



Highfields State School

Responsible Behaviour Plan **for Students – based on** ***The Code of School Behaviour***



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

1. Purpose

Highfields 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.

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

2. Consultation and data review

Highfields State School began the process of reviewing its behaviour policies in 2013 with data collection. In 2014 a Behaviour Review Working Party, consisting of teachers, teacher aides, administration staff, was established to review the data, analyse current practices and make recommendations. Through a newsletter article parents were also asked to contribute to this process.

Oneschool data was very important in this process, with particular analysis of Attendance data, School Disciplinary Absence data, Behaviour Incident data and Records of Positive Behaviour.

The Plan was endorsed by the Principal and the Chair of the School Council in September 2014.

3. Learning and behaviour statement.

At Highfields State School, we believe students Fly High with Learning when we value

- **Child**
 - Our students learn best when we all know and respond to their individual needs and interests.
- **Community**
 - Our students learn best when we all work together
- **Connectedness**
 - Our students learn best when we all care for each other
- **Craft**
 - Our students learn best when we all provide effective, purposeful and well-planned instructional programs.

Highfields State School has three expectations that underpin student behaviour.

- **Be safe**
 - At all times, members of the Highfields State School community will strive to be safe and to ensure the safety of others.
- **Be a learner**
 - All members of the Highfields State School community will be committed to a school environment where learning, teaching and service are valued
- **Be respectful**
 - At all times, members of the Highfields State School community will strive to show courtesy and respect toward each other and to themselves.

To ensure this, a whole school approach to responsible behaviour is more effective and efficient.

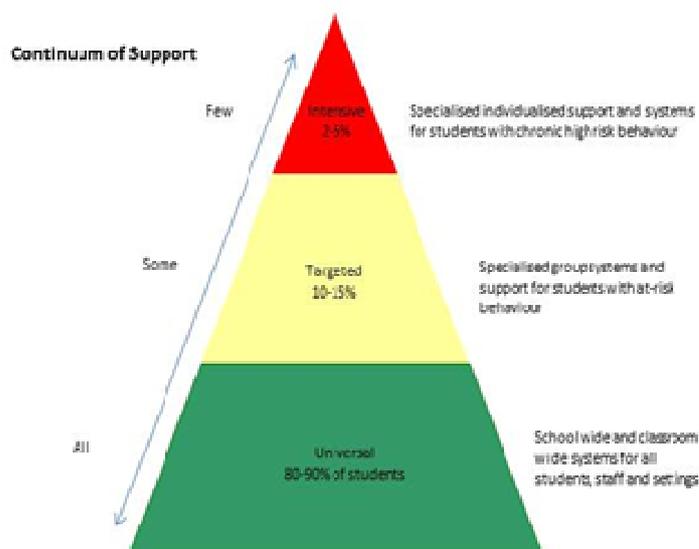
To this end, we promote a relevant, appropriate and inclusive curriculum for all, including gender, all levels of ability and disability, culture and race; together with an organisational structure and ethos that supports and fosters participation and belonging.

SCHOOLWIDE EXPECTATIONS MATRIX

	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	Transition	TOILETS	Leaving/Entering School Grounds
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Wear school uniform with pride ▪ Use equipment appropriately ▪ Sign all electronic devices in at office ▪ Use polite language ▪ Care for equipment ▪ Clean up after yourself ▪ Wait your turn ▪ Be courteous to visitors and members of school community 	<ul style="list-style-type: none"> ▪ Line up quietly ▪ Enter and exit room in an orderly manner ▪ Raise your hand to speak ▪ Respect others' right to learn 	<ul style="list-style-type: none"> ▪ Be courteous and polite in all online communications ▪ Report any unacceptable behaviour to a teacher 	<ul style="list-style-type: none"> ▪ Play fairly – take turns ▪ Invite others to join in and follow rules ▪ Care for the environment ▪ Return equipment to appropriate place 	<ul style="list-style-type: none"> ▪ Keep passage ways clear at all times ▪ Walk quietly through school 	<ul style="list-style-type: none"> ▪ Respect privacy of others ▪ Use toilet paper as intended 	<ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Follow instructions of teachers and teacher aides ▪ Wait your turn ▪ Keep your belongings nearby ▪ Have your bus pass ready
Be a Learner	<ul style="list-style-type: none"> ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Whole body listening 	<ul style="list-style-type: none"> ▪ Post only appropriate content online ▪ Participate in use of approved online sites and educational games 	<ul style="list-style-type: none"> ▪ Be a problem solver 		<ul style="list-style-type: none"> ▪ Use toilets during breaks 	
BE SAFE	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Walk on concrete/hard surfaces ▪ Keep hands, feet and objects to yourself ▪ Solve problems without violence ▪ Eat your own food 	<ul style="list-style-type: none"> ▪ Walk in classrooms ▪ Ask permission to leave the classroom/group 	<ul style="list-style-type: none"> ▪ Respect others' right to use online resources free from interference or bullying ▪ Keep usernames or passwords private ▪ Keep private information off online sites 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat ▪ Remain seated in eating area until released by adult ▪ Eat and play in designated areas 	<ul style="list-style-type: none"> ▪ Always move around school in at least pairs 	<ul style="list-style-type: none"> ▪ Wash hands after using the toilet ▪ In class time move to toilets in pairs ▪ Straight in, Straight out 	<ul style="list-style-type: none"> ▪ Leave school promptly ▪ Follow road rules ▪ Follow bus rules ▪ Wait in office if parents are late

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

A whole school approach shapes, supports and recognises appropriate behaviours in all students. In most schools/contexts, approximately 80% to 90% of students will have little or no difficulties. However about 10 to 20% of students may need additional support and timely intervention on some occasions. For a variety of reasons, 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.



Staff Development:

- Ongoing professional learning and sharing sessions in area of ESCM's and behaviour support.
- Staff actively encouraged to be Classroom Profiled by school based trained profilers.
- Comprehensive induction program.
- Mentoring and coaching of staff.

Universal behaviour support

At Highfields State School we proactively teach and reinforce appropriate and positive behaviours to all students. These behaviours relate to our school's three expectations: Be Safe, Be a Learner, and Be Respectful and are further detailed in our School Wide Expectations Matrix.

Staff manage and support students' behaviour in their classrooms through enacting their Classroom Behaviour Management Plan. These plans are displayed in all classrooms for students, parents and supply teachers. The plan outlines Classroom Expectations, Acknowledgement Plan, Correction Plan, Crisis Plan and Restitution Plan. See appendix 1

Processes for teaching these behaviours include:

- Specific lessons
- Whole class and year level discussions
- Role playing
- Examples and non-examples
- Modelling
- Assembly presentations

These expectations and behaviours are supported through:

- You Can Do It Program
- Cyber Safety Program embedded in Health Program
- Classroom Behaviour Management Plan

Proactive and Preventive Strategies include:

- Lunchtime sports program
- Responsible Play Space
- Sports training
- Choir and instrumental Music programs
- Lunch-time Library program
- Chess Club
- Chaplaincy Service
- Lunchtime Defence Club (DSTA)
- SEP lunchtime play program

Positive Reinforcement and Reward:

- Weekly You Can Do It assembly awards
- You Can Do It postcards
- Individual classroom awards and celebrations

Responsible Playspace

The Responsible Playspace provides a safe and supported play area for students who may be finding unsupervised playing times intimidating, don't have friends to play with or need support in being able to play well with others. The Responsible Playspace is an area for students can play in small supervised groups. Students can either choose to attend or be referred by a teacher.

Students can choose either indoor play in the Learning Enhancement Centre or outdoor games with the Chaplain.

Targeted behaviour support

For some students, teachers will need to use a variety of strategies from the 'correction phase' of their Classroom Behaviour Management Plan to assist students make better behavioural choices.

The need for targeted support would arise from consistent breaches of the school's behavioural expectations in the classroom, in the playground or both

Teachers' first response to such behaviours is to work with parents to support students in making improved decisions.

These may include:

- Daily/weekly reports to parents using take home books, emails, phone calls, texts. (These should be noted on Oneschool.)
- Individual correction plan.
- Individual learning or behaviour contracts.
- Differentiated learning activities.
- Modified/alternate playground program.
- Targeted behaviour lessons
- Restitution

If students continue to make poor behaviour choices students are referred to the Special Needs Reference Group or directly to the teachers' line manager.

From here further actions are put in place to meet the specific needs of the student. These may include extension of above strategies and:

- Development of Individual Behaviour Support Plan
- Risk Assessment
- Behaviour monitoring
- Managed attendance
- Counselling
- Referral to external services
- Alternative (teaching) programs
- Case conferencing with relevant parties (including parents)
- Withdrawal (for respite/safety for self and others)

Intensive behaviour support

Some students require more support to ensure that they learn, that they do not interfere with other students' learning and that they relate to others effectively. We understand that since causes for the unacceptable behaviour of certain students vary, responses must also vary. Sometimes other agencies will be involved: sometimes withdrawal of students will be necessary, either within the school or off campus. At this school we try various approaches to find those that work. While trying to be fair and consistent when dealing with anti-social behaviour, we cater for the diverse range of students who are entitled to continued learning engagement.

Students at high risk are referred for timely, intensive specialist support through referral to our Special Needs Reference Group or directly to the teachers' line manager. From here actions are put in place to meet the specific needs of the student. These may include:

- Development of Individual Behaviour Support Plan
- Risk Assessment
- Behaviour monitoring
- Managed attendance
- Counselling
- Alternative (teaching) programs
- Withdrawal (for respite/safety for self and others)
- Daily Reports
- Interviews
- Case conferencing with relevant parties (including parents)
- Support from other agencies – eg CYMH, MYCP, DAC, DFO, DOC, DCS
- Support from District Behaviour Support Team
- Restitution
- Suspension *
- Exclusion (with a way back)*
- Cancellation *

*These consequences are to be used after consideration has been given to all other responses.

Highfields State School – Responsible Behaviour Plan Protocols and Data Recording

Strategy	Staff Member Referring	Actions	Where information stored
Class Management Plan	Teacher personalises plan	Approved by Line Manager	Displayed in class room and in roll folder
Proactive Strategies	Responsible Play Space – Teacher refers student by communicating with teacher on duty or students can choose to attend	Children undertake supervised play	Record of student attendance kept
	Chaplain Play Space - Teacher refers student by communicating with teacher on duty or students can choose to attend	Children undertake supervised play	Record of student attendance kept
Acknowledge Positive Behaviour	You Can Do It awards – Class teacher to complete, hand to office and register on Oneschool.	Presented on Assembly P-3 and 4-7 on alternate weeks.	Oneschool Newsletter
	You Can Do It postcard – Class teacher to complete, hand to office and register on Oneschool.	Office staff post to parents	Oneschool
Rethink Rooms (for out of class time behaviour)	Witnessing staff member record incident on Oneschool and refer to Rethink Room staff, student's teacher and line manager of student's year level. Call Rethink Room staff to inform them	Teacher enacts Re-Think Room procedures. Informs line managers of regular attenders Feeds back to teachers	Oneschool Incident Report Rethink Room Folder
Behaviour Support Request	Complete referral to SNRG Attend appointed SNRG meeting	Possible Actions: <ul style="list-style-type: none"> • Refer to Guidance Officer • Health checks • Academic Assessment • Outside Agency • Individual Behaviour Plan 	Oneschool
Individual Behaviour Support Plan	Draft plan	Review with line manager Meet with Parent Signed by teacher, parent and line manager	G Drive Behaviour Management folder Roll Folder

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to critical incidents. This is outlined in each teacher's Classroom Management Plan.

Crisis plan:

- Verbally encourage student to move to designated safe space.
- Class teacher instructs class to move to buddy room by saying, 'Up and Move.'
- Class teacher remains in safe proximity of acting out student. (Stand on side, remove unsafe objects)
- Buddy teacher to contact office ext 220/230 or 46996222 for administration support immediately
- Admin to contact parents.
- Admin to contact emergency services if deemed necessary

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
- committing property destruction which is severe enough to place the student or others in danger.

Appropriate physical intervention may be used to ensure that Highfields State School'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 (unless severe enough to place students or others in danger)
- 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 processes can be found at <http://ppr.det.qld.gov.au>

6. Consequences for unacceptable behaviour

Student behaviour that does not comply with expected standards is not acceptable and consequences will be applied in line with The Code of School Behaviour. At Highfields State School unacceptable behaviour is categorised as either, minor, major or critical.

It is important to manage these behaviours in a **calm** and **supportive** manner so as not to escalate the behaviour to the next level.

Minor behaviours:

- Do not seriously harm others or cause you to suspect a student may be harmed.
- Do not violate the rights of others in any serious way
- Are not part of a pattern of problem behaviour.
- Are handled by teacher at time of incident.
- Will lead to activation of correction plan

Major behaviours:

- Significantly violate the rights of others
- Put student or staff at risk of harm.
- Require the involvement of administration

Critical behaviours:

- Are sudden, urgent and requiring immediate action.
- Are unsafe and unmanageable for the classroom teacher.

Example Unacceptable Behaviours	Strategies and Consequences
<p>Minor</p> <p>Be Safe</p> <ul style="list-style-type: none"> • Not following first instruction • Playing in the toilets • Littering • Non serious but inappropriate contact (pushing) • Use of mobile phone in during school day • Not walking on hard surfaces <p>Be a Learner</p> <ul style="list-style-type: none"> • Disrupting the play/learning of others • Talking during class • Out of seat behaviour • Task avoidance – social and academic • Making noise that makes it hard for others to learn <p>Be Respectful</p> <ul style="list-style-type: none"> • Socially rude interactions • Refusal to attend re-think room • Rough lunch play • Disrespectful language to peers • Disrespectful language to teachers • Low intensity language (Shut up) • Lying (not Harming others) 	<p>Implementation of Class Management Plan</p> <p>Essential Skills for Classroom Management:</p> <ul style="list-style-type: none"> • Descriptive encouraging • Cueing with parallel acknowledgement • Description of Reality • Verbal redirection to learning • Individual close talk • Non-verbal redirection • Proximity • Pause in talk • Expectations clarified/restated (Curriculum) • Post lesson discussions • Move student in room • Use buddy teacher • Selective attending • Questioning to redirect • Redirection given • Give choice or warning <p>Reteach behaviour Responsible Playspace</p> <p>Note: Minor incidents do not have to be recorded on Oneschool, though consistent breaches could be recorded.</p>

<p>Major</p> <p>Be Safe</p> <ul style="list-style-type: none"> • Leaving the class without instruction to do so • Verbal aggression towards staff/students • Illegal substances • Student involves unsafe behaviour not harming others (climbing on buildings) • Threatening behaviour / language towards staff • Threatening behaviour/language towards students • Out of sight of teacher without permission • Damaging property • Spitting • Biting • Bullying others through intimidation or physical harm <p>Be a Learner</p> <ul style="list-style-type: none"> • Refusal to go to designated calm space • Climbing on furniture • Continued refusal to follow instructions • Refusal to attend buddy room or time out <p>Be Respectful</p> <ul style="list-style-type: none"> • Stealing • Bullying others through victimisation or exclusion • Sexual harassment/ misconduct • Sexualised behaviour or comments • Verbal behaviour causing class disruption (Screaming, yelling) • Student deliberately violates rights of others • Lying deliberately to cause harm to others • Explicit swearing • Directed profanity • Repeated teasing • Wilful destruction of property 	<ul style="list-style-type: none"> • As above plus consideration of the following: • Rethink room (Out of class behaviours) • Responsible Playspace • Restitution • Parent contact • Line manager involvement • Referral to SNRG • Negotiated behaviour plan • Suspension • Exclusion <p>Note: All major incidents are recorded on Oneschool.</p>
<p>Critical</p> <ul style="list-style-type: none"> • Leaving the school grounds without instruction • Pursuing others, armed or unarmed with the intention of causing harm • Physical aggression towards staff • Physical aggression towards students • Possession of weapons • Use of everyday implements as weapons • Actions involving serious physical contact where injury will occur (hitting, kicking, punching, scratching) 	<p>As Above</p> <p>Note: All major incidents are recorded on Oneschool</p>

Re-Think Rooms

The Re-Think Rooms operate during second break each day for students who have been making inappropriate choices out of class time. This includes break times, before and after school and travelling to and from school. Students are referred by teachers for major incidents or continuous breaches of a minor nature.

All referrals to Rethink Rooms are recorded on Oneschool by referring teacher and referred to Rethink Room teachers, classroom teacher, and line managers.

While in Re-Think Room students are debriefed by staff and restitution put in place.

Teachers use a variety of strategies including:

- 'Y' shaped stepping stones
- Needs analysis (Maslow and DeBono)
- Drawing to explore emotions and feelings
- No blame circle
- Role play
- Apology writing
- Re-entry plan

At all times and in all cases, the Principal has the right and discretion to determine the actions and consequences as seen fit to best deal with the circumstances of an individual issue.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Principal
- Deputy Principals
- Head of Special Education Services
- Guidance Officer
- Positive Learning Centre Staff
- School Chaplain
- Teacher Aides
- Special Needs Referral Group

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Armstrong Clinic – Toowoomba Base Hospital
- Paediatricians / Specialists
- CYMHS – Child Youth & Mental Health
- EVOLVE –Therapeutic and Behavioural

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.

Highfields 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:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

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 Act 1995
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Transport Operations (Passenger Transport) Regulation 2005.

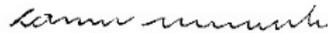
10. Related policies and procedures

- [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](#)

11. Some 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/)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- 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)
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/buscode>)
- You Can Do It Education. www.youcandoit.com.au

Endorsement



Principal

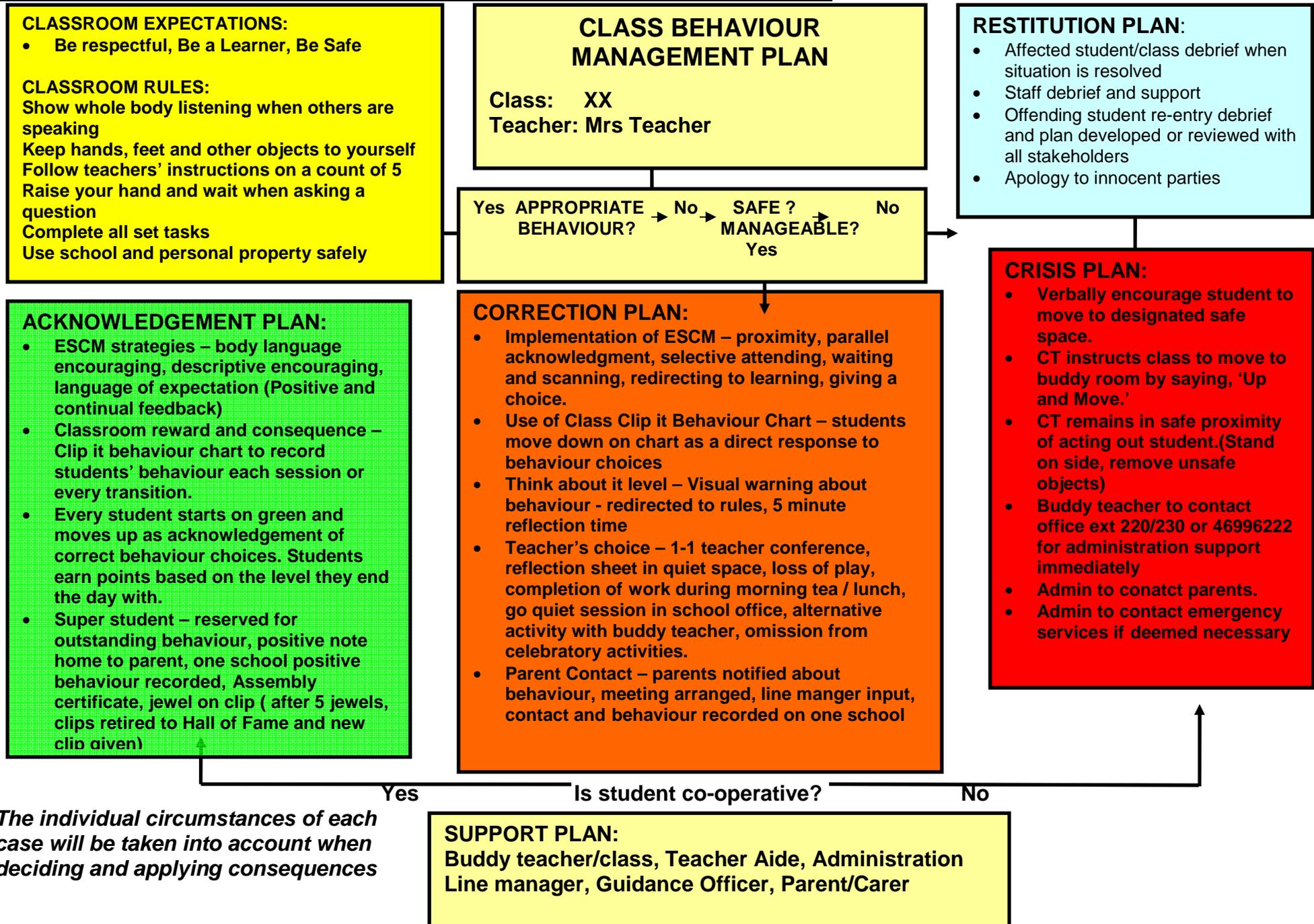


Chair, School Council

08.09.2014

Date

Appendix 1 – Class Behaviour Management Plan.



Appendix 2 – Class Behaviour Management Plan.

Effort and Behaviour Matrix

		A	B	C	D	E
		Excellent	Very Good	Satisfactory	Needs Attention	Unacceptable
		Independently and Consistently:	Consistently:	Satisfactorily:	Sometimes:	Rarely:
Effort		<ul style="list-style-type: none"> remains on task remains focused applies effort and aims for mastery/ extension work completes set tasks seeks and uses teacher feedback/assistance adapts to any learning approach self assesses own work contributes to class discussions attempts difficult / new tasks has equipment ready to use is punctual keeps own area / equipment tidy presents book work neatly manages time effectively starts tasks promptly 	<ul style="list-style-type: none"> remains on task remains focused applies effort and aims for mastery/ extension work completes set tasks seeks and uses teacher feedback/assistance adapts to any learning approach self assesses own work contributes to class discussions attempts difficult / new tasks has equipment ready to use is punctual keeps own area / equipment tidy presents book work neatly manages time effectively 	<ul style="list-style-type: none"> works independently without distracting others applies effort and aims to finish work completes set tasks seeks and uses teacher feedback/assistance adapts to any learning approach self assesses own work contributes to class discussions attempts difficult / new tasks has equipment ready to use is punctual keeps own area / equipment tidy presents book work neatly manages time effectively starts tasks promptly 	<ul style="list-style-type: none"> works independently without distracting others applies effort completes set tasks seeks and uses teacher feedback/assistance adapts to any learning approach self assesses own work contributes to class discussions attempts difficult / new tasks has equipment ready to use is punctual keeps own area / equipment tidy presents book work neatly manages time effectively starts tasks promptly 	<ul style="list-style-type: none"> works independently without distracting others applies effort completes set tasks seeks and uses teacher feedback/assistance adapts to any learning approach self assesses own work contributes to class discussions attempts difficult / new tasks has equipment ready to use is punctual keeps own area / equipment tidy presents book work neatly manages time effectively starts tasks promptly
	Behaviour	<ul style="list-style-type: none"> interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others actively discourages bullying behaviours takes turns, shares things uses humour appropriately does not use put-downs encourages all team members seeks to include everybody respects property uses appropriate conflict resolution skills reacts to situations reasonably cope with change 	<ul style="list-style-type: none"> interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others actively discourages bullying behaviours takes turns, shares things uses humour appropriately does not use put-downs encourages all team members seeks to include everybody respects property uses appropriate conflict resolution skills reacts to situations reasonably 	<ul style="list-style-type: none"> interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others actively discourages bullying behaviours takes turns, shares things uses humour appropriately does not use put-downs encourages all team members seeks to include everybody respects property uses appropriate conflict resolution skills reacts to situations reasonably cope with change 	<ul style="list-style-type: none"> interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others discourages bullying behaviours takes turns, shares things uses humour appropriately does not use put-downs encourages all team members seeks to include everybody respects property uses appropriate conflict resolution skills reacts to situations reasonably cope with change 	<ul style="list-style-type: none"> interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others discourages bullying behaviours takes turns, shares things uses humour appropriately uses positive language encourages all team members seeks to include everybody respects property uses appropriate conflict resolution skills reacts to situations reasonably cope with change

Appendix 3 – School Appearance Policy.

The following guidelines are underpinned by consideration of appearance, student safety and workplace health.

Uniform

As endorsed by the Highfields State School P&C Association and School Council, this is a “school uniform” school. All students are encouraged to wear school uniforms.

The school uniform comprises:

Attire should be suitable for outside and inside activities.

- Footwear shall be flat-soled and enclosed (depending on the activity)
- Hats shall offer protection to all of the head including face, ears and back of the neck. (“Broad brimmed” and “legionnaire” hats with an 8cm wide brim are the preferred style, not “baseball” style hats).
- Clothing which protects the shoulders and neck from the sun should be worn when students are participating in outdoor activities. Clothing which promotes messages that may be deemed offensive (conflicts with school values) shall not be worn.
- Underwear shall not show outside or through clothing.
- Hair shall be clean, tidy with no extreme colours (appearance) and tied back for certain tasks and activities (safety/health).

The uniform is to be worn for sporting and cultural activities for which the students are representatives for the school, e.g. interschool sport, choral performances. Uniform requirements will be outlined prior to the events.

Students are to wear clothes which are **neat, clean and appropriate for full and safe participation by the student.**

Jewellery

Jewellery should compliment the uniform, not detract from it (appearance). Wearing of jewellery is discouraged on the basis of safety. The following items are deemed acceptable and not acceptable.

Acceptable

- 1 pair of earrings (stud/sleepers only (safety))
- 1 significant/personal/discreet/simple necklace – concealed by shirt (medical and safety)
- 1 watch
- 1 minor/discreet/simple ring (safety)
- 1 significant/personal/discreet/simple bracelet/bangle (safety)

Not Acceptable

- Any facial piercing (health/safety)
- Any jewellery that exceeds the acceptable guidelines (appearance/health) or is considered a high risk, eg. Large or dangling earrings (safety).
- Any accessories, which could be considered offensive by staff, students, parents or members of the community.

In certain environments some or all jewellery must be removed (health/safety/appearance).

- School excursions, or when representing the school in the community (appearance).

- Practical areas including (but not limited to) Health and Physical Education, Sport, Dance, Drama, Art, Science (health and safety).

Teachers will direct students to remove jewellery in these instances. Responsibility for jewellery when removed rests with the student. Failure to comply with teacher directions in this regard will result in referral to Year Level Co-ordinator and/or exclusion from the particular learning activity. Continued failure to follow a directive will result in referral to the Deputy Principal.

Make-Up

Only natural coloured make-up is permitted (no eye make-up or lipstick). Wearing of sunscreen is encouraged.

Nail Polish

Only natural coloured nail polish is permitted.

CONCLUSION

Students who comply with the guidelines help their individual image and the collective image of the school, and are demonstrating regard for their own health and safety and the health and safety of others. Students who choose not to comply with the guidelines are demonstrating a lack of respect for school guidelines and the health and safety of self and others, and as such are in breach of the school's Code of Behaviour.

The following consequences may occur:

- Withdrawal/suspension from learning activities
- WPHS Education
- Parent conference.

Appendix 4 – Appropriate Use of Mobile Phone.

Schools can make reasonable rules about what students can and cannot bring to school. They can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students.

The use of mobile phones, pagers, portable CD and MP3 players, personal digital assistants and similar electronic devices in class is disruptive to the learning environment of all students and should be discouraged. Students wishing to use these devices in special circumstances should negotiate arrangements with the Principal.

It is acknowledged that in some circumstances, mobile phones, and those with the capacity to record digital images, can be appropriately incorporated into the learning program.

- There are times when it is genuinely appropriate and beneficial for students to have access to a mobile phone. Students may, for example, need to contact parents in emergencies or to confirm or change a collection time after school. However, except in times of genuine emergency, mobile phone use should be restricted to before 9.00am and after 3.00pm.
- The policy also applies to students during school excursions, camps and extra-curricular activities.
- It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone.
- Mobile phones are to be registered in/out through the office.

- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Appropriate action will be taken against any student who photographs or films other individuals without their consent or who sends harassing or threatening messages.
- Mobile phones are used at their owners' risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the department's negligence.

Appendix 5 – School Anti-Bullying Policy

At Highfields State School, we believe that bullying is

UNACCEPTABLE BEHAVIOUR

and not to be tolerated. All members of our school community have the right to feel safe and secure both inside and outside the classroom.

We define bullying as any behaviour, by an individual or group, whose intent is to cause distress to another through verbal, social, physical or psychological actions. Bullying may include **harassment** and may be **racist** and/or discriminatory in nature.

Bullying can take many forms. At Highfields State School, we have identified these behaviours as some of the forms of bullying.

VERBAL	WRITTEN / VISUAL	SOCIAL	PHYSICAL	PYSCHOLOGICAL
<ul style="list-style-type: none"> • Name Calling • Jeering • Teasing • Put downs • Threats • Social innuendo • Retaliation • Abusive language • Making suggestive comments 	<ul style="list-style-type: none"> • Notes • Email 	<ul style="list-style-type: none"> • Social isolation • Group exclusion • Peer group pressure 	<ul style="list-style-type: none"> • Pushing • Kicking • Punching • Tripping • Spitting • Use of weapons • Intimidation • Throwing objects • Inappropriate gestures • Stealing hats • Hiding Property • Eye contact/looks 	<ul style="list-style-type: none"> • Exclusion from groups • Social isolation • Threat, retaliation • Revenge

This is by no means a comprehensive list and other actions not listed may be considered bullying as well.

Our proactive approach is based on the delivery of a structured program throughout the whole school that helps students-

- understand their role within the school
- understand the rules and school community values
- identify bullying behaviours
- learn a range of pro social skills aimed at dealing with situations of bullying
- help all students to make better choices about their behaviour

Our reactive approach will help students-

- to identify their behaviour

- reflect upon their choices through timeout
- discuss and practise a range of strategies that empowers “victims”
- discuss and practise a range of strategies that helps “perpetrators” interact positively with others
- self evaluate their efforts at new behaviour
- interim victim safety program

CONSEQUENCES OF BULLYING IN THE PLAYGROUND AND CLASSROOM

- are as outlined earlier in this document

Appendix 6 – Code of Behaviour for Participants in Sport.

ATHLETES

It isn't whether you win or lose, but how you play the game!

- ◆ Compete and train for the "fun of it", not just to please your parents or coach.
- ◆ Play by the rules.
- ◆ Never argue with the official's decision. Let your coach ask any necessary questions.
- ◆ Control your temper - no "mouthing off", breaking equipment, throwing implements or other equipment.
- ◆ Work equally for yourself and your team. Your team's performance will benefit and so will your own.
- ◆ Be a good sport. Cheer all good performances, whether your house or school mates, or your opponents.
- ◆ Treat all athletes as you would like to be treated. Don't interfere with, bully or take unfair advantage of any athlete.
- ◆ Remember that the goal of training or competition is to have fun, improve your skills and feel good. Don't be a show-off or brag about your own performances.
- ◆ Co-operate with your coach, mates and opponents, for without them you don't have a competition.

BREACHING OF THE CODE OF BEHAVIOUR

The Code of Behaviour as set down is to be followed by all athletes. The procedure for any breaches of this code will be dealt with in the following manner.

- * In the first instance, the coach/teacher will speak with the offending athlete's entire age group;
- * In the second instance, the athlete themselves will be spoken to by the coach/teacher; and
- * In the third instance, the coach/teacher will speak to the athlete along with the athletes parents and the athlete will be **excluded** from the event they are currently participating in.
- * Should a further breach occur, the athlete will be **excluded** from the next game/event.

PARENTS

A child's basic training in good sportsmanship comes from the home!

- ◆ If children are interested, encourage them to participate. However, if your child is not willing, do not force him or her.
- ◆ Focus upon your child's efforts and performance rather than the overall outcome of the event. This assists your child in setting realistic goals related to his/her ability by reducing the emphasis on winning.
- ◆ Teach your child that honest effort is as important as victory, so that the result of each competition is accepted without undue disappointment.
- ◆ Encourage your child to always participate according to the rules.
- ◆ Never ridicule or yell at your child for making a mistake or losing a competition.
- ◆ Remember children are involved in organised sports for **their** enjoyment not yours.

- ◆ Remember that children learn best by example. Applaud good performances by all athletes.
- ◆ If you disagree with an official, raise the issue through the appropriate channels rather than question the official's judgement and honesty in public. Remember, most officials give their time and effort for your child's involvement.
- ◆ Support all efforts to remove verbal and physical abuse from children's sporting activities.
- ◆ Recognise the value and importance of volunteer coaches. They give their time and resources to provide recreational activities for your child.

COACHES

The best coaches are more interested in their athletes well being than whether they win or lose!

Appendix 7 – SunSmart Policy Statement

Rationale

Queensland has the highest rate of skin cancer in the world. Two out of every three Queenslanders will develop some sort of skin cancer in their lifetime. Research suggests that at least two-thirds of all melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that severe sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore, preventable.

Ultraviolet radiation (UVR) levels are the highest during the hours that children are at school.

With this in mind, Highfields State School realises the need to protect children's skin and educate them about SunSmart behaviour, thus reducing the risk of skin damage from exposure to the sun.

Aims

The policy aims to

- Provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection.
- Provide environments that support SunSmart practices
- Create an awareness of the need to reschedule work commitments and outdoor activities to support SunSmart practices.

Procedures

Our school recognises that winter sun also contributes to skin damage. The implementation of this policy will therefore be conducted throughout the year.

The purpose of this SunSmart policy is to ensure that all children attending our school are protected from the harmful effects of the sun throughout the year.

Our Commitment

Highfields State School will:

- Inform parents of the SunSmart policy when they enrol their child
- Include the SunSmart policy statement in the school prospectus
- Increase the amount of shade in the school grounds, where possible, by building shelters and planting trees

- Incorporate education programs that focus on skin cancer prevention in the school curriculum
- Encourage all teachers and staff to act as positive role models for children in all aspects of SunSmart behaviour.
- Seek ongoing support from parents and the school community for the SunSmart policy and its implementation through newsletters, assemblies, parent meetings, etc.
- Ensure that all students and staff wear hats that protect the face, neck and ears, and SPF30+ broad-spectrum, water-resistant sunscreen, when involved in outdoor activities
- Encourage students without adequate sun protection to use shaded or covered areas at recess and lunch times.
- Review the school dress code to conform with the Queensland Cancer Fund SunSmart clothing guidelines
- Encourage the wearing of a SunSmart swimsuit.
- Ensure that, wherever practicable, outdoor activities take place before 10am or after 3pm
- Ensure that adequate shade is provided at sporting carnivals and other outdoor events
- Ensure that SPF30+ broad-spectrum, water resistant sunscreen is included in the school sports kit
- Encourage the use of SPF30+, broad-spectrum, water resistant sunscreen
- Review the SunSmart policy annually.

Our Expectations

Parents/Carers will:

- Provide a SunSmart hat for their child and ensure that they wear it to and from school. The Queensland Cancer Fund recommends the following hats:
 - ✓ 8-10cm broad-brimmed
 - ✓ legionnaire style
- Ensure that their child applies SPF30+ broad-spectrum, water-resistant sunscreen 20 minutes before leaving for school
- Ensure that their child's clothing provides adequate protection from UVR. The Queensland Cancer Fund recommends clothing that has the following features:
 - ✓ Dark coloured
 - ✓ Collars and sleeves
 - ✓ Closely woven fabric
 - ✓ Natural fibre
- Act as positive role models by practising SunSmart behaviour
- Support the school's SunSmart policy and help to design and regularly update the policy.

Students will:

- Be aware of the school's SunSmart policy
- Take responsibility for their own health and safety by being SunSmart
- Comply with SunSmart rules and guidelines by wearing suitable hats, clothing, sunscreen and sunglasses
- Apply SPF30+ broad-spectrum, water-resistant sunscreen 30 minutes before going outdoors
- Use shaded or covered areas when outdoors
- Act as positive role models for other students in all aspects of SunSmart behaviour
- Help to design and regularly update the SunSmart policy
- Participate in SunSmart education program.



The Code of
**School
Behaviour**

Better Behaviour
Better Learning



**Queensland
Government**
Education Queensland