LOTA STATE SCHOOL

Responsible Behaviour Plan for Students

Reviewed for 2014
RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Code of School Behaviour

1. PURPOSE

   Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive a quality education.

Lota State School’s Responsible Behaviour Plan for Students responds to, and aligns with The Code of School Behaviour. The staff and community of Lota State School are committed to the rights of all young people to receive a quality education within a safe and supportive environment.

This is achieved by:

- Providing opportunities to highlight and reward exemplary student behaviour.
- Providing support to students who require assistance with their behaviour choices.

This plan clearly articulates the processes for facilitating agreed standards of student behaviour. This is achieved through our Active Citizenship plan which sets out:

- Universal behaviour support
- Targeted programs for identified students at behaviour risk; and
- Intensive programs that may result in outside community support.

The Active Citizenship Plan is about regarding each child as an individual and working closely with families to provide an individualised program of support for each young person. This not only provides assistance for families but enables the student to feel a sense of worth and belonging at our school.

2. CONSULTATION AND DATA REVIEW

The Lota State School Responsible Behaviour Plan for Students was reviewed at the commencement of the 2009 school year. During 2008 all staff attended a professional development day with Dr Christine Richmond, Better Behaviour Better Learning. The result of professional development and whole staff input was this plan. A further review was undertaken at the completion of 2012. To aid understanding, this plan was reviewed, but not altered, for the 2014 school year.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.
3. **LEARNING AND BEHAVIOUR STATEMENT**

Through negotiations with staff, students and families our school community holds the following belief about student behaviour.

**School Context**

Lota State School, situated on Moreton Bay, has long been a small school in an urban setting. As such it has a family feel with all staff and students knowing one another. We have been able to provide individual support for children and have utilised this family orientation with our responsible behaviour plans.

**Staff beliefs**

- Relationships between every staff member and every student, as well as our school and every family, should be lasting, authentic and unconditional. We believe that it is these positive relationships that form the bond necessary for student appropriate behaviour choices.
- All staff need to role model appropriate behaviours for children to experience and learn from.
- Self control and self discipline on the part of the child are vital for continued learning.
- Engaging children in appropriately levelled and authentic activities reduces behaviour occurrences.
- There is a vital need for consistency amongst staff toward student behaviour expectations.
- Learning is lost when behaviours are unacceptable.
- We have a duty to inform families and students of clear and concise boundaries.
- Provision for appropriate outside support (ie positive parenting, health agencies) for families in need.

**Student beliefs**

- Students in classrooms need to behave and follow the school rules so that everyone can learn and have fun.
- Students who do not follow school rules should be taught how to do this.
- There should be consequences for students who do not follow school rules.
- We all need to be treated fairly at school by staff and by other students.
- We like the Active Citizenship program because it rewards those students who make the right behaviour choices.

**Family beliefs**

- Families believe that respect between school (staff) and students (and families) enhances positive behaviours.
- Children need to be in a safe learning environment where they are encouraged to display positive behaviours. They also need clear boundaries and concise consequences.
- Families believe that student discipline needs to begin, and be maintained, from home.
- The school needs to have a clear and concise plan where children are supported and their actions are accountable for continued learning.
- The school needs to communicate with families regarding student behaviour.
- Families believe that they should support the school and reinforce the standards set by the school. Through a unified approach children are supported and modelled appropriate behaviour choices.
- 100% of families remarked that our current Active Citizenship program was “an excellent opportunity to reward those students whose behaviours are appropriate and support those who need assistance”.

Better Behaviour, Better Learning
List of School Expectations

SCHOOL MOTTO:
Honour Above Honours

At Lota State School we wish for your child to be:
• HAPPY
• SAFE
• LEARNING

In order for students to be happy and safe whilst learning at Lota State School they, and others, must adhere to and follow the Lota State School - School Expectations

SCHOOL EXPECTATIONS
At Lota State School we expect that each student is:
• Using positive talk to themselves and others.
• Caring for themselves, others and their environment.
• Allowing themselves and others to learn and teach.

<table>
<thead>
<tr>
<th>Students must speak to themselves and others in a positive way.</th>
<th>Students must care for themselves, others and the environment around them.</th>
<th>Students must allow themselves and others to learn and teach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When dealing with others, students must:</td>
<td>Students must:</td>
<td>Students must:</td>
</tr>
<tr>
<td>• Use a friendly tone.</td>
<td>Self and Others</td>
<td>• Have a responsibility to improve their learning.</td>
</tr>
<tr>
<td>• Use manners.</td>
<td>• Present themselves in a neat and tidy manner.</td>
<td>• Believe that they can achieve.</td>
</tr>
<tr>
<td>• Be an active listener and use kind words.</td>
<td>• Be organised.</td>
<td>• Allow others to learn.</td>
</tr>
<tr>
<td>• Give positive encouragement to others.</td>
<td>• Let others be safe from harm.</td>
<td>• Allow themselves to learn.</td>
</tr>
<tr>
<td>• Respect the opinions and ideas of others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BEING AN ACTIVE CITIZEN

Student strives to allow others and themselves, to learn, to feel happy and to be safe: **ACTIVE CITIZEN LEVEL**

Student chooses to not allow others and themselves, to learn, to feel happy and to be safe: **INTERVENTION LEVEL**
4. PROCESS FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOURS

As educators and families we wish for our students and children to be Active Citizens within our society. This means that they can function in, and contribute to, the society in which they live. Being an Active Citizen within our society prepares students to enter society as productive and engaged citizens.

Students making appropriate individual behaviour choices are recognised through our Active Citizen status and can be awarded Silver and Gold Excellence Pins.

Students displaying inappropriate behaviours make the choice to move towards the Intervention level.

Within this system we acknowledge students, especially in Prep and year one, who need support in making appropriate behaviour choices while at school. Behaviour will be explicitly taught.

Likewise, older students also need support with making appropriate behaviour choices. Our Intervention Level, and subsequent Individual Behaviour and Learning Support Plan (IBLP) create a team approach in supporting students with needs.

### ACTIVE CITIZENSHIP LEVELS

<table>
<thead>
<tr>
<th>Active Citizenship</th>
<th>Intervention Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students commence this level at the beginning of each year.</td>
<td>Students who receive four detentions in a term, or are returning from suspension, will be placed on Intervention level.</td>
</tr>
<tr>
<td>It is at this level that we wish students to achieve.</td>
<td>To support student behaviour choices, an Individual Behaviour Support Plan will be written. In the case of a high level or crisis level behaviour, and subsequent return to school after a suspension, the student may be placed on a Behaviour Improvement Condition (BIC).</td>
</tr>
<tr>
<td>Whilst at this level students are awarded signatures on their Student Record Card. Once they receive 10 signatures they receive a Bronze Sticker.</td>
<td><strong>Procedure</strong></td>
</tr>
<tr>
<td>After they have received 5 Bronze Stickers they are presented, during parade, with their Silver Excellence lapel pin.</td>
<td>Upon a child’s 3rd detention in a term, parents will be informed that one more detention, within the same term, will result in the student being placed on Intervention Level.</td>
</tr>
<tr>
<td>The process of signatures and bronze stickers continues within the same year and students may be presented with a Gold Excellence lapel pin.</td>
<td>Once on Intervention Level parents will be notified and are expected to form part of the process which supports student behaviour back to Active Citizenship status.</td>
</tr>
<tr>
<td>Students may, in one year, be awarded one silver and one gold excellence pin.</td>
<td>Students who satisfy the goals of their plan will be placed back onto the Active Citizenship level.</td>
</tr>
</tbody>
</table>
UNIVERSAL, TARGETED and INTENSIVE BEHAVIOUR SUPPORT

The following tables set out:
Lota State School positive behaviour process – Active Citizenship
Lota State School targeted behaviour support process – Intervention Level

<table>
<thead>
<tr>
<th>ACTIVE CITIZENSHIP</th>
<th>INTERVENTION LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Universal Behaviour Support)</td>
<td>(Targeted Behaviour Support)</td>
</tr>
<tr>
<td>It is at the Active Citizenship level that we expect students to achieve with their behaviour.</td>
<td>At Lota State School we believe that students who fail to adhere to the school’s expectations, or who are not able to make appropriate behaviour choices, should be placed on Intervention level.</td>
</tr>
<tr>
<td>At Lota State School we believe that a student, who strives to make and demonstrate appropriate behaviour choices, has an ability to allow themselves and others to be happy, safe and learning.</td>
<td>Student’s own behaviour choices denote whether they will be placed on Intervention level.</td>
</tr>
<tr>
<td>Students who display Active Citizenship are those who:</td>
<td>Students on the Intervention level are those who have:</td>
</tr>
<tr>
<td>• Strive to follow the expectations of our classroom and school.</td>
<td>• Received a fourth detention in one term.</td>
</tr>
<tr>
<td>• Self-regulate their behaviour and strive to make appropriate choices with their behaviours.</td>
<td>• Displayed High or Crisis Level behaviour; or directly placed on the level by the Principal.</td>
</tr>
<tr>
<td>School personnel recognise a student’s achievement and award them with signatures. This leads to bronze stickers and ultimately to the presentation of silver and gold excellence lapel pins.</td>
<td>• Displayed High or Crisis Level behaviour and are returning from suspension (in school or out of school).</td>
</tr>
<tr>
<td>At the end of each semester students recognised as Active Citizens will attend a whole school Rewards Day.</td>
<td>Once a student is identified as being placed on Intervention Level (detention teacher notifies class teacher and Principal) the class/specialist teacher organises a meeting with key personnel including families.</td>
</tr>
<tr>
<td>The purpose of this meeting is to implement an Individual Behaviour and Learning Plan. The duration of the plan is dependent on the student’s needs. A strategy of the plan may be students accessing Target Programs or a referral to Behaviour Support Services.</td>
<td>Whilst on Intervention level a student:</td>
</tr>
<tr>
<td>• will not be permitted to participate in any outside school activities including – camp, excursions, sport, Rewards Day.</td>
<td>• may be permitted to attend a curriculum based excursion with the permission of the Principal. This may be granted with the proviso that the student be accompanied by a parent/caregiver.</td>
</tr>
<tr>
<td>• may be permitted to attend a curriculum based excursion with the permission of the Principal. This may be granted with the proviso that the student be accompanied by a parent/caregiver.</td>
<td>Upon returning from a Suspension students may be placed on a Behaviour Improvement Condition (BIC) instead of an Individual Behaviour and Learning Plan.</td>
</tr>
</tbody>
</table>
### 5. CONSEQUENCES FOR INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR

The following outlines examples of behaviour levels, strategies for responding to these behaviours and the recording and tracking of individual student behaviours.

#### LOW LEVEL BEHAVIOUR

<table>
<thead>
<tr>
<th>BEHAVIOURS</th>
<th>STRATEGIES</th>
<th>RECORDING/TRACKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are:</td>
<td>The following strategies can be employed to modify student behaviour:</td>
<td>School personnel are responsible for dealing appropriately with low level behaviours.</td>
</tr>
<tr>
<td>• Not organised for class.</td>
<td>• Ignore behaviour.</td>
<td></td>
</tr>
<tr>
<td>• Taking other's equipment without permission.</td>
<td>• Focus on appropriate behaviours of others.</td>
<td></td>
</tr>
<tr>
<td>• Rocking on chair.</td>
<td>• Proximity.</td>
<td></td>
</tr>
<tr>
<td>• Using an inappropriate voice volume.</td>
<td>• Selecting and scanning.</td>
<td></td>
</tr>
<tr>
<td>• Minding other's business.</td>
<td>• In class strategy.</td>
<td></td>
</tr>
<tr>
<td>• Running in the classroom.</td>
<td>• Timeout - class and playground.</td>
<td></td>
</tr>
<tr>
<td>• Failing to complete set work.</td>
<td>• Redirection to appropriate behaviours.</td>
<td></td>
</tr>
<tr>
<td>• Talking out of turn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Refusing tasks (passive).</td>
<td></td>
<td></td>
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<tr>
<td>• Wasting time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leaving designated work area.</td>
<td></td>
<td></td>
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<tr>
<td>• Interrupting others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Running unsafely around equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Misusing equipment.</td>
<td></td>
<td></td>
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<tr>
<td>• Moving during eating time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Excluding others from game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Running unsafely around buildings.</td>
<td></td>
<td></td>
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<tr>
<td>• Running around and in toilets.</td>
<td></td>
<td></td>
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<tr>
<td>• Playing on equipment before school.</td>
<td></td>
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</tr>
<tr>
<td>• Excluding others from game (non-passive).</td>
<td></td>
<td></td>
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<tr>
<td>• Cyber Bullying whilst at school.</td>
<td></td>
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</tr>
</tbody>
</table>

#### MEDIUM LEVEL BEHAVIOUR

<table>
<thead>
<tr>
<th>BEHAVIOURS</th>
<th>STRATEGIES</th>
<th>RECORDING/TRACKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are displaying the following behaviours with <strong>intent</strong>:</td>
<td>The following strategies may be employed to modify student behaviour:</td>
<td>Student is given a detention &quot;Green Slip&quot; and must be involved in this process.</td>
</tr>
<tr>
<td>• Engaging in frequent patterns of low level behaviours.</td>
<td>• Detention</td>
<td>Detention slip is given to class teacher (CT).</td>
</tr>
<tr>
<td>• Throwing or flicking equipment.</td>
<td>• Timeout - class and playground.</td>
<td></td>
</tr>
<tr>
<td>• Harassing with intent to emotionally hurt.</td>
<td>• Classroom Behaviour Management strategies.</td>
<td></td>
</tr>
<tr>
<td>• Being deliberately disruptive.</td>
<td>• Removal to office.</td>
<td></td>
</tr>
<tr>
<td>• Ignoring directions.</td>
<td>• Classroom Individual Behaviour Plan.</td>
<td></td>
</tr>
<tr>
<td>• Constantly calling out, yelling or screaming.</td>
<td>(Removal to office - Principal to discuss behaviour with student.</td>
<td></td>
</tr>
<tr>
<td>• Answering back with rudeness.</td>
<td>Principal deems when a student will be returned to class. Student may</td>
<td></td>
</tr>
<tr>
<td>• Using inappropriate language.</td>
<td>or may not be accompanied back to the classroom).</td>
<td></td>
</tr>
<tr>
<td>• Refusing to follow instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Breaking school equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Creating a mess in the toilets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Excluding others from social group (non-passive).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cyber Bullying whilst at school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## HIGH LEVEL BEHAVIOUR

<table>
<thead>
<tr>
<th>BEHAVIOURS</th>
<th>STRATEGIES</th>
<th>RECORDING/TRACKING</th>
</tr>
</thead>
</table>
| Students who are displaying the following behaviours with abuse or violence:  
• Frequent pattern of medium level behaviours.  
• Violent outburst (with or without weapon).  
• Emotional abuse including racism.  
• Disrespect to visitors.  
• Stealing  
• Inappropriate sexual references.  
• Verbal, emotional, physical aggression.  
• Intentional damage to other's belongings.  
• Intentional damage to school equipment.  
• Temper tantrums.  
• Persistent Cyber Bullying whilst at school.  
• Threatening to harm another student or adult. | The following strategies may be employed to modify student behaviour:  
• Detentions.  
• Classroom strategies.  
• Removal to office.  
• Suspension (in school or outside school) | The following scenarios indicate whether a student is placed on Intervention Level.  
• Student receives their fourth detention in a term.  
• Student displays a single high level behaviour.  
• Student returning to school after a suspension. |

Students on Intervention Level will have behaviour goals set out in an Individual Behaviour and Learning Plan (IBLPlan).  
Strategies may include:  
• Referral to Behaviour Services  
• Referral to Qld Health  
• Documentation - SP4  
• Documentation - Mental Health Act.  
• Temporary removal of student property by staff.  

## CRISIS LEVEL BEHAVIOUR

<table>
<thead>
<tr>
<th>BEHAVIOURS</th>
<th>STRATEGIES</th>
<th>RECORDING/TRACKING</th>
</tr>
</thead>
</table>
| Students who display the following behaviours will be immediately suspended from school:  
• Frequent pattern of high level behaviours.  
• Bringing a weapon to school and threatening staff or students.  
• Ignoring instructions and placing themselves or others in an unsafe situation.  
• Substance abuse.  
• Violent act towards another (with or without a weapon).  
• Leaving school grounds without permission.  
• Threatening staff or students (verbally or physically).  
Students who are under the influence of a prohibited substance, bring a prohibited substance to school, and/or bring a weapon to school and threaten staff, students or visitors will be suspended and recommended for exclusion. | Students who display a crisis level behaviour will be suspended from school.  
• 1 to 5 days; or  
• 6 to 20 days  
Students may be recommended for exclusion from school.  
Other support gained through:  
• BSS  
• Qld Health  
• Documentation - SP4  
• Temporary removal of student property by staff.  
See appendices “Crisis Plan” and “Principal Absences” for specific strategies when dealing with Emergency Responses or Critical Incidents. | Student is suspended from school, or a recommendation for exclusion submitted.  
Upon returning student is placed on Intervention Level.  
Upon return to school student may be placed on a Behaviour Improvement Condition (BIC).  
Students who display the same behaviour whilst on a BIC may be recommended for exclusion. |

Detention supervisor notifies CT and Principal.  
CT organises to meet with key personnel (includes family and possibly student) to discuss Individual Behaviour and Learning Plan.
INTERVENTION LEVEL
Flow Chart Explanation

Student receives four detentions within one term.

Student engages in High or Crisis Level behaviour.

Student is returning to school after a suspension.

Student may be placed on a Behaviour Improvement Condition (BIC) Plan.

**Student is placed on Intervention Level.**

Whilst on Intervention level a student:
- will not be permitted to participate in any outside school activities including – camp, excursions, sport, Rewards Day.
- may be permitted to attend a curriculum based excursion with the permission of the Principal. This may be granted with the proviso that the student be accompanied by a parent/caregiver.

Detention Supervisor notifies Principal, Class Teacher, Family by letter.

Class Teacher notifies family and a meeting with key stakeholders is organised (Principal, Class Teacher, Family, SEP Teacher)

Individual Student Behaviour Support Plan is established and reviewed.

After review, student attains goals and is placed on Active Citizenship level and eligible for Excellence Pins.
**Definition of Consequences**

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Out</strong></td>
<td>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</td>
</tr>
<tr>
<td><strong>Detention</strong></td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td><strong>Temporary Removal of Property</strong></td>
<td>A principal or staff member of Lota State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences (SDA)**

<table>
<thead>
<tr>
<th>Absence</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Suspension**           | A principal may suspend a student from school under the following circumstances:  
  - disobedience by the student  
  - misconduct by the student  
  - other conduct that is prejudicial to the good order and management of the school. |
| **Behaviour Improvement Condition** | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  
  A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:  
  - reasonably appropriate to the challenging behaviour  
  - conducted by an appropriately qualified person  
  - designed to help the student not to re-engage in the challenging behaviour  
  - no longer than three months. |
| **Proposed exclusion or recommended exclusion** | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
  - disobedience  
  - misconduct  
  - other conduct that is prejudicial to the good order and management of the school, or  
  - breach of Behaviour Improvement Conditions. |
| **Cancellation of enrolment** | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.*
6. **EMERGENCY SITUATION OR CRITICAL INCIDENT REPONSES**

At Lota State School we are committed to every child’s safety while they are within our care.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable 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.

All duty bags and classrooms should have a set of ‘Emergency Help’ cards. Staff should ensure that their classroom/work area contains these cards at all times.

The following sets out how Lota State School will deal with an emergency/critical situation or severe problem behaviour: This process was developed after whole staff professional Development in Non-Violent Crisis Intervention.

### DIFFUSING THE SITUATION

Approach the student in a non-threatening way. Use the CPI Supportive Stance position (see picture). Ensure voice is calm and delivered in an appropriate tone, volume and cadence.

**Emergency Help:** Send another child to the office with an Emergency Help card or message. Office to ask Principal/nominee to attend situation. Principal may ask another staff member to attend and may, depending on the student, instruct admin to contact parents.

**Goal:** Use your calm tone and relationship with the child to persuade them to walk with you to the office where calming and debriefing can take place. Principal or nominee to take over process once child is in office.

**Other students:** Staff to remove other students from the area as their presence could serve to escalate the anxiety of the student.
PROBLEM ESCALATES

Student becomes ‘DEFENSIVE’ (verbal).
Staff member/s take control by ensuring other students are removed from the area.

Staff member/s give student a compromise/option of moving to the office in order to calm and discuss what is upsetting them. Re-direct instructions and allow take up time. All instructions need to be given calmly and in an even tone, volume and cadence.

Student commences ‘ACTING OUT’ (loss of control which can result in a physical acting out episode)
Staff should employ the Non-Violent Crisis Intervention (NVCI) process (see pictures) which are used to safely control the individual until he/she can regain control of his/her behaviour. This should be used as a last resort.

CPI’s Personal Safety Techniques
An ‘ACTING OUT’ behaviour can be a ‘STRIKE or a ‘GRAB’.

A strike is a weapon (including a body part ie leg) coming in contact with a target (ie kick, punch, hit)
A strike:
move your body and block the strike.

A grab is the control or destruction of a part of one’s anatomy (ie bite, grabbing of arm or hair etc)
A grab:
Gain a physiological advantage by using:
• the weak point of the crab
• leverage
• momentum
Gain psychological advantage by remaining in control of your behaviour:
• stay calm
• having a plan
• using an element of surprise or distraction

Please see following two pages for appropriate Non-Violent Crisis Intervention strategies to deal with a strike or a grab.

NOTES
Although all instances of behaviours cannot be foreseen, the following may provide some support for staff:
DO: Send for Emergency Help, remain calm, employ NVCI strategies, remove other students from the area, remain in a non-threatening stance (CPI Supportive Stance), use a calm and even tone, volume and cadence, use your relationship with the child to remove them to the office (safe place) to de brief and follow through.

DO NOT: raise your voice, threaten, talk about punishments/consequences, restrain student unless absolutely required to, ask other students to intervene or approach student.

REMEMBER: Staff at any time can contact police (000) from their classroom phone or call a Lockdown.
NON-VIOLENT CRISIS INTERVENTION STRATEGIES TO DEAL WITH A STRIKE OR A GRAB

CPI KICK BLOCK

In any strike situation, you can remove the target or deflect the weapon by placing an object between the weapon and the target. The act of blocking or shielding is based on your natural response—a primal reflex to protect yourself from a strike. In this example, the bottom of the staff member’s foot is used to shield or block the oncoming kick.

Attempt to move out of the way to maintain safety.

CPI ONE-HAND WRIST GRAB RELEASE

Gain a physiological advantage by using leverage and momentum to pull away from the weak area of the wrist grab (between the thumb and four fingers). You can increase your momentum and leverage by maintaining a balanced stance and using your body position to enhance your physiological advantage. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.

Release and attempt to move out of the way to maintain safety.

CPI TWO-HAND WRIST GRAB RELEASE

Gain a physiological advantage by using leverage and momentum to pull away from the weak area of the wrist grab (between the thumb and four fingers). You can increase your momentum and leverage by using your body position to maintain a balanced stance and using your body position to enhance your physiological advantage. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.

Release and attempt to move out of the way to maintain safety.

CPI ONE-HAND HAIR PULL RELEASE

Immovilise this grip by securing the person’s hand to your head. By using one or both of your hands to immobilise the person’s hand, you can prevent further grabbing of hair and minimise injury. Move your head toward the person, leveraging the arm position to a 45-degree angle. The grip of the hair pull is levered backward, reducing the strength of the grip and opening up the weak point of the grab at the fingers. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.

As your hair is released, attempt to move out of the way to maintain safety.

CPI TWO-HAND HAIR PULL RELEASE

Use both of your hands to immobilise the person’s hands on your head, securing the hands to your head, you can prevent further grabbing of hair and minimise injury. Move your head toward the person, leveraging the arm position to a 45-degree angle. The grip of the hair pull is levered backward, reducing the strength of the grip and opening up the weak point of the grab at the fingers. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.

As your hair is released, attempt to move out of the way to maintain safety.

CPI FRONT CHOKE RELEASE

Raise your arms straight up for leverage. This may also create a distraction. Lean away to extend the individual’s arms, this will weaken the grab. Create momentum by turning your shoulders and arms in a rotating motion away from the individual. Your shoulders will act as a lever while your momentum will assist in releasing the grab. Increase your psychological advantage by using a verbal distraction or an element of surprise.

Attempt to move out of the way to maintain safety.

CPI BACK CHOKE RELEASE

Raise your arms straight up for leverage. This may also create a distraction. Lean away to extend the individual’s arms, this will weaken the grab. Create momentum by turning your shoulders and arms in a rotating motion away from the individual. Your shoulders will act as a lever while your momentum will assist in releasing the grab. Increase your psychological advantage by using a verbal distraction or an element of surprise.

Attempt to move out of the way to maintain safety.

CPI BITE RELEASE

Avoid pulling away from the bite. Instead, lean into or “head” the bite, using the minimum amount of force necessary to cause the jaw of the person to open. You may also want to use your finger in a vibrating motion to stimulate the person’s upper lip. This vibrating motion may result in a parasympathetic response that causes the mouth to open. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.

Once the bite is released, attempt to move out of the way to maintain safety.
7. NETWORK OF STUDENT SUPPORT

At Lota State School a team approach to Responsible Student Behaviour Support is always applied. This is usually employed from the least intrusive to the most intrusive, as antecedents of inappropriate behaviours are identified and strategies put in place to support the student.

Universal Behaviour Support

Classroom teachers, Principal and all other school personnel are involved in the whole school behaviour support for students. All staff are fully aware of our Active Citizenship program and actively discuss appropriate behaviour choices with students.

Many teachers hold social skilling lessons within their classroom. Teacher Aides play an important role and use small group instruction sessions as a context to model and reinforce appropriate behaviour choices. Appropriate behaviours are modelled by all staff and consistent key messages are given to students.

In the event of inappropriate classroom and playground behaviours these are dealt with in the first instance by the classroom teacher and/or playground supervisor.

Targeted Behaviour Support

Once a child has completed four detentions in one term, or has behaved in a manner that has required targeted behaviour support, they are placed on Intervention level.

The Principal also plays a vital role of coordinator and speaks with the child on a regular basis – making sure they are focused upon their goals. Dependent upon student needs, a referral may be made to Behaviour Support Services. A referral to Department of Child Safety and/or Queensland Health may also be made.

Intensive Behaviour Support

Once a child has been placed on the Intervention level, an Individual Behaviour Support Plan is written. The student, family member, principal, class teacher are involved in this process.

A key component of the IBS Plan is a possible referral to Guidance Officer, Behaviour Support or Target Program Services. Upon return to school a student may be placed on a Behaviour Improvement Condition (BIC) Plan.

For some students family referrals to the following outside agencies may also be recommended:
- Queensland Health
- Positive Learning Centre
- Child Support Agency
8. **CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES**

Each child and their family are viewed as individuals with their particular needs and circumstances kept in mind at all times. The educational needs of all students must be taken into consideration, with students having the right to a quality education. Students whose behaviour is inappropriate need to be supported to ensure their achievement of positive educational outcomes continues. Similarly, the education of other students must not be compromised. Programs for students need to be in place swiftly and provide maximum support to all.

Lota 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 information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and

- 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
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
   - Weapons Act 1990
   - Work Health and Safety Act 2011
   - Work Health and Safety Regulation 2011
   - Right to Information Act 2009
   - Information Privacy (IP) Act 2009

10. RELATED POLICIES
    - Safe, Supportive and Disciplined School Environment
    - Inclusive Education
    - Enrolment in State Primary, Secondary and Special Schools
    - Student Dress Code
    - Student Protection
    - Hostile People on School Premises, Wilful Disturbance and Trespass
    - Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
    - Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
    - Managing Electronic Identities and Identity Management
    - Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
    - Temporary Removal of Student Property by School Staff

11. RELATED RESOURCES
    - Schoolwide Positive Behaviour Support
    - 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
CERTIFICATION

Ms Kim Schembri  Mrs Liz Vang  Ms Karen Howes
Principal        P&C President  Assistant Regional Director

Date effective: January 2014
APPENDICES

Appendix 1

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.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, iDevices, digital video cameras or MP3 players to school as there is a risk of 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. Breaches of this prohibition may result in disciplinary consequences.

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (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 school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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 bullying, 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 proposal/recommendation for exclusion).

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

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

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

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

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

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

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

*Personal Technology Devices include, but are not limited to the following devices: portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*
PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING
(INCLUDING CYBERBULLYING)

Purpose
1. Lota State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   • achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   • raising achievement and attendance
   • promoting equality and diversity and
   • ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Lota 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 Lota 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 Lota State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

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

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 our school rules and motto (Happy, Safe and Learning) and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Lota State School will then investigate and respond to any incident of cyberbullying.

10. 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.

11. An initial introductory lesson is delivered, which teaches the steps to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the 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.

13. 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 Lota 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’.

14. Lota 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.
WORKING TOGETHER TO KEEP LOTA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Lota State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences; these may include, but are not limited to, suspension, behaviour improvement conditions and recommendation for exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Lota State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.
Appendix 4

PRINCIPAL ABSENCE PROCEDURES

The following procedures should be put into place during the absence of the Principal.

During the Principal’s absence an Acting Principal will be appointed.

All staff should follow the usual procedures as set out in the Responsible Behaviour Plan for Students.

In the event that a Principal is needed then the Acting Principal should be called upon.

If the Acting Principal is working from the office then staff may send students, for time-out, to the office area.

If Acting Principal is NOT working from the office then staff cannot send students for time out to the office area.

In the event a student displays a High Level or Crisis Level Behaviour:
- Follow Crisis Plan or Individual Student Behaviour Plan/BIC if one is in place.
- Acting Principal calls on second staff member (office to send Teacher Aide to teacher's classroom or duty area)
- Student is removed to office area following appropriate procedures.
- Acting Principal and second staff member monitor situation.
- Acting Principal to contact family and decide whether student should leave school grounds.
- Acting Principal decides to contact Police if family is unresponsive and student behaviour is placing themselves or others in real and present danger (ie violent or abusive behaviour of an uncontrollable nature).
- Acting Principal decides to enforce a suspension.
**STUDENT RECORD CHART**
*A record of Support for Student Behaviour*

Student Name: ___________________________

Year Level: ___________________________

Class Teacher: ___________________________

<table>
<thead>
<tr>
<th>DETENTION NUMBER</th>
<th>STAFF - who gave detention.</th>
<th>REASON</th>
<th>RECORDED (staff)</th>
<th>RECORDED (supervisor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

Letter sent to family advising them that student has received third detention. Date: __________

Discussion with detention supervisor and student - impending Intervention Level. Date: __________

Detention supervisor advises class teacher of third detention. Date: __________

<table>
<thead>
<tr>
<th>DETENTION NUMBER</th>
<th>STAFF - who gave detention.</th>
<th>REASON</th>
<th>RECORDED (staff)</th>
<th>RECORDED (supervisor)</th>
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<td>4</td>
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</table>

Student is placed on Intervention Level.

Detention supervisor notifies appropriate personnel: Class Teacher [ ] Principal [ ]

*Copy of Individual Student Behaviour and Learning Plan attached* YES

*Student reinstated on Active Citizen level* YES
At Lota State School we have a comprehensive Student Behaviour Support Plan. It clearly sets out the behaviour expectations of students whilst at school.

A copy of this plan, as well as the school Dress Code, has been given to all perspective students and their families. These documents need to be read, agreed upon and signed as understood. Both families and students (only students from year two to seven need to sign this agreement) who sign this document are declaring that they will follow the school behaviour plan and adhere to our dress code.

Although we provide strong and supportive relationships between school and families it is expected that if we need to assist a child with their behaviour choices then we do so as a team (school and family).

I, _____________________ (parent/carer 1) and ____________________ (parent/carer 2) have read the Lota State School Responsible Behaviour plan for Students and school Dress Code. I/We understand our important role in assisting our child to display and choose appropriate behaviours whilst at school or representing our school. I/We also agree to work positively with the school if my/our child is in need of appropriate behaviour assistance and guidance. Additionally, I/We support the school Dress Code and will ensure that my/our child presents in full school uniform whilst at school or engaged in school activities.

________________________________________ (signed)

I, _____________________ (student) have discussed the Lota State School Responsible Behaviour plan for Students and school Dress Code with my Principal and family. I understand that it is my role to follow all school expectations and make appropriate behaviour choices whilst I am participating in school activities. I will also wear my full school uniform while at school or participating in school activities.

________________________________________ (signed)

Welcome to our school and I trust that your time with us will be happy and full of fun and learning.

Ms K Schembri
Principal