



The Code of School Behaviour

Better Behaviour
Better Learning

Daisy Hill State School

Responsible Behaviour Plan for Students

Motto: Strive. Learn. Succeed.

Mission Statement:

To ensure high levels of learning for ALL students.

Our school Values:

As a school community, we want students to be the best that they can be by:

- being in school, on time and learning every day
- being proud of their school and their school uniform
- being responsible for their own behaviour
- being positive, peaceful and productive members of the school community.

1. Purpose

Daisy Hill State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, in which students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being.

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 productive and will enable students to participate positively and peacefully within our school community.

2. Consultation and data review

The Daisy Hill State School has developed this Responsible Behaviour Plan in collaboration with the school community. A Review of school data in relation to attendance, absenteeism, school disciplinary absences and behaviour incidents provided the basis for discussion.

This 2017 Responsible Behaviour Plan has been endorsed by the Principal, the staff, the Student Council and the Parents' and Citizens' Association.

3. Learning and behaviour statement

All areas of Daisy Hill State School are learning and teaching environments. We consider behaviour management at school to be an opportunity for valuable social learning, as well as a means for maximizing the success of academic programs. At the same time, we acknowledge the importance of working together with our parents and care-givers, together with the wider Daisy Hill community, to ensure that all community members have clear and consistent expectations of what constitutes appropriate behaviour.



The Code of School Behaviour

Better Behaviour
Better Learning

Our Responsible Behaviour Plan details the processes in place to facilitate the development of positive, peaceful behaviour, the prevention of problem behaviour and the responses available for unacceptable behaviour. Through the use of PBL (Positive Behaviour Learning- 'the rules') and Pathways to Peace® ('the tools for the rules') a set of clear, consistent expectations for students, staff and parents/care-givers has been developed. This set of expectations is widely publicized, is taught in classrooms and is highly visible around the school.

Our community identifies the following expectations or 'rules' to teach and promote peaceful, positive behaviours:

- Be safe
- Be respectful
- Be a learner

Pathways to Peace® is a long term, community-based, violence prevention program. It is not a single plan or a single strategy or a single set of materials. It is a series of processes designed to assist in the creation, establishment, facilitation, implementation and evaluation of peaceful ways of living and interacting in communities.

Pathways to Peace® provides a common framework and a common language to assist individuals, families, schools and community agencies to work co-operatively towards a peaceful, productive community.

Pathways to Peace® provides the means to increase levels of resiliency in individuals and families. It helps everyone to cope with the stresses of everyday life.

Pathways to Peace® is designed to promote cultural change in terms of all aspects of violence, including sexism and racism and to promote peaceful ways of behaving, relating and interacting. It is the key to reducing and preventing violence (including bullying) because it is the vehicle for changing attitudes and, ultimately, to changing cultures. Part of the process is aimed at strengthening ways of avoiding or negotiating conflict, but only as part of a much wider development of positive self-concept and self-esteem for individuals, built on the basis of recognition, valuing and reward.

The goals of Pathways to Peace® are as follows:

- To create safer, better communities for all concerned.
- To establish more peaceful settings in which to live our daily lives.
- To provide strategies, tools and techniques to create peaceful relationships and peaceful ways of interacting.
- To provide practical resources to assist individuals to relate and interact peacefully.
- To develop resilient, productive individuals with positive views of self and of the future.



The Code of School Behaviour

Better Behaviour
Better Learning

The key to the development of Pathways to Peace® is the language of the Peace Code: Seven messages that provide a consistent framework for the development of peaceful behaviours.

The Peace Code is as follows:

- Care for myself and others
- Do the right thing
- Speak kindly
- Find help
- Turn things around
- Be brave
- Be a Peacemaker

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

Universal behaviour support

The first step in facilitating standards of peaceful, positive behaviour is to communicate those standards to all students, all staff and the parents/caregivers of the Daisy Hill State School community.

At Daisy Hill State School emphasis is placed on the explicit teaching of the Peace Code and the behaviours expected from students at school. Communicating behavioural expectations is a form of universal behaviour support. PBL and Pathways to Peace® form the basis of our approach to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to the three 'school rules'. The matrix below outlines our agreed rules and specific behavioural expectations in all school settings.



The Code of School Behaviour

Better Behaviour
Better Learning

| SCHOOL RULES | BE SAFE | BE RESPECTFUL | BE A LEARNER |
|--------------------------------|--|--|---|
| PEACE CODE | DO THE RIGHT THING CARE FOR MYSELF AND OTHERS SPEAK KINDLY FIND HELP | DO THE RIGHT THING CARE FOR MYSELF AND OTHERS SPEAK KINDLY TURN THINGS AROUND BE A PEACEMAKER | DO THE RIGHT THING FIND HELP BE BRAVE |
| ALL AREAS OF THE SCHOOL | <ul style="list-style-type: none"> Walk safely around the school Wear shoes and socks at all times Show consideration for rights, feelings, safety and property of others If feeling hurt, upset or uncomfortable find help from someone you trust | <ul style="list-style-type: none"> Respect school property Respect others' personal space and property Respect others rights to learn and play Use polite language and good manners at all times Keep your hands, feet and all objects to yourself Wait your turn Care for the environment. | <ul style="list-style-type: none"> Be in the right place and at the right time Follow instructions straight away Respond positively to all instructions Respond to all bells Take responsibility for your own actions Use school equipment appropriately Be a problem solver |
| CLASSROOM | <ul style="list-style-type: none"> Walk safely around the classroom Enter and exit room in an orderly manner Listen to instructions Be aware of the rights of others at all times | <ul style="list-style-type: none"> Raise your hand to speak Be a good listener Talk in turns and speak kindly Be prepared to turn things around | <ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest Follow instructions immediately Remain on task Try new things Be prepared to try again and keep trying Do not be afraid to Find Help |
| PLAYGROUND /OVAL | <ul style="list-style-type: none"> Be sun safe- wear a broad brimmed hat Participate in school approved games and play to the rules Respect the space of others Hands are for helping not hurting | <ul style="list-style-type: none"> Play fairly Take turns Invite others to join in the game Be prepared to be a Leader | <ul style="list-style-type: none"> Stay in designated play areas Return equipment to appropriate place at the end of breaks |



The Code of School Behaviour

Better Behaviour
Better Learning

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|--------------------------------|--|--|--|
| STAIRWELL | <ul style="list-style-type: none"> ▪ Hand Rails are for hands only ▪ Move safely in single file ▪ Walk one step at a time | <ul style="list-style-type: none"> ▪ Walk quietly and orderly so that others are not disturbed | <ul style="list-style-type: none"> ▪ Only use under teacher supervision |
| TOILETS | <ul style="list-style-type: none"> ▪ During class time, only go to the toilets with a partner ▪ Walk to and from toilets ▪ Wash hands | <ul style="list-style-type: none"> ▪ Respect the privacy of self and others ▪ Use facilities and equipment appropriately | |
| BEFORE AND AFTER SCHOOL | <ul style="list-style-type: none"> • Notify school if you are going to be absent • Arrive at school on time ▪ Enter and leave school using correct gates ▪ Leave school promptly | | <ul style="list-style-type: none"> ▪ Park bikes in racks and leave the area immediately ▪ Bags/ports should be closed and placed in the port racks at all times. ▪ Respect others' property and equipment |

Strategies for the Implementation of the Responsible Behaviour Plan.

Our Responsible Behaviour processes include:

- The physical display of School Rules, Classroom Rules, Peace Code (Appendices 5,6,7) and Playground Behaviour Process (Appendix 12).
- The constant, consistent reinforcement of behavioural expectations in classes
- The constant, consistent reinforcement of behavioural expectations during other teaching/learning opportunities such as school assemblies.

These processes are aligned with the School Vision, Values and Motto- "Strive. Learn. Succeed".

Daisy Hill State School also includes the following as part of the whole school approach to responsible behaviour:

- Creation and maintenance of a positive school culture including a detailed School Uniform Policy (See Appendix 1)
- A signed Enrolment Agreement by all students and parents/caregivers (see Appendix 2) including an acknowledgement of the Responsible Behaviour Plan.
- A dedicated section of the Newsletter encouraging parents and caregivers to be actively and positively involved in school behavioural expectations
- Comprehensive programs of induction and orientation delivered to new students and staff



The Code of School Behaviour

Better Behaviour
Better Learning

- The development of specific policies to address the Use of Technology Devices at school (see Appendix 3)
- The development of specific policies to respond to and prevent incidents of bullying (including Cyber-bullying) (see Appendix 4)
- The development of leadership programs including the Student Council, School/House Captains and Mentors and Buddies
- The recognition and valuing of positive behaviour
- Ongoing Professional development for staff.

Targeted behaviour support

The Daisy Hill State School Responsible Behaviour Plan for Students is based around the concept of “doing the right thing”. The Plan has been developed with the intention that classroom and Specialist teachers manage the behaviour within the classroom.

The focus is consistently upon students owning and taking responsibility for their own behaviour.

Each individual classroom teacher and Specialist teacher employs a range of positive reinforcement strategies for encouraging good behaviour in the classroom.

Individual classrooms develop behaviour management strategies within their classrooms that encourage positive behaviour based on the following principles:

- that ‘the rules’ should be kept simple
- that ‘the rules’ should relate directly to the Peace Code and the Behaviour Matrix
- that ‘the rules’ should be positive, providing the message of the behaviours that everyone wants to see rather than what they do not want to see
- that every opportunity should be used to display ‘the rules’ and reinforce ‘the rules’
- that the rules should be generalized; that is, that they apply not just in the classroom but in all areas of the school.

Re-directing low-level and infrequent problem behaviour.

When a student exhibits low-level or infrequent problem behaviour, the first response of members of staff is to remind the student of expected school behaviour (“Are you doing the right thing?”), then ask the student to “turn things around” so that their behaviour aligns with school expectations.

The preferred way of re-directing such behaviours is to ask students to think of how they might be able to ‘turn things around’ to act more safely, more peacefully or more responsibly. This approach, whilst encouraging



The Code of School Behaviour

Better Behaviour
Better Learning

the student to reflect on their own behaviour and evaluate it against the expected school behaviour, provides the basis of a fair and consistent approach to dealing with problematic behaviour.

Intensive behaviour support

Daisy Hill State School provides an inclusive educational program and is committed to educating all students including those with the highest behavioural support needs.

Daisy Hill State School recognizes that students with highly complex and challenging behaviours may require intensive support in order to succeed.

This may include the following:

- referral through our Special Needs Committee
- referral to outside agencies including State Government instrumentalities, and/or Child and Family Connect.
- Behaviour Advisory Team intervention and support
- flexible arrangements regarding graduated entry, modified curriculum and support
- individual Behaviour Management Plans including referral to an alternative school setting (Appendix 11)
- individual and group reward programs
- parental consultation and support.

Emergency responses or critical incidents

An emergency or critical behavioural incident is defined as “an occurrence that is sudden, urgent, often unexpected, unsafe and requires immediate action”.

A severe behavioural problem 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”.

Our staff has a consistent understanding of how to respond to critical behavioural incidents. Appropriate responses include both non-physical and physical intervention. Appropriate actions are taken to ensure the safety of the individual and the wider safety of all in the school community.

Physical Intervention: Appropriate physical intervention may be used to ensure that the duty of care owed by Daisy Hill State School to protect all of its students and Staff is met. The use of physical intervention is only considered appropriate where the immediate safety of the individual student or of other students or of members of staff is threatened and the strategy will only be used as a measure of last resort to prevent injury.

Lockdown procedure: Daisy Hill State School has lockdown procedures that can be implemented during a critical behavioural incident.



The Code of School Behaviour

Better Behaviour
Better Learning

Debrief: After any critical behavioural incident, a debrief should occur with any or all of those members of the school community who may have been affected by the incident.

Record Keeping: Each instance involving the use of physical intervention with a student is documented formally on the OneSchool system as a behavioural incident.

Strategies to use in de-escalating situations.

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 or communicating anger or frustration through body language.

Maintain calmness, respect and detachment.

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

Approach the student in a non-threatening manner.

Move slowly and deliberately toward the situation or incident, speak calmly and respectfully, minimize body language, keep a reasonable distance and withdraw if the situation escalates.

Find Help.

5. Consequences for unacceptable behaviour

Daisy Hill State School makes systematic efforts to prevent inappropriate, anti-social or unacceptable behaviour creating a safe, peaceful environment, modelling appropriate behaviours and by teaching and reinforcing expected behaviours through the "Pathways to Peace Program" on an ongoing basis.

When inappropriate, antisocial or unacceptable behaviours occur, it is important that the consequence for such actions are immediate, are predictable and are consistent. Our school seeks to ensure that the consequences are consistent but also proportionate to the type of (mis)behaviour that occurs.

It is also important that the strategies employed to react to, reduce and prevent inappropriate behaviour will operate within a framework that operates consistently from the classroom to the wider school.

At Daisy Hill State School it is recognised and understood that children experiencing behavioural difficulties often have learning difficulties, have fallen behind with their work or have missed significant areas of learning. These learning difficulties or deficits can and do lead to loss of confidence which in turn leads to the development of low self-concept and low self-esteem which then contribute to behavioural issues.

Therefore, any consideration of strategies to change behaviour and consequence for inappropriate or unacceptable behaviour must include consideration of academic goals and expectations.



The Code of School Behaviour

Better Behaviour
Better Learning

The staff at Daisy Hill State School recognise that, on occasions, the behaviour of individual students will warrant close monitoring.

The decision whether or not to monitor will be based upon the three Principles of Safety, Simplicity and Strategy.

1. Safety

- The safety, well-being and future behaviour of the student.
- The safety and well-being of class-mates, peers and other students in the school.
- The safety and well-being of staff

2. Simplicity

- The process of changing behaviour should be in terms that can be understood by the student, the student's parents/carer and by those involved with the student.
- The process should be open, transparent and accessible.

3. Strategy

- The strategies utilised to "turn behaviour around" should be clear, achievable and communicated to all involved.

Behaviour Zones

Positive Behaviour is regarded as **green** behaviour. This behaviour is recognised and rewarded through class reward systems, end of term peace code awards, student of the week, class of the week, Principal's morning tea and playground Gotchas.

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

- **Amber** behaviour incidents are handled by staff members at the time it happens.
- The teacher uses professional judgement according to the Classroom Behaviour Plan and records this behaviour on OneSchool.
- **Red** behaviour incidents are referred directly to the school Administration team

Amber 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.

Amber 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.



The Code of School Behaviour

Better Behaviour
Better Learning

Red behaviours are those that:

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

Red behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then sends the student to Administration. A report of the student's behaviour is recorded on One School by the relevant staff member and a follow up added by administration.

Major unacceptable behaviours (Red) will result in the following consequences:

- **Level One:** Admin Referral, Reflection Sheet (Appendix 9), Parent letter (Appendix 10), Time out, detention, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Services Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions, Individual Performance Behaviour Plan (Appendix 11) and check in/check out sheets (Appendix 13).
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences

| School Disciplinary Absences (SDA) | |
|--|--|
| Suspension | A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> • disobedience by the student • misconduct by the student • other conduct that is prejudicial to the good order and management of the school. |
| Behaviour Improvement Condition | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> • reasonably appropriate to the challenging behaviour • conducted by an appropriately qualified person • designed to help the student not to re-engage in the challenging behaviour • no longer than three months. |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> • disobedience |



The Code of
**School
 Behaviour**
 Better Behaviour
 Better Learning

6. Network of student support

To effectively support both staff and students with issues relating to school behaviour, Daisy Hill State School is able to access support from both within the school and beyond. We support a team approach to behaviour support. This includes the involvement of school administrators, staff, student, parent and members of the wider community; including personnel from other government and community agencies. Where a student requires minimal or short term additional support, the class teacher will be the case manager. The case manager's role is to coordinate the department's support to the students in our school. Where a student requires significant additional support over an extended time and/or settings, an Administrator will be the case manager. This case manager's role is to coordinate the school based delivery of support services to the student and liaise with other government and community based service providers.

7. Consideration of individual circumstances

At Daisy Hill State School we aim to establish positive and effective relationships between all key stakeholders. Consistent communication between parents, school and students promotes a united understanding of school expectations.

Students understand that they come to school to learn and that staff are there to support their learning. At Daisy Hill State School learning is personalised (differentiated), this is achieved through:

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

- consultation with specialists to develop Individual Behaviour Management Plans
- small group learning (needs specific)
- peer support
- adapting curriculum and learning environments
- recognising individual differences eg gender, age, race, disability etc

8. 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](#)





The Code of School Behaviour

Better Behaviour
Better Learning

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

9. 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

10. Some 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

Endorsement

D.H.H. Hinton

Principal

d. m. j. sen

P&C President or
Chair, School Council

Date effective: from 19 July, 2017



The Code of School Behaviour

Better Behaviour
Better Learning

Appendix 1 School Uniform Policy

This policy has been established by joint consultation with the school staff and the P & C Association. Wearing of the school uniform is an expectation of our school community.

The student Dress Code encourages each child to have pride in themselves and their school. It also provides each child with a strong sense of belonging and a safe learning environment, reducing the incidence of bullying related to clothing.

The school uniform has been designed to:-

- Readily identify students at school and outside on school excursions;
- Be practical for the needs of children during the active days at school;
- Develop mutual respect among students through minimising visible evidence of economic or social differences;
- Be long wearing;
- Be cost effective;
- Be sun-safe;
- Strengthen the community perception of our school as a quality school, in that our students appear smartly dressed and well presented.

Wearing of the full school uniform is expected.

Boys and Girls Summer Uniform

- School polo shirt
- Black unisex shorts mid-thigh to knee in length.
- All black fully enclosed, flexible soled school shoes/joggers with black laces;
- Year 6 senior shirts are appropriate daily attire for the year 6 cohort to wear.
- Black or white socks.
- Sports shirts to be worn on PE and sports day.

Leggings, bike shorts, jeans, cargo pants will **not** be accepted.

Boys and Girls Winter Uniform

- School polo shirt – as sold in the school uniform shop;
- Black unisex shorts mid-thigh to knee in length.
- All black fully enclosed, flexible soled school shoes/joggers with black laces;
- Plain black jumper without a hood.
- Plain black long pants/trousers.

Leggings, hoodies, bike shorts, jeans, cargo pants will **not** be accepted



The Code of School Behaviour

Better Behaviour
Better Learning

Hats

Daisy Hill State School has a no hat, no play policy. Children are required to wear the school bucket hat- as sold in the school uniform shop - when outside on school grounds. Caps are not accepted.

Items not permitted:

- Beanies/Beanie hats, clothing with offensive slogans, inappropriate footwear such as thongs and sandals, jeans, jackets/sweatshirts in colours other than black, boots above the ankle, long socks, singlets, midriff tops, coloured bandanas, netball skirts.
- Cargo shorts and hoodies.
- Nail Polish.
- Use of aerosols. However, older students may use roll on deodorant if desired.
- Make up.
- No visible rub on/temporary tattoos or stickers are to be worn.

Jewellery:

As Jewellery is not a part of the school uniform, we discourage the wearing of **all** jewellery to school. In the interests of the personal safety of each child, it is recommended that jewellery be confined to a watch and small plain sleepers or stud earrings for those with pierced ears. Any jewellery of cultural or religious significance should not be visible. Medical alert bracelets/chains are allowed.

No responsibility is taken for any of these items worn or brought to school. Any other items require the approval in writing of the principal.

Hair:

Students are encouraged to wear hair accessories in the school colours. Hair should be neat and tidy and well groomed. Hair of shoulder length or longer must be tied back for both girls and boys.

No extreme, flamboyant or unusual style including tracks and mohawks or colours are accepted.

Free Dress Days:

Personal presentation standards and Behaviour Management Policy will remain the guiding principles.

All Footwear is to be closed in, normal jewellery and make-up rules apply, shirts need to be sleeved to comply with SunSmart School rules, skirts/shorts and similar must be of modest length.



The Code of School Behaviour

Better Behaviour
Better Learning

Appendix 2 Enrolment Agreement

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Daisy Hill State School.

Responsibility of student to:

- attend school on every school day for the educational program in which they are enrolled, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules as outlined in the school's Responsible Behaviour Plan for Students, including not bringing items to school which could be considered as weapons (e.g. dangerous items such as knives)
- meet homework requirements and wear school's uniform
- respect the school property.

Responsibility of parents to:

- ensure your child attends school on every school day for the educational program in which they are enrolled
- attend open meetings for parents
- let the school know if there are any problems that may affect your child's ability to learn
- ensure your child completes homework regularly in keeping with the school's homework policy
- inform school of student absences and reasons for absences in a timely manner
- treat school staff with respect
- support the authority of school staff thereby supporting their efforts to educate your child and assist your child to achieve maturity, self discipline and self control
- not allow your child to bring dangerous or inappropriate items to school
- abide by school's instructions regarding access to school grounds before, during and after school hours
- advise Principal if your student is in the care of the State
- keep school informed of any changes to student's details, such as student's home address and phone number.

Responsibility of school staff to:

- design and implement engaging and flexible learning experiences for individuals and groups
- inform parents and carers regularly about how their children are progressing
- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy
- create and maintain safe and supportive learning environments
- support personal development and participation in society
- foster positive and productive relationships with families and the community
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- clearly articulate the school's expectations regarding the Responsible Behaviour Plan for Students and the school's Dress Code policy



The Code of School Behaviour

Better Behaviour
Better Learning

- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved (for example Program of Chaplaincy Services, sports programs)
- set, mark and monitor homework regularly in keeping with the school's homework policy
- contact parents and carers as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, Complaints Management – State Schools
- treat students and parents with respect.

- Responsible Behaviour Plan for Students
- Student Dress Code
- Homework Policy
- School Charges and voluntary contributions
- School network usage and access statement requirement of Acceptable Use of the
- Department's Information, Communication and Technology (ICT) Network and Systems
- Absences
- School Excursions
- Complaints management
- Parent Notice for Religious Instruction in School Hours
- Parent / Guardian Consent form for *Voluntary Student Participation in Program of Chaplaincy Services*
- Department insurance arrangements and accident cover for students
- Managing Consent to Use Student/Volunteer Copyright Materials and/or to Record, Use or
- Disclose Student Personal Information
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- School instructions for school access

I acknowledge:

- That I have read and understood the responsibilities of the student, parents or carers and the school staff outlined above; and
- That information about the school's current rules, policies, programs and services, as outlined above has been provided and explained to me.

Student Signature: Parent/Carer Signature: On behalf of Daisy Hill State School

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The Code of School Behaviour

Better Behaviour
Better Learning

Appendix 3 Use of Technology Devices at School

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices to school as there is a risk of damage or theft. Such devices will be removed from the student by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Removal of Item

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed into the office.

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.

Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere.

Recording of events in class is not permitted.

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



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Even where consent is obtained for such recording, the school will **not tolerate images or sound** captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Breaches of this policy will be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

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

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



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Appendix 4

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

Purpose

1. Daisy Hill State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Daisy Hill State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Daisy Hill State School include; name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

5. At Daisy Hill State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.



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Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the four school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur **at school**. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Our school will then investigate and respond to any incident of cyberbullying.



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Appendix 5

School Expectations

DAISY HILL
PRIMARY SCHOOL
PROGRESS THROUGH LEARNING

School Expectations

We Follow the Peace Code

- Do the Right Thing
- Speak Kindly
- Find Help
- Be Brave
- Turn Things Around
- Care for Myself and Others
- Be a Peacemaker

Be a Learner
Be Safe
Be Respectful



Appendix 6

Classroom Behaviour Plan

Each class –students and teacher – will decide on a Code of Classroom Behaviour for the class which is both consistent with the School Rules and the statement from the Peace Code that:

“In this class, we will do the right thing by.....”

- Maximum of 6 “rules”

The statement will also form the basis for Individual Performance Management Plans (IPMP) in relation to individual student behaviour.

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DAISY HILL STATE SCHOOL
STAYING · LEARNING · GROWING

Classroom Expectations

In this class we do the right thing by...

Be a Learner
Be Safe
Be Respectful

Appendix 7
Peace Code Week Focus



The Code of
**School
Behaviour**

Better Behaviour
Better Learning



Peace Code

The school focus this week is...

In our class we will....

Care for myself and others

Find help

Be brave

Speak kindly

Do the right thing

Turn things around

Be a peacemaker



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Appendix 8 Response to Referral / Reflection Form

If a student's behaviour has been through the classroom process and time out and/or referral outside the classroom is required the student should be referred to the Administration Team (Appendix 7)



Admin Team receives a Referral / Reflection Form from the Classroom Teacher



The Admin Team member walks the students through the Referral / Reflection Form



Copies of the Referral / Reflection Form sent home with a letter to Parents, (Appendix 8) returned to Classroom Teacher and filed.

Appendix 9 Referral / Reflection Form



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Classroom Reflection Plan

Years 3-6

Name: _____ Class: _____ Date: _____

Reason for Referral: _____

Referred by: _____

1. Was I doing the right thing? Yes / No

2. What classroom rule did I break?

3. Is there anything else you need to tell us?

4. What do I need to do to turn around my behaviour?

Student Signature: _____

Admin Team Signature: _____



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Referral / Reflection Form



Classroom Reflection Plan Prep -Year 2

Name: _____ Class: _____ Date: _____

| |
|----------------------|
| Reason for Referral: |
| _____ |
| _____ |
| _____ |
| Referred by: _____ |

1. Was I doing the right thing? Yes / No

2. What classroom rule did I break?

3. Is there anything else you need to tell us?

4. What do I need to do to turn around my behaviour? (draw or write)

| |
|--|
| |
|--|

Student Signature: _____

Admin Team Signature: _____

Appendix 10 Letter to Parents/Carers



The Code of **School Behaviour**

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Date: _____

Dear _____,

This note is to inform you that _____ was not doing the right thing in the classroom and was sent to the office for reflection and guidance. They completed a reflection sheet which is attached.

We are asking you to discuss this with your child, sign the form and return it to the office.

Thank you for your co-operation with this matter.

Admin Team

Parents Signature: _____



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Appendix 11 Individual Performance Management Plan (IPMP)

Student: _____ **Commencement Date:** _____
Date of Birth: _____ **Year Level:** _____ **Roll Class:** _____
Teacher: _____ **Case Manager:** _____

| Academic Goals | | Current Data | Goals |
|-----------------------|----------------|---------------------|--------------|
| | Reading | | |
| | Maths | | |
| | Other | | |

| Behavioural Goals | Behaviours of Concern | Strategies for "Turning things around" | Behavioural Goals |
|--------------------------|------------------------------|---|--------------------------|
| | | | |

Comments (including Rewards for achievements & Consequences)

Student signature: _____

Parent/Carer Signature: _____

Classroom Teacher : _____

Principal: _____



PLAYGROUND BEHAVIOUR PROCESS

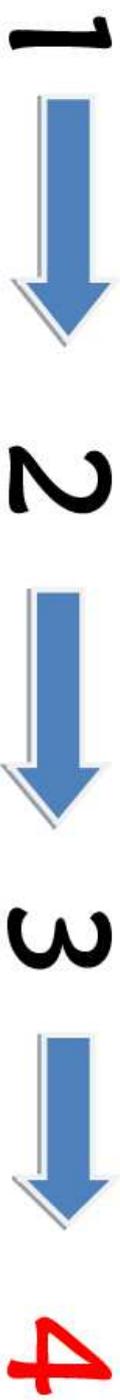
- Investigate
- Redirection
- Consequences
- Withdrawal from play to Admin



Are you doing the right thing?
Are you being a Peacemaker?
"Turn things around."

- Sit out of play
- Walk with me
- Collect rubbish
- Time out supervised by staff.

Students withdraw if behaviour is dangerous (Red card) or if a student is continually non-compliant (Yellow Card).



Consequences: If students do not "Turn things around" consequences will be applied. Each staff member on duty will determine how much play time is missed and the consequence applied. Record of behaviour recorded in Oneschool.

Withdrawal to Admin: Record incident in Oneschool and refer to the administrator who withdrew the student. Admin to complete follow up in Oneschool and establish a plan for improvement / contact parent or carer if necessary.

Serious playground incidents may result directly in an out of school suspension



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Appendix 13 Daily Check In/Check Out



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Check in (ci) / check out (co)
Daily Classroom

_____ 's goal is

| Date | Tracking | Comments |
|---------------------------------|-------------------|----------|
| Morning 9.00-10.00am | 1 😊 2 😊 3 😊 | |
| Morning 10.00 – 11.00am | 1 😊 2 😊 3 😊 | |
| First Break 11.00-11.40am | 1 😊 2 😊 3 😊 | |
| Middle Session 11.40-12.40pm | 1 😊 2 😊 3 😊 | |
| Middle Session 12.40-1.40pm | 1 😊 2 😊 3 😊 | |
| Second Break 1.40-2.15pm | 1 😊 2 😊 3 😊 | |
| Last Session 2.15-3.00pm | 1 😊 2 😊 3 😊 | |

Keep working on: _____

WOW! _____

Teacher Signature: _____

Admin Signature: _____

Parent's Signature: _____



Do the Right Thing
Turn Things Around
Speak Kindly
Be Brave
Find Help
Care for yourself and others
Be a Peacemaker

