



EXPECTATIONS OF STUDENT BEHAVIOUR

INTENT

Education Queensland is committed to provisions that ensure that all young Queenslanders have a right to and receive a quality education. As a member of the Mid Coast Community of Schools, we share a set of values for schooling that guide our operations and form our responses to Better Behaviour – Better Learning. Shared values give us a solid foundation to deliver unique schooling within a complementary, high quality framework from Prep to Year 12.

SUMMARY

There exists a safe and tolerant school environment with the expectation that all members of our community respect themselves, others and the environment. The school promotes and values the quality of relationships to ensure that all students, parents and teachers take responsibility for the part they play in providing high quality education. All parties are held accountable for the quality of these relationships.

Students are expected to attend every school day on time, ready to learn and with the necessary equipment for the day's work. Sport is an integral part of the curriculum of the school and all students are expected to participate.

In order to support students through the education process, we have adopted a whole school approach which shapes and supports appropriate behaviour in all students. Additional support and timely interventions are put in place when a student exhibits unacceptable or potentially dangerous behaviour.

The school's beliefs align to the "Values for Australian Schooling" and our practices are informed by the National Safe School Framework.

POLICY

A fair and positive whole school culture has been developed through our Triple M Program. Teachers engage students through a balanced, relevant and engaging curriculum and use quality learning and teaching practices. Staff encourage and reward positive behaviour and there are many specialists in the school to whom students are referred for intensive behaviour support. Modified curriculum and flexible timetables can be arranged if this becomes necessary. Students are always encouraged to take responsibility for their own actions and the consequences that these actions have on other people.

Staff model acceptable behaviour for students and acknowledge every situation as a learning experience.

There is recognition that our values are best expressed in agreements about respect, responsibility and reliability. We also recognize that these responsibilities may need to be taught.



RELATED LEGISLATION

- **Education (General Provisions) Act 1989**
- **Section 21 of the Education (General Provisions) Regulation 2000**
- **Criminal Code Act 1899**
- **Anti-Discrimination Act 1991**
- **Commission for Children and Young People and Child Guardian Act 2000**
- **Judicial Review Act 1991**
- **Workplace Health and Safety Act 1995**
- **Workplace Health and Safety Regulation 1997**
- **Freedom of Information Act 1992**

RELATED POLICIES

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- LL-14: Hostile People on School Premises, Willful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

RELATED RESOURCES

- **National Safe Schools Framework**
(ncab.nssfbestpractice.org.au/resources/resources.shtml)
- **National Framework for Values Education in Australian Schools**
(www.valueseducation.edu.au)
- **National Framework for Values Education in Australian Schools – Queensland**
(www.education.qld.gov.au/curriculum/values/)
- **Bullying. No Way!** (www.bullyingnoway.com.au)
- **MindMatters** (www.curriculum.edu.au/mindmatters)
- **School Wide Positive Behaviour Support**
(www.learningplace.com.au/deliver/content.asp?pid=24668)



Behaviour	Strategies	Consequences	Recorded Information	Feedback
<ul style="list-style-type: none"> Unsafe behaviour; Refusing to follow instructions; Lateness; Disruption to learning; Non-completion of homework; Unprepared for work; Uniform/jewellery. 	<p>10 Micro Skills; parent/teacher meeting; adoption of consistent whole school approaches; high levels of class engagement; high visibility and engaged playground supervision.</p>	<p>Community service; parent contact; reflection journal referring to responsibility compass; time out; alternative seating; removal of privileges eg excursions.</p>	<p>Persistent inappropriate behaviours and consequences recorded in OneSchool. Refer to HOD as necessary.</p>	<p>Acknowledge behaviour improvement to student and parent.</p>
<ul style="list-style-type: none"> Failure to report for community service; Minor graffiti/vandalism; Inappropriate language; Littering; Out of bounds; Continued unsafe behaviour; Persistent Level 1 behaviour. 	<p>10 Micro Skills; parent/teacher meeting; adoption of consistent whole school approaches; high levels of class engagement; high visibility and engaged playground and classroom supervision. Yellow Level 2 report taken to HOD for processing.</p>	<p>Lunch time and after school detention; parent contact; removal of privileges; student conference; extended community service; red book; withdrawal room.</p>	<p>All inappropriate behaviours, consequences and management recorded in OneSchool. Refer to Deputy Principal as necessary.</p>	<p>Email to teacher the reference in OneSchool to be viewed.</p>
<ul style="list-style-type: none"> Bullying/fighting/violence; Grffiti/vandalism; Severe/persistent inappropriate language; Stealing; Sexual harassment; Use/supply of prohibited substance; Refusal to follow playground direction; Severe unacceptable behaviour; Repeated uniform infringement; Persistent Level 2 behaviour. 	<p>10 Micro Skills; parent/teacher meeting; adoption of consistent whole school approaches; mediation; mentoring; restorative justice; high visibility and engaged playground and classroom supervision; shared concern. Orange card and Level 3 report taken to Deputy for processing.</p>	<p>After school detention; removal of privileges; extended community service; red book; withdrawal room; suspension; cancellation of enrolment; Behaviour Improvement Plan; Behaviour Improvement Contract; referral to other agencies.</p>	<p>All inappropriate behaviours, consequences and management recorded in OneSchool by teacher and Deputy Principal. Refer to Principal as necessary.</p>	<p>Email to staff the reference in OneSchool to be viewed.</p>
<ul style="list-style-type: none"> Bullying/fighting/violence/ violent assaults/facilitation of violence or intimidating acts on others; Possession of knives or any other potential weapons; Grffiti/vandalism (deliberate and malicious damage); Severe/persistent inappropriate language; Stealing; Sexual harassment; Possession/use/supply of prohibited substance (drugs, alcohol); Persistent and willful refusal to follow directions; Use of internet or mobile phones to misrepresent or harass; Severe unacceptable behaviour; Repeated uniform infringement; or Persistent level 3 behaviour. 	<p>10 Micro Skills; parent/teacher meeting; adoption of consistent whole school approaches; mediation; mentoring; restorative justice; high visibility and engaged playground and classroom supervision.</p>	<p>Recommendation for exclusion.</p>	<p>All inappropriate behaviours and consequences recorded in OneSchool. All Level 3 behaviour referrals managed and recorded.</p>	<p>Email to staff the reference in OneSchool to be viewed.</p>