



Responsible Behaviour Plan for Students

Meringandan State School

Igniting Learning- Shaping the BEST future together.

Signed: _____

(Principal-Janelle Groves)

Signed: _____

*(P & C President- Mrs Jen Maunder)
Revised February 2018.*

MERINGANDAN STATE SCHOOL

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

1. Purpose

Meringandan 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

This plan will continue to be reviewed and developed, in collaboration with our school community, as part of our participation in the Positive Behaviour for Learning program (PBL). Broad consultation with parents, staff and students was undertaken through survey distribution during our Triennial School Review and PBL data gathering. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents will form a regular part of our review at PBL team meetings. The PBL team, with community representation, meets regularly and reports to the school community. A revised Responsible Behaviour Plan, endorsed by the PBL team, will be distributed to the school community.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (Schools) in 2014, and will be reviewed annually.

3. Learning and behaviour statement

All areas of Meringandan State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Meringandan State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school values and expectations to teach and promote our high standards of responsible behaviour:

- ***Be respectful***
- ***Engaged learning***
- ***Stay safe***
- ***Totally responsible***

Our school expectations have been agreed upon and endorsed by students, staff, parents and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

RIGHTS, ROLES, RESPONSIBILITIES POSITIVE PRACTICES

At Meringandan State School we believe:

Our school values shape the expectations for all members of the school community, across all contexts, and are the foundation for our Positive Behaviour for Learning (PBL) and Expectations Matrix (Appendix 9). At Meringandan, we value an environment that challenges and supports students:

Be respectful
Engaged learning
Stay safe *and be*
Totally responsible

Positive behaviour supports can effectively address a range of behavioural needs - from those who just need minor supports to those who require more intensive in-depth supports. The goal of PBL is to enhance the capacity of schools to educate all students, especially students with challenging social behaviours, by establishing an effective continuum of PBL systems and practices.

The continuum is characterised by:

- a) An emphasis on prevention
- b) An increasing intensity of intervention for increasing intensities of problem behaviour
- c) A provision of basic proactive programming (primary prevention) for all students by all staff in all settings.

Our commitment is to work with individual students through positive encouragement, language and actions to assist them to always make the BEST choice.

When a student noticeably maintains an appropriate standard of behaviour for an extended period of time, the student will be rewarded with praise and encouragement and know that they have contributed to making their school a better place for self and others.

Teachers and the principal may give further awards e.g. BEST awards, Positive Postcards, Gold Awards, wristbands, mentions on parade; however our aim is for children to be intrinsically motivated to make appropriate choices.

We believe that every student has a **RIGHT** to improve their behaviour and that mistakes can be made. We encourage students to take **RESPONSIBILITY** for their choices and include adequate incentives to encourage them to make appropriate choices.

Our aim is to encourage, praise and reward students who maintain positive behaviour so that those students continue to model acceptable behaviours to others.

RIGHTS AND RESPONSIBILITIES

| Student Rights | Student Responsibilities |
|---|--|
| <ul style="list-style-type: none"> • To be respected • To be trusted • To participate in decision making • To receive an education consistent with their level of development • To express their opinions • To be part of a positive and safe school environment • To be treated with understanding • To be accepted • To learn without interruption | <ul style="list-style-type: none"> • To respect others • To act in a trustworthy and honest manner • To respect the decisions made by the school • To perform to their full potential • To respect the opinions of others and be a courteous listener • To be a cooperative member of the school • To treat others fairly and with understanding • To accept others as they are • To allow others to learn and to work independently when required |
| Teacher Rights | Teacher Responsibilities |
| <ul style="list-style-type: none"> • To be treated with respect • To be treated professionally and receive support from colleagues and parents • To express their opinions • To expect the safety of their property • To expect support from the school executive and Education Queensland | <ul style="list-style-type: none"> • To acknowledge the attitude, abilities and opinions of peers, students and parents. • To act professionally and provide a positive role model • To acknowledge the opinions of others • To act in accordance with School and Department Policy |
| Parent Rights | Parent Responsibilities <i>(Appendix 1)</i> |
| <ul style="list-style-type: none"> • To expect each child is given the opportunity to develop to their full potential • To be advised about their child's academic and social development • To be informed of the school's policy and expectations of behaviour management • To expect that each child will be treated equally • To have their concerns listened to and participate in the decision making process | <ul style="list-style-type: none"> • To have a realistic knowledge of their child's ability • To support and assist the school in the academic and social development of their children and to advise the school of aspects which may influence their development • To encourage a positive attitude towards the school policy and expectations of behaviour management • To encourage their children to treat others with fairness • To consider and assist with the school's recommendations and implementations in decisions |

(Appendix 1) The Code of School Behaviour - Better Behaviour, Better Learning – Community, student and Parent Expectations

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

Meringandan State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Family induction at enrolment interview includes unpacking the values and expectations matrix.
- Regular updates and information in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Weekly assembly behaviour focus announced by student leaders.
- Positive Behaviour for Learning team members provide regular information to staff and parents, and support to others in sharing successful practices.
- An induction program in the Meringandan State School Values Expectation matrix **(Appendix 8)** for students delivered to new students, as well as new and relief staff.

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (**Appendix 2**)
 - Procedures for Preventing and Responding to Incidents of Bullying (**Appendix 3**)
 - The appropriate use of Social Media (**Appendix 4**)

Universal Behaviour Support

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

Our four basic **BEST** school values form the basis of the current behaviour expectations matrix. The matrix is attached to this policy. The **BEST** Behaviour Expectations Teaching Matrix outlines our agreed values and specific behavioural expectations in all school settings

Behaviour is shaped by the reinforcement it receives and the kind of consequences occurring after the behaviour, help to determine the way in which the behaviour continues. Reinforcement is not manipulation. The ultimate goal of all external reinforcement is the natural reinforcement enjoyed as a result of the appropriate behaviour. The ultimate goal is to move from teacher intervention to self-reinforcement with children taking responsibility for their own behaviour.

Reinforcing expected school behaviour

At Meringandan State School communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A recognition and monitoring system has been developed within classrooms and the school. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Meringandan State School Reinforcement of expected behaviour

- Behaviour walls in each classroom display our BEST values and expectations matrix including the school and classroom strategies to reinforce expected behaviours with a focus on positive consequences for BEST behaviour.
- Each week BEST AWARDS are presented on assembly. A student from each class is recognised for demonstrating an aspect of our BEST values or improvement in either academic or behaviour.
- Principal's BEST AWARD is presented each week on assembly to a student or students who models our school BEST values. Staff members may nominate students as worthy recipients. A Music BRAVO award and a Japanese GANBATTE award is also presented recognising students who demonstrate our BEST values during our Music and Japanese sessions.
- Positive Postcards are mailed to parents to recognise BEST values exhibited by our students. There is no limit on how many a teacher may send. The aim is recognise students making the BEST choices whenever they occur.
- Wristband recognition system reinforces expected behaviours. (**See appendix 8**)
- GOLD AWARD AND GOLD BADGE: Awarded at the end of each semester for students who have consistently demonstrated Meringandan State School BEST expectations throughout the semester and have demonstrated that they are a good role model for other students. Gold Award nominations are reviewed and endorsed by all staff members.
- PLATINUM AWARD: Awarded to students exiting in Year 6, who have received a Gold Award for each semester, consistently for 2 years, while enrolled at Meringandan State School.
- Annual awards are presented to students for:
 - Academic achievement
 - BEST Citizenship
 - Most improved

- Principal's Award
- Performing Arts, LOTE and sporting awards.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

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

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

Targeted behaviour support:

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

A variety of strategies and adjustments will be implemented to assist these students to maintain expected behaviour.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Meringandan State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Regional Intensive Behaviour Support Team*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the PBL coach and Leadership Team to achieve continuity and consistency.

The *Regional Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

Meringandan State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (**Appendix 5**) and/or OneSchool referral is used to record major problem behaviours. The recording of three minor behaviours constitutes a major behaviour. Behaviour incidents are also recorded in OneSchool and are monitored.

BEHAVIOUR CHOICES

BEST Choices:
Positive Consequences

Poor Choices:
Negative Consequences

PRAISED
for
ON TASK
BEHAVIOUR

Rule Reminder:
Request to follow
school expectations.

Warning:
Expectations restated.

- Time out
- Miss out on play
- Parent may be contacted

REWARDS

- Feel good about yourself
- Friends want to work with you
- Classroom is a happy and safe place
- Teachers and parents are proud
- Share good news with Mrs Groves
- Positive Postcard
- BEST award
- Principal's award
- Gold award
- Gold badge
- Platinum award
- Classroom award
- BEST wristband

Series Minor Infringement

Office Referral

- Note sent home
- Withdrawal from normal routine
- Time in library

MAJOR Behaviour Issue

Office Referral

- Interview with parents
- Time in library
- May result in withdrawal from normal routine or suspension.

All students have the right to learn in the BEST environment.

Minor and major behaviours

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

- **Minor** problem behaviour is handled at the time of the incident.
- **Major** problem behaviour is referred directly to school Administration

Minor behaviours are those that:

- are minor breeches of the school values and expectations.
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

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

Minor behaviours that occur in the playground are recorded on a "Teacher Advice- behaviour referral" (yellow slip) and given to classroom teachers for their information.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member contacts the school office and refers the student to Administration advising of the behaviour incident. A student behaviour incident report (**Appendix 7**) may be completed by the student/s involved and referred through OneSchool to Admin.

Consequences for major behaviours may include:

- Time in office
- Removal from class and play routine
- Alternate programs
- Loss of privileges including withdrawal from excursions, school activities and special events. Duration of loss is at the discretion of the principal and will be determined by the behaviours.
- Restitution
- Referral to Principal, Guidance Officer and/or the Intensive Support Behaviour Team.
- Suspension

Suspension – up to 20 days

Suspension is a serious disciplinary consequence applied to address inappropriate behaviour. If a student is suspended, it means that they are required to stay away from school for a set period of time.

A short suspension is from 1-10 days and the student or parents are not able to appeal the principal's decision.

A long suspension is 11-20 days. The student or his/her parent or someone else on his/her behalf, is entitled to appeal to the Director-General, Department of Education, Training and Employment for a review of a long suspension decision. The principal will send the student and his/her parent a letter outlining the reasons for the decision, the facts supporting the decision and how they can appeal.

Reasons for Suspension

The school's Responsible Behaviour Plan for Students describes the behaviour that is expected and the types of disciplinary consequences that may be used. A principal of a state school can suspend a student from their school on the following ground/s:

- a) disobedience
- b) misbehaviour
- c) conduct that adversely affects, or is likely to adversely affect, other students
- d) conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- e) the student is charged with a serious offence (as defined in the *Commission for Children Young People and Child Guardian Act 2000*)
- f) the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

If suspension is considered an appropriate disciplinary consequence, the steps that the school takes when issuing a suspension are outlined in detail in the Safe, supportive and disciplined school environment procedure.

School staff is also expected to operate within the Code of School Behaviour (**Appendix 1**). The principal notifies the student, and his/her parent if the student is aged under 18 years, of the suspension verbally and in writing. The school is required to enable the student to continue his/her education during the suspension. In a charge-related suspension a regional case manager is appointed to assist with this. The school may provide school work or have the student complete assignments.

For further information refer to the [Safe, Supportive and Disciplined School Environment Policy \(2014\)](#).

EXCLUSION

Exclusion - prohibiting a student from attending any number of or all state educational institutions for a period or permanently.

In special circumstances or at his/her discretion the Principal after consultation with relevant personnel may evaluate the circumstances of a particular individual case and take other action as deemed appropriate.

Examples of minor and major behaviour problems

Relating problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members may use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Meringandan State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and training. Through training activities, such as the [Essentials Skills for Classroom Management](#), we work to ensure consistent responses to problem behaviour across the school.

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

Minor behaviours may include, but not limited to:

- Running on concrete or around buildings
- Not walking bike in school grounds
- Incorrect use of equipment
- Not playing school approved games
- Playing in toilets
- Minor physical contact (eg: pushing and shoving)
- Not wearing a hat in playground
- Not wearing shoes outside
- Not completing set tasks that are at an appropriate level
- Refusing to work
- Not being punctual (eg: lateness after breaks)
- Not in the right place at the right time.
- Low intensity failure to respond to adult request
- Non compliance
- Unco-operative behaviour
- Minor dishonesty
- Littering
- Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)
- Inappropriate language (written/verbal)
- Poor attitude
- Disrespectful tone
- Petty theft
- Lack of care for the environment
- Not playing fairly
- Minor defiance and or disruption to class
- Minor bullying / harassment

A series of minor behaviour issues within a concentrated period of time will constitute a major behaviour issue.

Major behaviours may include, but not limited to:**Office referrals:****Physical misconduct****Verbal misconduct****Unsafe****Unlawful****Series of minor behaviour issues.**

- Throwing objects
- Possession of weapons
- Serious physical aggression
- Fighting
- Possession or selling of drugs
- Leaving class without permission (out of sight)
- Leaving school without permission
- Major dishonesty
- Use of a mobile phone in any part of the school, school excursion or school off campus activity for voicemail, email, text messaging or filming purposes without authorisation
- Offensive language
- Aggressive language
- Verbal abuse / directed profanity
- Stealing / major theft
- Wilful property damage
- Vandalism
- Major bullying / harassment
- Major disruption to class
- Blatant disrespect
- Major defiance

6. Emergency or critical incident responses

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

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that Meringandan 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
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report (**Appendix 5 and 7**)
- [Health and Safety Incident Recording and Notification and Management](#)
- debriefing report (for student and staff) (**Appendix 6**).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Office
- School Chaplain

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

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.

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

10. Related policies

- [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](#)
- [Information, Communication and Technology](#)
 - Acceptable Use of the Department's Corporate 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

- [Bullying. No Way!](#)
- [Positive Behaviour for Learning](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

The Code of School Behaviour

Better Behaviour Better Learning

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

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

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use *The Code* as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its Responsible Behaviour Plan for Students.

The *Education (General Provisions) Act 2006* provides that - principals must give an enrolment agreement to the student's parents or adult or independent student, before enrolling a student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by *The Code of School Behaviour* and other endorsed conditions stipulated by the school.

Standards

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by *The Code of School Behaviour* in accordance with the following standards.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Schools are expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- promote the skills of responsible self-management.

Principals are expected to:

- play a strong leadership role in implementing and communicating *The Code* in the school community
- ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Regional Directors or delegate are expected to:

- endorse the school's *Responsible Behaviour Plan for Students* that aligns with *The Code* and complies with legislation
- ensure that school plans are implemented consistently, fairly and reasonably
- exercise leadership in support of school principals' responsibilities under *The Code* and promote improvement of the professional skills of principals accordingly.

Senior Officers of Education Queensland are expected to:

- determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

Consequences for Unacceptable Student Behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The *Responsible Behaviour Plan for Students* will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by Education Queensland which include:

- suspensions
- exclusions
- cancellations of enrolment.

These consequences are to be used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

Values and principles

The Code of School Behaviour is based on the following values and principles.

Values

The Department's Strategic Plan defines the following values.

- Professionalism: committing to the highest standards of accountability and performance
- Respect: treating all people with respect and dignity
- Innovation and Creativity: fostering safe environments that support innovative and creative practice
- Diversity and Inclusiveness: encouraging all Queenslanders to participate in education and cultural activities
- Excellence: supporting the pursuit of excellence.

Principles

The Code is underpinned by the following principles.

- State schools expect high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

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

Certain Personal Technology Devices Banned From School

Students are not to bring valuable personal technology devices like iPads®, iPods® cameras and digital video cameras or MP3 players to school as there is a risk of improper use, damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office and may not be used while on school grounds. Breaches of this prohibition will result in confiscation of the device for a period of time at the discretion of the principal. Breaches of this expectation will also result in discipline.

Confiscation

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 confiscated will not be permitted to have a personal technology device at school for the remainder of that term, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette – Mobile Phone

Bringing personal mobile phones 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 handed in to the office and collected at the end of the day and not used while on school grounds. Sharing of inappropriate content such as images and music is not appropriate. Devices found sharing inappropriate content will be confiscated and consequences may involve suspension and reports to police if illegal content is found.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Meringandan State School, students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere, this includes all school activities, without permission. Any recording especially in those areas deemed inappropriate will also result in discipline (e.g. in

change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment 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 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.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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

Purpose

1. Meringandan State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and 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 Meringandan 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 Meringandan 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 Meringandan State School there is broad agreement among students, staff and parents that bullying is an 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, 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.

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 Meringandan 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 and we will continue to revise and implement.

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 schoolwide 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 4 school values 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 nonclassroom 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 nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. Lessons are delivered through PBL and [Bullying No Way](#), which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. Lessons focus on bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Meringandan State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Meringandan State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 4

Appropriate use of social media

Meringandan State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Meringandan State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Meringandan State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 3**, it is unacceptable for students to bully, harass or victimise another person whether within Meringandan State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Meringandan State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Meringandan State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Meringandan State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Meringandan State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Meringandan State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Meringandan State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Meringandan State School expects its students to engage in positive online behaviours.

Appendix 5

Incident Report (Hard Copy if not referred through OneSchool)

Name:

Date:

Person Completing Form:

| | | |
|--|-----------------------|---------------------|
| Name PROBLEM BEHAVIOUR | | |
| Date of incident | Time incident started | Time incident ended |
| Where was the student when the incident occurred? | | |
| Who was working with the student when the incident occurred? | | |
| Where was staff when the incident occurred? | | |
| Who was next to the student when the incident occurred? | | |
| Who else was in the immediate area when the incident occurred? | | |
| What was the general atmosphere like at the time of the incident? | | |
| What was the student doing at the time of the incident? | | |
| What occurred immediately before the incident? Describe the activity, task, event. | | |
| Describe what the student did during the incident. | | |
| Describe the level of severity of the incident. (e.g. damage, injury to self/others) | | |
| Describe who or what the incident was directed at. | | |
| What action was taken to de-escalate or re-direct the problem? | | |
| Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing). | | |

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

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

Questions for student

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

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

Appendix 7

STUDENT BEHAVIOUR REPORT

- Students complete after seeing a staff member.
- Yr 3 – 7 students complete individually
- Younger students Yr 1 – 2 a member of staff will write their account of the incident

• **It is your responsibility to give a truthful account of what happened.**

Date: _____

Student Name: _____

Staff Member who you reported to: _____

| |
|---|
| Who was next to you? |
| Who else was near you? |
| Who was involved in the incident? |
| What happened first? |
| What did you do? |
| What happened next? |
| Is there anything else you need to say? |

Meringandan State School: WRISTBAND RECOGNITION SYSTEM

- Individual bands are worn for the day then placed on the class band holder (paper towel holder).
- Collected class bands to be placed on the BANDSTAND by Thursday 3:00 pm.
- BANDSTAND displayed in library.
- Class receiving the most bands by week 5 and week 10 each term receives a multi coloured CLASS band to keep and wear.
- BEST multi coloured bands are awarded to students receiving a Principal's award. A CLASS band is also awarded at each assembly to the class following the BEST expectations.

INDIVIDUAL RECOGNITION BANDS (Focus to be advised each week.)

- PBL team advises the focus for recognition in the staff newsletter. Weekly focus may include:
 - ✓ Walking quietly around the school.
 - ✓ Hands up on the signal when needed at eat time.
 - ✓ Kind words kind tone kind actions
 - ✓ Safe play
 - ✓ Use your manners etc
 - ✓ Bus behaviour (bus driver)
 - ✓ Uniform – every child would receive a 'Be respectful' band who was wearing the correct uniform including hair accessories etc. (weekly or fortnightly)
 - ✓ Eat time expectations.

IN CLASS BANDS

- Teachers collect 10 bands to award in class each week. Teachers may choose to recognise:
 - ✓ BEST expectations in class eg Engaged Learning expectations
 - ✓ Elected school focus area – aligned with weekly expectations
 - ✓ In class on time and ready
 - ✓ Have a go
 - ✓ Reaching a learning goal

Please note bands awarded for attendance/uniform will be recorded as the % of class following the expectation.

Appendix 9

Meringandan State School Expectations Matrix

| | Playground | Eating Areas | Toilets | Excursions | Before/After School | Bus/Look Out Zone |
|----------|---|--|---|---------------------------------------|--|--|
| ak | <p>Take turns</p> <p>Follow game rules</p> <p>Include others</p> | <p>Quiet voices</p> | <p>One person per toilet</p> | <p>Follow all expectations</p> | <p>Quiet talking and sitting</p> | <p>Inside voices</p> <p>Listen to adult directions</p> <p>Follow instructions</p> |
| ST | <p>Learn new games</p> <p>Share</p> | | | | | |
| er to | <p>Be sun safe</p> <p>Hat to play</p> <p>Stay in my area</p> <p>Walk on hard surfaces</p> <p>Follow safety instructions for snakes</p> | <p>Sit to eat</p> <p>Eat my own food</p> <p>Be calm</p> | <p>Flush the toilet</p> <p>Wash your hands</p> <p>Leave it clean</p> <p>Straight in, straight out</p> | <p>Stay with your group</p> | <p>Wait for the bell</p> <p>Follow the road rules</p> <p>Be bike safe</p> <p>Play areas and equipment school hours only</p> <p>Straight to school.</p> <p>Straight home.</p> | <p>Stay seated</p> <p>Face the front</p> <p>Wait for the bus to stop</p> <p>Wait for signal to move</p> <p>Stay alert</p> <p>Wait in the designated area</p> |
| | | | | | | |