MORAYFIELD STATE SCHOOL

Our school vision is to provide a safe, respectful learning community achieving success through positive relationships.

Respect for Self

Respect for Others

Respect for Learning

Respect for Property
Responsible Behaviour Plan for Students

1. Purpose

Morayfield 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.

Morayfield State School is committed to providing a safe, supportive and disciplined environment that respects:

- The right of all students to learn.
- The right of teachers to teach.
- The right of all to be safe.

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

Morayfield State School developed this plan in collaboration with the school community. Consultation with parents, staff and students was undertaken through, P&C meetings, staff meetings, year level meetings and School Wide Positive Behaviour Support meetings. Data has been drawn from school opinion surveys, school disciplinary absence records and One School behaviour statistics and reports. The plan will be updated annually as part of the School Wide Positive Behaviour Support (SWPBS) system.

3. Learning and behaviour statement

Our school's Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviour, preventing problem behaviour and responding to unacceptable behaviour.

At Morayfield State School we recognise that behaviour is a person’s best attempt to meet their needs at a given time. We also recognise that appropriate behaviour is an effective combination of social skills and that change and improvement in behaviour comes about with the appropriate motivation.

Morayfield State School has identified the following school expectations to teach and promote our high standards of responsible behaviour both clearly and consistently across the school community.

- I have respect for Self
- I have respect for Others
- I have respect for Learning
- I have respect for Property

We also recognise that appropriate behaviour, combined with social emotional learning and wellbeing, is an important aspect of lifelong learning and the development of social skills.
Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

- **School-wide Behaviour Expectations**
  At Morayfield State School, we emphasise the importance of clearly communicating and directly teaching our behaviour expectations. We have developed a matrix of specific behavioural expectations across all school settings:

### Morayfield SS Learner’s Respect SELF, OTHERS, LEARNING and PROPERTY

<table>
<thead>
<tr>
<th>All Areas</th>
<th>Classroom</th>
<th>Playground</th>
<th>Library</th>
<th>Tuckshop</th>
<th>Toilets</th>
<th>Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECT for SELF</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use manners</td>
<td>Give your best effort</td>
<td>Play in the correct area</td>
<td>Give your best effort</td>
<td>Wash your hands and feet</td>
<td>Wash your hands</td>
<td>Listen to others</td>
</tr>
<tr>
<td>Be honest</td>
<td>Work in the right place at the right time</td>
<td>Wear your hat and shoes</td>
<td>Wash your hands</td>
<td>Keep your hands clean</td>
<td>Keep your hands clean</td>
<td>Hand and foot to yourself</td>
</tr>
<tr>
<td>Do your best</td>
<td>Keep your desk and work area tidy</td>
<td>Use the High 5 to solve problems</td>
<td>Be on time</td>
<td>Keep your nose</td>
<td>Keep your nose</td>
<td>Do your best</td>
</tr>
<tr>
<td>Be in the right place at the right time</td>
<td>Ask for help</td>
<td>Be a good sport</td>
<td>Be on time</td>
<td>Hands and feet to yourself</td>
<td>Hands and feet to yourself</td>
<td></td>
</tr>
</tbody>
</table>

| **RESPECT for OTHERS** | | | | | | |
| Keep your hands and feet to yourself | Follow instructions | Keep your hands and feet to yourself | Follow instructions | Ask your teacher before you point | Follow instructions | Follow adult instructions |
| Use kind words | Follow instructions | Keep your hands and feet to yourself | Follow instructions | Ask your teacher before you point | Follow instructions | Follow adult instructions |
| Let others join in | Follow instructions | Keep your hands and feet to yourself | Follow instructions | Ask your teacher before you point | Follow instructions | Follow adult instructions |
| Help others share | Follow instructions | Keep your hands and feet to yourself | Follow instructions | Ask your teacher before you point | Follow instructions | Follow adult instructions |

| **RESPECT for LEARNING** | | | | | | |
| Be on time to class | Respect others’ quiet work | Respect others’ quiet work | Respect others’ quiet work | Respect others’ quiet work | Respect others’ quiet work | Respect others’ quiet work |
| Start work and on task | Enter the classroom on time | Work and do classwork quietly | Follow instructions | Ask your teacher before you point | Follow instructions | Ask your teacher before you point |
| Follow adult instructions | Follow instructions | Follow instructions | Follow instructions | Ask your teacher before you point | Follow instructions | Ask your teacher before you point |
| Be on time to class | On task when you enter the classroom | Complete all work | On task when you enter the classroom | Complete all work | On task when you enter the classroom | Complete all work |
| Be on time to class | Enter and exit the classroom quietly | Return to class quietly | Enter and exit the classroom quietly | Return to class quietly | Enter and exit the classroom quietly | Return to class quietly |

| **RESPECT for PROPERTY** | | | | | | |
| Use equipment properly | Take care of my belongings | Take care of my belongings | Take care of my belongings | Take care of my belongings | Take care of my belongings | Take care of my belongings |
| Put my book in the library | Ask others first before using their property | Ask others first before using their property | Ask others first before using their property | Ask others first before using their property | Ask others first before using their property | Ask others first before using their property |

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

Morayfield State School is part of a state wide initiative and nominated to become a School-wide Positive Behaviour Support (SWPBS) school in 2011. This incorporates a multi-tiered, proactive model for facilitating positive behaviour and responding to unacceptable behaviour and is linked to academic interventions and support:
5. Universal Behaviour Support

To proactively encourage students to display positive behaviours we:

- provide professional development and hold professional discussions with teachers and support staff to assist in developing positive behaviour strategies.

- establish and maintain orderly productive learning environments that foster positive student and teacher relationships. Foster Social and Emotional Learning, through: You Can Do It! (Program Achieve) to teach social emotional skills as keys to success in Getting Along, Confidence, Organisation, Persistence and Emotional Resilience.

- use school processes and class processes in a fair and consistent manner.

- Individual Behaviour Support Plans (IBSP) are developed and implemented by all teaching staff. Plans include strategies for setting behaviour expectations, acknowledging and correcting students and strategies to assist improvement. Classroom plans are communicated through class newsletters and at parent sessions at the beginning of each year.

- explicitly teach the school expectations outlined in the Morayfield State School SWPBS Expectations Matrix.

- communicate the focus from weekly lessons and general expectations through school e-newsletters, signage around the school and assemblies.

- model, use and explicitly teach behaviour support strategies including Stop, Walk, Talk and ‘Hands Off’.

- deliver and differentiate curriculum units to engage the range of learners considering learning styles, interests and developmental stages.

- utilise circle times and restorative practices as well as other classroom meeting strategies to build a positive classroom environment based on mutual trust and respect; and to identify and address emerging issues.

- maintain well planned, consistent processes for the supervision of students throughout the school day. Students are supervised at recess periods, after school (outside classrooms) and at the school gate areas.

- playground routines have been developed to promote consistency of all staff when undertaking playground duty.

- utilise a range of high interest activities during lunchtimes, such as activities and clubs, choir groups, table tennis, sports coaching etc.
6. Targeted Behaviour Support

At Morayfield State School, a small percentage of students are recognised as needing targeted strategies to assist in supporting positive behaviour.

To proactively encourage students to display positive behaviours we may:

- Use targeted social skilling and replacement behaviour teaching for small groups of students in the classroom setting. In some cases, an AVT Behaviour may assist with the development of these programs.
- Use One School data and/or classroom data to refer student to the SWPBS Tier 2 Targeted Intervention Behaviour Team who may recommend – refined focus on Universal Supports, referral to supported play sessions, referral for the check-in/check-out program and/or other targeted interventions.
- actively teach self-awareness of emotional wellbeing and how to self regulate emotions to calm down.
- encourage mentoring, peer support, buddy teacher and modified timetables for students at-risk.
- support at-risk students through targeted Social Emotional Learning skill development to:
  - learn getting along skills;
  - develop confidence as learners;
  - gain personal skills in organisation and goal setting to improve work and behaviour;
  - develop persistence as learners and
  - build emotional resilience through a range of strategies.
  - develop confidence as learners;
  - gain personal skills in organisation and goal setting to improve 
    - work and behaviour;
  - develop persistence as learners and
  - build emotional resilience through a range of strategies.
- provide additional social skills programs for example Stop, Walk, Talk or Learning Engagement On-line (LEO).
- inform parents of ways to access specialised programs or services outside the school for example the Early Years Centre.
- promote active communication between parents/caregivers and class teachers for at-risk students.
- broaden student networks to include appropriate support personnel.
- continue to support students until a pattern of appropriate behaviour is re-established.
7. **Intensive Behaviour Support**

Students whose behaviour does not improve after participation in targeted programs provided at Morayfield State School or whose pattern of behaviour indicates a need for specialised intervention; may require intensive behaviour support.

Students may be referred for intensive support in response to:

- a **pattern** of high level behaviours; for example repeated dangerous play, wilful disobedience, language and noncompliance and verbal harassment, bullying behaviours, oppositional behaviour.

- an **intense rule-breaking incident** for example physical harassment, offensive behaviour and violence.

- re-entry from suspension.

Students will be referred through the Student Support Team (SST) to a range of support options. These options will begin with the Tier 2 Schoolwide Support Team and Student Support through to Chaplin, Guidance Officer or external agencies when appropriate.

To **proactively** encourage students to display positive behaviours we may:

- create team responsibility for the development of the Targeted Behaviour Plan or Individual Behaviour Support Plan. The team may include the student, parent or caregiver, class teacher and a member of the leadership team. It may also include the Guidance Officer and representatives from Student Management Support.

- develop an Individual Behaviour Support Plan. This process includes:
  - investigating background information.
  - identifying the behaviours of concern.
  - individual classroom needs and strategies.
  - individual goals, learning strategies, communication and monitoring strategies, and an individualised plan for acknowledgement and correction.
  - management strategies, which may include play plans, supported and modified play, modified days, strategies to be learnt by the student and individual tracking cards.
  - establishment of and ongoing communication with appropriate departmental and external agencies.
  - risk management processes in cases where safety issues exist.
  - identification of appropriate external support and alternative programs.
  - scheduled review time.
  - support students to reflect on and manage their own behaviour in the classroom and playground through focussed discussions, Individual Behaviour Support Plan review and/or re-entry planning after suspension.
continue to provide intensive student support until a pattern of appropriate behaviour is established or until suspension with the recommendation for exclusion is requested.

8. Reinforcing Behaviour Expectations - Acknowledgement

At Morayfield State School we have developed a number of systems for acknowledging students that reinforce our behaviour expectations. All staff are skilled in ways to give consistent and appropriate acknowledgement. These acknowledgements take many forms and are continually reviewed for effectiveness to ensure they resonate with the individual student or group. When students demonstrate appropriate behaviour they may be acknowledged in the following ways:

- **Universal Acknowledgement**

**Immediate:**
Respect Rocket System – Respect Rocket tickets are issued for students demonstrating our school-wide behaviour expectations and it is noted which expectation has been demonstrated. These tickets are then placed in a weekly prize draw on school assembly. The ‘prize’ is often varied to sustain interest and may either reward individuals, groups, cohorts or whole of school.

Class Incentive Systems – individual class teachers develop systems to reinforce positive behaviour as part of their Classroom Management Plan. These systems may incorporate immediate, short term and long term acknowledgement and could include: specific positive praise, stickers, certificates, special privileges, prizes etc.

**Short Term:**
Respect Rocket targets are set and tallied at Weeks 5 and 10 during the term. If the set targets have been met they are celebrated with varied incentives such as Free Dress Day, Football Jersey Day etc.

Principal’s Morning Tea: Each class teacher chooses two students per week who have demonstrated the expected behaviours during the week. Those students are invited to celebrate with the Principal and students chosen from other classes across to the school with morning tea. Students are presented with a certificate.

**Long Term:**

- **Targeted Acknowledgement**
  - specific acknowledgment linked to behaviour improvement goals
  - regular feedback to students requiring targeted support about class and playground behaviour through tracking cards. This feedback is used to track daily progress and celebrate success.
  - Awards for achieving behaviour improvement goals.

- **Intensive Acknowledgement**
  - specific reinforcement through the Individual Behaviour Support Plan to celebrate and reward achievement of identified behaviour goals.
9. Consequences for unacceptable behaviour

Morayfield State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. When responding to problem behaviour the staff member first determines if the incident is low level, medium level or high level.

- **Low level** incidents are dealt with by staff members at the time it occurs. Teachers use classroom behaviour management plans to manage low level behaviours in the classroom. In the playground a system of verbal warnings are issued with consequences made clear.

- **Medium level** incidents are dealt with by the staff member at the time it occurs. A buddy class system is used for medium level classroom incidents. All classroom incidents are recorded on One School. In the playground consequences for ongoing medium level behaviours are issued i.e. walk with teacher, time-out etc.

- **High level** type incidents are dealt with by the staff member at the time it occurs, then referral to Reflection using a Blue Reflection ticket. For more serious incidents referral to Administration occurs for follow up. All Reflection referrals incur a 15 minute out-of-class reflection period. Major incidents are recorded and data entered in One School. Emergency or critical incidents result in Administration assistance immediately. A Yellow Detention Slip system is used in the playground at break times and before and after school. This data is also recorded on One School. Yellow Detention Slips incur a 15 minute break time detention.

**Low** and **Medium level** behaviours are those that:
- involve minor type rule breaking incidents.
- do not seriously harm others or cause you to suspect that the student may be harmed.
- are not part of a pattern of problem behaviours.
- do not require involvement of specialist support staff or Administration.

**High level** behaviours are those that:
- significantly violate the rights of others or put others or self at risk of harm
- require the involvement of school Administration.

At Morayfield State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development.
As part of our SWPBS approach, staff collaboratively formulated a flowchart that details the response to inappropriate behaviour at low, medium and high levels in learning settings.
Morayfield State School

**Tier II Supports**

**Supported Play**

*What is it?*
Supported play is designed to explicitly model and teach positive social skills and strategies to support emotional regulation and playground interactions. Students are given the opportunity to work in small groups with the facilitators.

*This would be suitable for students who:*
- Engage in inappropriate ‘play’ at breaks
- Have limited skills in developing, joining and maintaining ‘play’ with others
- Find the levels of stimulation in the playground unmanageable

**Playground Roster**

*What is it?*
Playground Rosters allow classroom teachers to provide students with correction and negotiate areas of play that will support a positive play session.

*This would be suitable for students who:*
- Require short-term separation from an area or group of students
- Require extra adult supervision during breaks
- Benefit from ‘pre-organised’ activities/locations for breaks

**Check-in-Check-Out**

*What is it?*
Check-in-Check-Out provides the opportunity for adult feedback and increased adult positive support on a daily basis. It allows home/school communication and collaboration around specific goals to improve behaviour. It is designed to provide reinforcement contingents on meeting behavioural goals.

*This would be suitable for students who:*
- Seek adult attention
- Require regular monitoring to regulate their behaviour
- Require a partnership between home and school for behaviour support

**Targeted Behaviour Plans**

*What is it?*
A Targeted Behaviour Plan is an individualised plan aimed at improving a specific behaviour. The teacher uses specific strategies providing the student with clear reinforcement and consequences for a specific targeted behaviour. The plan is reviewed and updated when necessary.

*This would be suitable for students who:*
- Require explicit teaching of a specific preferred behaviour using a set of simple reinforcements and corrections.
- Students who have not responded to previous Tier 1 supports.
11. Response to Behaviour – Non-Learning Areas

As part of our SWPBS approach, staff collaboratively formulated a process details the response to inappropriate behaviour at minor, moderate and major levels in non-learning areas (playground, car park, gates etc):

**Step 1: Playground Management**
Teacher on duty responds to low level misbehaviour and disturbance by:
- giving clear directions
- reinforcing positive behaviour
- using non verbal messages to alert or cue the student.

**Step 2: Restatement, Rule Reminders**
The teacher adds a combination of the following strategies to address the student’s behaviour:
- restatement of the rule
- giving a specific direction

**Step 3: Consequences**
- The teacher allocates an appropriate consequence if the student continues to make poor behaviour choices. See below

<table>
<thead>
<tr>
<th>Minor offences – NO YELLOW TICKET ISSUED</th>
<th>Behaviour</th>
<th>Consequence Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No hat</td>
<td>Verbal warning</td>
</tr>
<tr>
<td></td>
<td>In gardens</td>
<td>Walk with teacher</td>
</tr>
<tr>
<td></td>
<td>Eating out of area</td>
<td>Sit quietly</td>
</tr>
<tr>
<td></td>
<td>Running on concrete</td>
<td>Move to another area</td>
</tr>
<tr>
<td></td>
<td>Unsafe play</td>
<td>Walk with teacher</td>
</tr>
<tr>
<td></td>
<td>Littering</td>
<td>Sit down for 5 – 10 mins</td>
</tr>
<tr>
<td></td>
<td>Playing in toilets (minor)</td>
<td>Pick up papers</td>
</tr>
<tr>
<td></td>
<td>Teasing</td>
<td></td>
</tr>
</tbody>
</table>

| Major offences – YELLOW TICKET ISSUED | Bullying/harassment        | Detention (yellow ticket)        |
|                                        | Non-compliant with routine |                                  |
|                                        | Physical misconduct        |                                  |
|                                        | Truant/Leaving school      |                                  |
|                                        | grounds                    |                                  |
|                                        | Verbal misconduct          |                                  |
|                                        | Swearing at staff          | Refer to admin                   |
|                                        | Severe fighting            |                                  |
|                                        | Severe disrespect to staff |                                  |

**Step 4: Detention (Yellow Slip)**
After being given several warnings and reminders, if the student continues to choose inappropriate behaviour, or if the offence is considered serious the teacher would issue a detention (yellow slip). This means the student has a detention at the next break time (either first or second break) after being issued with the yellow slip. It is the class teacher’s responsibility to ensure that parents are notified if students are receiving detentions and to record the contact on One School (linked to the behaviour record).

**Step 5: Teacher and Student Plan of Action**
If a student's playground behaviour continues to have an impact on the rights of others over a period of time, the student will be referred to the Tier II Behaviour Support Process. Detention data will be monitored by the behaviour teacher aide, who will then flag students of concern with a member of the administration team for referral to the Tier II Behaviour Support Team. From this, appropriate targeted Tier II supports will be implemented to support the student's behaviour. These supports will be monitored regularly by the Tier I Support Team.
As part of our SWPBS approach, staff collaboratively formulated a flowchart that details the response to inappropriate behaviour at low, medium and high levels in non-learning settings:
12. School Disciplinary Absences

**SUSPENSION**
Students are suspended from school by the Principal. Suspension is used in cases that involve misconduct, non-compliance and/or conduct prejudicial to the good order and management of the school.

Suspension is used as a consequence for incidents involving:
13. verbal aggression or intimidation towards students and adults.
14. physical aggression towards students and adults.
15. vandalism.
16. incidents involving alcohol, cigarettes or drugs.
17. a pattern of high level rule breaking where a range of strategies has not brought about needed improvement and change.

Suspension may occur as a consequence for other high level inappropriate behaviours such as bullying and cyber bullying.

Students who are suspended have not demonstrated appropriate behaviours or met the school expectations of respect for self, others, property and learning. Time may also be needed for the school to develop plans and implement processes to ensure the safety and wellbeing of staff and students.

Suspension may be
18. suspended in-school subject to the availability of staff.
19. suspended from school 1–5 days.
20. suspended from school 6–20 days.
21. suspended for 20 days with the recommendation for exclusion.

**EXCLUSION**
Exclusion may be sought for serious incidents involving suspension. Exclusion is also sought for incidents involving intimidation or aggression with a weapon and repeated high level rule breaking where a range of strategies has not been successful. Behaviour both inside or outside the school that effect the good order and management of the school will result in a recommendation to exclude a student or students.

7. Emergency responses or critical incidents

Our school seeks to prevent and manage critical incidents involving behaviour issues to minimise the stress and reduce the trauma experienced by members of the school community. Care, Welfare, Safety and Concern remain the priority for all members of our school.

Therefore, it is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviours. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.
Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student/s or others is likely to be placed in serious jeopardy.

Our school has an emergency response system to request medical assistance and/or urgent assistance to respond to severe behaviour incidents and emergency situations. In response, the team may include teachers, teacher aides, members of the Administration team, First Aid officers, Office staff, Guidance Officer and Specialist staff.

Strategies used include establishing supportive communication and using basic defusing strategies by:

- avoiding escalating the problem behaviour.
- maintaining calmness, respectful attitudes and detachment.
- approaching the student in a non-threatening manner.
- using crisis communication and directive strategies.
- following through.
- debriefing.

The goal of staff is to de-escalate the incident. Where this is not possible, staff will seek to isolate the incident, contain the situation and/or evacuate for safety.

In some cases, staff may make legitimate use of physical intervention if all nonphysical-interventions have been exhausted and a student is:

- physically assaulting another student or adult.
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Morayfield State School's duty of care to protect students and adults 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,
- 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 intrusive response can effectively resolve the situation.
- staff safety is a priority and
- physical intervention is usually used in a team approach.

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

First aid, recording, debriefing and follow up occurs as soon as practical after the emergency situation.

Each instance involving the use of physical intervention must be formally
recorded. The school maintains the following records:

- Incident Report
- Health and Safety Incident Record

**8. Network of student support**

The network for support at Morayfield State School is provided through positive reinforcement, a system of universal, targeted, and intensive behaviour supports and is based on a team approach to support students in making positive behaviour choices within a supportive school environment. Networks may include:

- the student’s parent/s and sometimes extended family
- trusted family friends
- sporting, cultural and community involvement
- teaching and support staff
- School Chaplain
- a member of the Administration team
- Guidance Officer with a range of referrals and services
- Special Education Program
- Student Management Services
- School Community Police Officer based at Morayfield State High School
  District personnel including Senior Guidance Officer, Student Management Services, Positive Learning Centres, EdWrap and Managing Young Children’s Program.

Support is also available through the following government and community agencies:

- General Practitioners and Paediatricians
- Lifeline Caboolture
- Caboolture Regional Domestic Violence Service
- Caboolture Early Years Centre
- Caboolture Area Youth Service (CAYS)
- Caboolture Community Health
- Caboolture Neighbourhood Centre
- Disability Services Queensland
- Family Planning Queensland
- Mission Australia’s Referral for Active Intervention Service.
- Caboolture Child Youth and Mental Health Service
- Caboolture Police and Caboolture Child Protection Investigation Unit
- SCAN
- Department of Communities (Child Safety Services)

**9. Consideration of individual circumstances**

Morayfield State School values individual differences and circumstances which impact on a student’s capacity to manage their own behaviour. Factors taken into account when considering consequences for rule-breaking and follow up support may include:

- **age** of the student
- **family** circumstances
- **pattern** of rule-breaking – frequency and intensity of behaviour incidents
- **verification** and **timeliness** of information
- **degree** of provocation
- **effect** of the action on the wider school community
• **involvement** of Department of Child Safety and/or Queensland Police.
• **honesty** and level of genuine **remorse** and commitment to follow the rules.

The school actively seeks to provide adjustments that cater for individual student need or disability; and to balance this with the needs and rights of the whole school community as outlined in the Code of School Behaviour.

10. **Related legislation**

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

11. **Related policies**

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

12. **Some related resources**

Endorsement

Principal __________________________

P&C President or Regional Executive Director or Executive Director (Schools)
Chair, School Council

Date effective: from

The Code of School Behaviour
Better Behaviour Better Learning