day.

‘Take 3’ Award –Litter Award

This award is given a student or a class who has demonstrated the idea behind the ‘Take 3 Program’ i.e. to collect 3 pieces of rubbish and place in the bin. Incentives will be given out on assembly to individuals and classes identified as making an effort to keep our school tidy.

**Responding to Unacceptable Behaviour.**

It is expected that all students come to Moreton Downs State School to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

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

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

The delivery of a supportive school environment at Moreton Downs State School is dependent on consistency, continuity and commitment. Therefore a consistent response has been developed for managing classroom and playground unacceptable behaviour.

**Classroom Unacceptable Behaviour Response.**

**“Teachers are reminded to use ‘Essential Skills’ as a way of managing student behaviour.**

The following process is aligned across the school to deal with unacceptable classroom behaviour.

1. Two warnings – redirect to the rule - student on task – praise and reinforce

   OR continued unacceptable behaviour leads to:

2. Thinking Chair – time out in thinking chair or a designated area and awaits conference with teacher–teacher works through set of clarifying questions with student (See Appendix) - student returns to task
OR continued unacceptable behaviour leads to:

3. Exit from Class: Exit to an established withdrawal ‘buddy’ class.

OR continued unacceptable behaviour leads to:

4. Removal by Senior Leadership Team: If a student continues with unacceptable behaviour the classroom teacher calls their supervisor directly for assistance.

### Playground Unacceptable Behaviour Response.

**Staff are expected to use the Essential Skills before referring children from the Playground to the Behaviour Support Room.**

1. Two Warnings - Student warned for a minor breach of the rules or misbehaviour. Appropriate school rule is reinforced and student is encouraged to adopt correct behaviour.

2. Yellow Seat - Staff asks student to withdraw to a Yellow ‘Time Out’ Seat (located in each play area for approximately 10 minutes.) The school rule is reinforced and the student is encouraged to return to the correct behaviour.

3. Issue of Behaviour Referral - Student is issued with an Behaviour Referral Form for unacceptable behaviour or repeated unacceptable behaviour. Duty person completes a blue form and directs student to the detention room or: if a student does not follow directions.

4. Send for assistance to the detention room or the office using a help card

### Targeted behaviour support: Individual Behaviour Support Programs

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

Deputy Principals in charge of sectors will identify these students and with the Behaviour Support Teacher develop **Individual Behaviour Support Plans** with the classroom teacher to support student learning.

Identified students attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults (mentors), additional support from session coaches (BMST), attendance at Supportive Play sessions and increased opportunities to receive positive reinforcement when goal targets are met. Where required, adjustments are made to their Program through academic support, adult mentoring or intensive social skills training.

Students who have a long history of challenging behaviours are to be given particular attention regarding the management of their behaviours. These identified students are to have their behaviours examined and individual plans developed with all key parties being informed and working together on achieving the set goals.

The Individual Behaviour Support Program is coordinated by the Inclusive Education Team with active Deputy and Beh Support Teacher support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.
Students whose behaviour does not improve after participation in the IBS Program or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support: Inclusive Education Support Committee**

Moreton Downs State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The Inclusive Education Support Committee:

- examines and makes recommendations on referrals for behaviour support
- works with staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- advocates for support from external agencies
- makes adjustments as required for the student, and
- works with the School Deputies to achieve continuity and consistency.

The Inclusive Education Support Committee has a simple and quick referral system in place and meets weekly to discuss referrals. Following a referral, parent contact is made and with relevant staff members, a support team is formed and the assessment and support process begins. In many cases support also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and school-based behavioural support staff.

A simple Functional Analysis (A-Antecedent B-Behaviour C-Consequences) will be done to gain additional information for an **Intensive Behaviour Support Plan** for all students who require Intensive Behaviour Support.

5. **Emergency Responses or Critical Incidents**

At Moreton Downs State School 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. At staff meetings the Behaviour Support Teacher will make staff aware of children at risk ‘red zone’ and given appropriate productive strategies to use.

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-menacing 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 Moreton Down’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:

- An Incident report (Appendix 5)
- Health and Safety incident record (link)
- A debriefing report (for student and staff) (Appendix 6).
6. Consequences for Unacceptable Behaviour

Moreton Downs State School 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. An Incident Referral Form (Appendix 7) is used to record all minor and major problem behaviour. The information recorded on this form is later recorded on the One School data base. The recording of three minor behaviours constitutes a major behaviour and when this occurs will result in a conversation with the supervising Deputy/Behaviour Support Teacher to determine support for that child.

Minor and Major Behaviours

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

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the Deputy or Behaviour Support Teacher

Minor 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 problem behaviours
- do not require involvement of specialist support staff or senior leadership team.

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration. (Includes by definition 3 minor behaviours)

Major behaviours result in an immediate referral to the supervising Deputy because of their seriousness. When major problem behaviours occur, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member fills out the Incident referral form. The student is then required to attend the behaviour room (at second break) to serve the detention.

Major problem behaviours may result in the following consequences:

- Level One: Parent contact, Time in office, removal to withdrawal class, attendance at supportive play, loss of privilege, restitution, attendance at break time / after school detention, warning regarding future consequence for repeated offence, referral to Inclusive Ed Committee
The Following table outlines examples of Minor and Major Behaviours

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor (Reported only when continual behaviour has been observed and Essential Skills have been exhausted)</th>
<th>Major (Reported Immediately)</th>
</tr>
</thead>
</table>
| Be Safe | Movement around school  
• Running on concrete or around buildings  
• Running in learning areas  
• Not walking bike along pathways |  
• Throwing dangerous objects  
• Possession of weapons |
| Be Responsible | Play  
• Incorrect use of equipment  
• Not playing school approved games  
• Playing in toilets  
• Minor physical contact (eg: pushing and shoving)  
• Not wearing a hat in playground  
• Not wearing shoes |  
• Serious physical aggression  
• Fighting  
• Possession or selling of drugs  
• Lighting fires  
• Smoking |
| Be a Learner | Class tasks  
• Not completing set tasks that are at an appropriate level  
• Refusing to work  
• Not being punctual (eg: lateness after breaks)  
• Not in the right place at the right time. |  
• Leaving class without permission (out of sight)  
• Leaving school without permission |
| Be a Learner | Follow instructions  
• Low intensity failure to respond to adult request  
• Non compliance  
• Uncooperative behaviour  
• Minor dishonesty |  
• Major dishonesty  
• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorization. |
| Be a Learner | Accept outcomes for behavior  
• Minor dishonour  
• Minor disruption to class  
• Minor defiance  
• Minor bullying / harassment |  
• Major bullying / harassment  
• Major disruption to class  
• Blatant disrespect  
• Major defiance |
| Be a Learner | Rubbish  
• Littering  
• In possession of personal electronic device |  
• Offensive language  
• Aggressive language  
• Verbal abuse / directed profanity |
| Be a Learner | Mobile Phone  
• Minor dishonour  
• Minor disruption to class  
• Minor defiance  
• Minor bullying / harassment |  
• Major bullying / harassment  
• Major disruption to class  
• Blatant disrespect  
• Major defiance |
| Be a Learner | Language  
• Inappropriate language (written/verbal)  
• Calling out  
• Poor attitude  
• Disrespectful tone  
• Petty theft  
• Lack of care for the environment |  
• Offensive language  
• Verbal abuse / directed profanity  
• Stealing / major theft  
• Vandalism  
• Major bullying / harassment |
| Be a Learner | Property  
• Not playing fairly  
• Minor disruption to class  
• Minor defiance  
• Minor bullying / harassment |  
• Major disruption to class  
• Blatant disrespect  
• Major defiance |
| Be a Learner | Others  
• Not getting along with others |  
• Physical aggression |
| Be a Learner | Classroom  
• Not completing tasks  
• Calling Out  
• Backchatting  
• Interrupting others  
• Non compliance  
• Untidy work  
• Poor work habits |  
• Task refusal  
• Continual interruption |
| Be a Learner | Learning  
• Not completing tasks  
• Off task behaviour  
• Interrupting others  
• Leaving classroom without permission  
• Leaving classroom without permission |  
• Offensive/Aggressive language  
• Fighting  
• Blatant disrespect  
• Major defiance |
| Be a Learner | Play  
• Arriving late to line  
• Bad sportsmanship  
• Not taking turns  
• Not getting along with others  
• Physical aggression |  
• Offensive/Aggressive language  
• Fighting  
• Blatant disrespect  
• Major defiance |
| Be a Learner | Others  
• Not getting along with others |  
• Physical aggression |

- Level Two: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

A Thinking Process for Relating Problem Behaviours to Expectations of Students

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. For children to succeed they must believe you care, and that you have confidence in their ability to solve problems. Always ask questions in a respectful, calm, curious voice. Never punish, reward, lecture or yell, because trying to control another never works. Avoid excuses, as they will only think of better ones next time, don’t ask why.

When students disrupt ask:

Thinking Process for Minor Behaviours

1. What are you doing?
2. What are the rules? Or is that OK?
3. What happens when you break the rules?
4. Is this what you want to happen?
5. What do you want to do now?
6. What will happen if you disrupt/break the rule again?

When children avoid dealing with you:

Do you want to work this out or what?

If they continue avoiding

You need to go to the Withdrawal Class/Behaviour Support Room.

Ensuring Consistent Responses to Problem Behaviour

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

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

Network of student support

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

- Teachers
- Support Staff
- Senior Leadership Team
• HOSES
• Guidance Officer
• Advisory Visiting Teachers
• Positive Learning Centre Staff
• Learning Engagement On Line (LEO)
• Senior Guidance Officer
• Chaplain
• Parents

School 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
• Neighbourhood centre
8. 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.

Moreton Downs State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs

9. Related legislation

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

9. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
10. Some related resources

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

_Endorsement_

Principal  P&C President  Assistant Regional Director (Schools)

Date effective:

from ........................................ to ........................................
## Appendix 1 - Individual Behaviour Support Plan

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
<th>Behaviour Support Consultant</th>
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<tbody>
<tr>
<td>DOB</td>
<td>Teacher</td>
<td>Commencement Date</td>
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<tr>
<td>Year Level</td>
<td>Case Manager</td>
<td>Review Date</td>
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<td>EQ ID Number</td>
<td>Parent/s Guardian/s</td>
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<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Interests/Motivators</th>
<th>Dislikes</th>
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<tr>
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<td>Social</td>
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<td>Social</td>
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<table>
<thead>
<tr>
<th>Behaviour Most Likely to Occur</th>
<th>Behaviour Least Likely to Occur</th>
<th>Current Unsuccessful Strategies</th>
<th>Current Successful Strategies</th>
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<tbody>
<tr>
<td>People</td>
<td>Time of Day</td>
<td>People</td>
<td>Time of Day</td>
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<td></td>
</tr>
<tr>
<td>Place</td>
<td>Other</td>
<td>Place</td>
<td>Other</td>
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<tr>
<td>Early Signs of Agitation/Escalation</td>
<td>De-escalation/Crisis Steps</td>
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<td></td>
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</table>

**BEHAVIOURS OF CONCERN: Currently**

Times per day/%

**BEHAVIOUR GOALS: For _________ to...**

Times per day/%
## POSITIVE BEHAVIOUR SUPPORT IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>PREVENTION</th>
<th>TEACHING</th>
<th>REINFORCEMENT</th>
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</thead>
<tbody>
<tr>
<td>CLASSROOM</td>
<td>INDIVIDUAL</td>
<td>ACKNOWLEDGEMENT PLAN</td>
</tr>
</tbody>
</table>

### CORRECTION PLAN

Not obviously reacting to low level behaviours

1. Rule Reminder – take up time then PRAISE
2. Redirection – WHEN…..THEN prompt
   - Take up time positive reinforcement asap
3. Direct to use Chill Out Card and move to Quiet Space – 6 minutes with Timer
4. Buddy Class/ Teacher Mentor
5. Phone Admin/ Behaviour Teacher

<table>
<thead>
<tr>
<th>PLAYGROUND</th>
<th>WHOLE CLASS</th>
</tr>
</thead>
</table>

| OTHER | OTHER | CRISIS PLAN |
BEHAVIOUR GOALS

IBSP OVERVIEW
STUDENT: Class:
TEACHER:

IS BEHAVIOUR
APPROPRIATE?

IS BEHAVIOUR
SAFE and
MANAGEABLE?

CRISIS PLAN
1) Take steps to ensure safety, welfare and security for all (peers, adults and student) – see RBP4S
2) Call for immediate assistance
3) When student is calm and ready to return, follow up with restitution plan

RESTITUTION PLAN

SUPPORT PERSONNEL
Class Teacher - SSC Staff - Principal -
Buddy Class - Case Manager -

ACKNOWLEDGEMENT PLAN

CORRECTION PLAN

DE-ESCALATION: Early Intervention for Agitation
SIGNS:
1)
<table>
<thead>
<tr>
<th>CASE MONITORING/ EVALUATION/COMMUNICATION</th>
<th>Other Information/Points</th>
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<th>This plan has Parent/Carer agreement (circle)</th>
<th>Date</th>
<th>Review Date</th>
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<tr>
<td>YES</td>
<td></td>
<td></td>
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<tr>
<td>NO</td>
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**SIGNATURES**

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<th>Parent/s and or Carer/s</th>
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<tr>
<td>Class Teacher</td>
<td></td>
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<tr>
<td>Case Manager</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Behaviour Support Consultant</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2 - Responding to Incidents of Bullying.

Moreton Downs State School employs a management plan that empowers students to respond to bullying behaviour:

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

**What is Bullying?**

Harassment, intimidation and bullying involve the abuse of power with the intention of causing distress to the other person or for personal gain or gratification. Behaviours may be social, behavioural, psychological, verbal, physical and/or sexual in nature and may include repeated behaviour that can be covert and subtle. At Moreton Downs State School we include harassment, intimidation and persistent bullying in the definition of bullying. For students the definition we use is:

**Bullying is when someone deliberately hurts you on the inside or on the outside.**

**Prevention Principles:**

- The school encourages and maintains a climate of respect.
- The school practices contribute to building a safe and supportive learning environment for all students.
- The school curriculum develops life skills to nurture personal development in an inclusive and equitable manner.
- The school has a well-publicised student management policy that is practised by all.
- Each class has devised its own in-class behaviour program.
- The school has playground rules that are understood and practised by all school members.

**Intervention Principles:**

- Staff members are committed to a common response to bullying
- The school has a philosophy that moves away from punishment to resolution.
- Clear guidelines outlining the responsibilities of staff members when dealing with a bullying incident, have been cooperatively developed.
- The school outlines corrective procedures to be applied.
- School staff members speak respectfully and directly with those concerned in the incident.
- School staff members follow up and follow through on bullying incidents.
- School staff members provide students with opportunities to discuss and explore possible solutions that may resolve the issue.
- Students and families are resourced with the appropriate services in the community, as necessary.

**The Bystander:**

The role of the Bystander is crucial to the prevention of bullying. The stance of the peer group has a powerful impact on the outcome of the incident. By empowering the majority of the school population to be part of the solution we can create a safer and more supportive school environment for all students. A Bystander Code is part of skill training for students.
The Bystanders’ Code:
▪ Choose not to join in.
▪ Look displeased to show that you don’t agree with the bullying behaviour.
▪ Tell others you don’t like the bullying behaviour.
▪ Call a teacher for help immediately.
▪ Go with the targeted student to tell the teacher.
▪ Show care for the targeted student by standing near them.
▪ Ask the bullied student to join your game.
▪ Ask the student if he/she is feeling OK.
▪ Distract the student who is bullying.

How to Avoid Being Involved in Bullying:
▪ Students tease to get a reaction. Be strong and follow your plan.
▪ Stand up for yourself – be assertive, not aggressive.
▪ Ignore gossip and rumours – keep them to yourself.
▪ Act confidently.
▪ Choose to use Getting Along behaviour.
▪ Respond, don’t react – think before you speak.
▪ Keep your hands and feet to yourself.
▪ Hang around with a group.
▪ Remember that words can’t hurt you unless you let them. Nobody can make you angry.
▪ Report bullying until you get help.
▪ Stay cool and calm.Bully Busting Techniques:
  (IGNORE, FRIENDLY TALK, FIRM TALK, WALK AWAY, REPORT)

Important Self-Talk Question: “Is what I am doing working (making things better)?
If it isn’t – then try something different.

Appendix 3 Sport Agreement

Appendix 4-The Use of Personal Technology Devices Policy
The Use of Personal Technology Devices* at School

GUIDELINES AND PROCEDURES FOR APPROPRIATE USE OF MOBILE TELEPHONES AND ELECTRONIC DEVICES BY STUDENTS

The Moreton Downs State School acknowledges that mobile phones and other electronic devices are now an integral part of modern society. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

The use of mobile phones, pagers, portable CD and MP3 players, Personal Digital Assistants and similar electronic devices in school is disruptive to the learning environment of all students and is strongly discouraged. The use of such devices at school by students will only be permitted where circumstances warrant such use as deemed by the teacher and/or school administration. All students, parents and caregivers are reminded that no liability will be accepted by the school in the event of loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the department’s negligence. The school expectation is that all Personal Technology Devices are to be handed in to the School Office for safekeeping. These devices can then be retrieved by students at the end of the school day.

Note: Permitted personal technology devices used contrary to this policy on school premises will be confiscated by School Administration. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Moreton Downs State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher. A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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

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

These guidelines also apply to students during school excursions, camps and extra-curricular activities.

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

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**Appendix 5 Incident Referral**

**Behaviour Referral**

Student Name: ______________________________

Date: ___________  Class: ___________  Subject: ___________

☐ Classroom  ☐ Playground  001
<table>
<thead>
<tr>
<th>Bullying /Harassment</th>
<th>Property Misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiant Threats to Adults</td>
<td>Refusal to Participate in a Program of Instruction</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Verbal Misconduct</td>
</tr>
<tr>
<td>Misconduct Involving an Object</td>
<td>Threats to Others</td>
</tr>
<tr>
<td>Non-Compliant with Routine</td>
<td>Other: IT Misconduct, Prohibited Items, Inciting</td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>Violence, Absent without Permission</td>
</tr>
</tbody>
</table>

De-escalating Strategies: 2 Warnings Time Out/Yellow Seat/Walk and Talk – Essential Skills Buddy Class Support Required

Comments:______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________

Referred by:______________________________

---

**Appendix 6 Debriefing Report**

Debriefing should be led by a staff member who has not been involved in the event. The goals of debriefing are to:
- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes
Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

The following is a suggested process of Debriefing:
Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
• Would you do something differently next time?
• What could we have done to make the physical intervention less invasive?

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

Moreton Downs State School Student Reflection Sheet.

Student Name: ___________________ Year level: ____________

1. What did you do?
2. What is the rule?
3. What happens when you break the rule?
4. Is this what you want to happen?
5. What do you want to do now?
6. What will happen if you disrupt/break the rule again?
7. What is your plan for taking care of your behaviour?

Appendix 7 - Bus Travel

STUDENT WELL BEING is a central focus at Moreton Downs State School and incorporates responsibilities for safe and efficient bus travel as outlined in the Code of Conduct for School Students.

Travelling on Buses.
The Moreton Downs State School Principal accepts responsibility to:
- Ensure effective communication between students, parents / carers and bus operators.

Bus Travel
- Promote appropriate behaviour on buses with students, teachers and parents / carers
- Support bus operators in applying the procedures and processes of the Code of Conduct