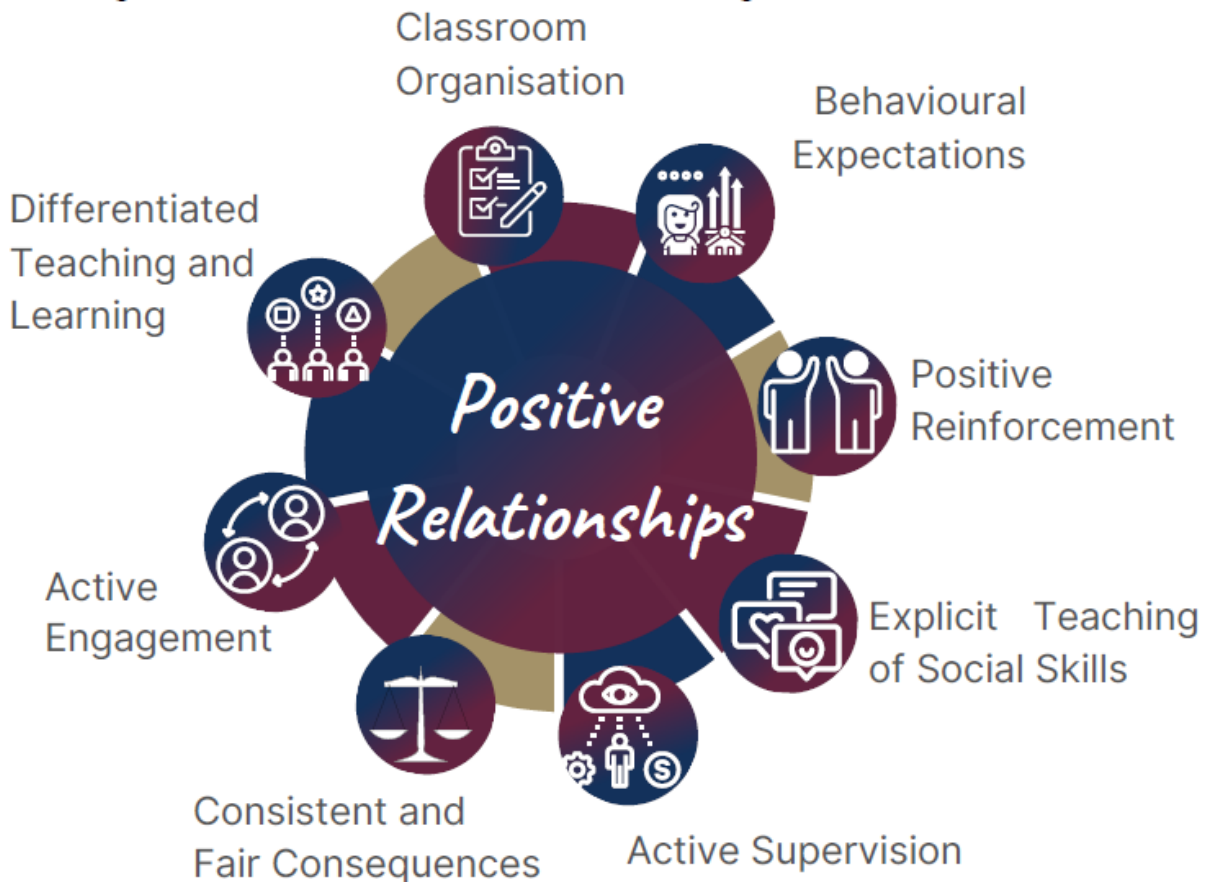




Every Child Successful. Ready for the Future.



Student Code of Conduct 2024- 2027

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Whole school approach to the development of Well-being

Every Child Successful - Ready for the Future

Kimberley Park State School is committed to providing every child with the best possible opportunity to reach their potential and be successful. In the process, we will build Australia's next generation of adaptable, creative and compassionate citizens who will be the decision makers of the future.

The Kimberley Park State School staff are committed to achieving our vision by:

- Relentlessly pursuing excellent outcomes in Literacy and Numeracy
- Working collaboratively as a team and with a high level of support and trust
- Constantly seeking improvement drawn from evidence-based research
- Regularly reflecting on our instructional practice and implementing high quality teaching consistently in every classroom
- Nurturing and caring for every child, regardless of difference, background, complexity and ability
- Utilising timely, relevant and reliable assessment data to inform their teaching
- Challenging traditional learning and innovating to provide high quality contemporary learning experiences
- Growing a culture that celebrates success and achievement of milestones with a high level of accountability
- Making the most of every teachable moment and recognising that every minute counts





Character



What we value and find important forms our character. Doing what we know to be right for ourselves and others is a strength. It demonstrates who we are and what we stand for. Character traits like never giving up, bouncing back from disappointment, owning when we have done the wrong thing, apologising for any harm we have caused, being honest and brave will develop when we are determined.

Citizenship



Thinking about the group's needs is citizenship. It requires us to understand diversity in cultures, beliefs and values of others, so that we can reflect on our own. We contribute through our actions, love and kindness to support the health, happiness and belonging of everyone.

Communication



We listen carefully to what others say, check we are understanding and then respond. It's like playing a game of catch: we pay attention and catch the ball before throwing it back. Communication is ensuring all the shared information in the interaction is understood. This allows us to have meaningful communication with others. How we talk and interact changes with our audience. There are a variety of ways to effectively communicate.

Collaboration



Working responsibly in a team and demonstrating our ability to do things on our own and jointly with others is collaboration. We communicate and celebrate with partners and team members. There is no ownership of ideas whilst we solve problems, make decisions and learn from each other.

Critical Thinking



Finding solutions in our world requires us to observe, reflect, gather information, recognise patterns, make connections and at times, take risks when exploring innovative ideas. Thinking critically requires us to assess when our course of action needs adjustment or change. We strive for outcomes to acknowledge, improve or transform things important to ourselves and others.

Creativity



Experiencing what brings personal satisfaction. We use our imaginations and experiences to demonstrate ideas, wonderings and feelings, through artistic expression, writing, dance, music, performance and communication. Creativity motivates and encourages. It teaches us about our individuality. Through creativity we can try new things, think diversely and be unique.

Parents/Guardians Community Involvement

Parents and the wider community play an important role in creating a safe and supportive school environment. Schools benefit when school staff engage in regular positive, respectful interactions with students and their family/guardian or carer.

The Student Code of Conduct helps to align the behaviour expectations of the school community to a shared understanding of classroom and whole-of-school expectations for student behaviour. This is communicated to students and their parents/guardians at enrolment and throughout the student's schooling. Data, information and strategies are consistently shared with all parents.

When parents/guardians and school staff work together, student outcomes relating to school attendance, academic results and student behaviour and Well-being are improved [DOE Parent and community engagement](#).



Our table of expectations for staff and parents

THOUGHTFUL

<i>What you can expect to see from us.</i>	<i>What we expect to see from you.</i>
We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.	You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.
We will ensure positive behaviours are role modelled for all students.	You are respectful in your conversations at home about school staff.
We will give clear guidance about a designated area for parents to leave and collect students.	You leave and collect your child from the designated area at school.



RESPONSIBLE

<i>What you can expect to see from us.</i>	<i>What we expect to see from you.</i>
We will maintain confidentiality about information relating to your child and family	You respect the obligation of staff to maintain student and family privacy.
We will create a safe, supportive, and inclusive environment for every student.	You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.
We will welcome and celebrate a diverse school community with recognition of significant social, cultural, and historical events.	You recognise people are different and will be non-judgemental, fair, and equitable to others in the school community.



ACCOUNTABLE

<i>What you can expect to see from us.</i>	<i>What we expect to see from you.</i>
We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.	You support your child to meet the learning and behavioural expectations at school.
We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions, or events.	You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.
We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students, or other parents.	You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student, or parent.



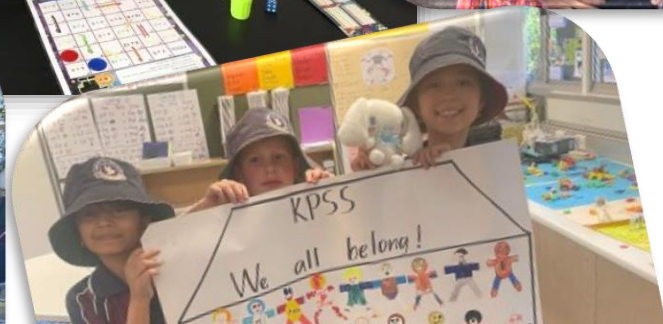
CO-OPERATIVE

<i>What you can expect to see from us.</i>	<i>What we expect to see from you.</i>
We will share relevant information with you about your child's learning, social, and behavioural progress at school.	You share relevant information about your child's learning, social, and behavioural needs with school staff.
We will nominate a contact person for you to work with to resolve a school-related complaint.	You take a positive, solution focused approach to resolving complaints.
We will act quickly to address social media issues that affect staff, students, or families.	You respect school, student, and staff privacy in your online communications.



KIND

<i>What you can expect to see from us.</i>	<i>What we expect to see from you.</i>
We will work closely with families to accommodate their personal needs including work commitments, finances, and family structure.	You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student, or colleagues.
We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.	You help your child to see the strengths and benefits in diversity and differences in their classmates.
We will check in with you about your child's needs or any support your family may require.	You notice when other parents, staff, and students need help and ask if there is anything you can do to assist.



Explicit Teaching of Social Skills

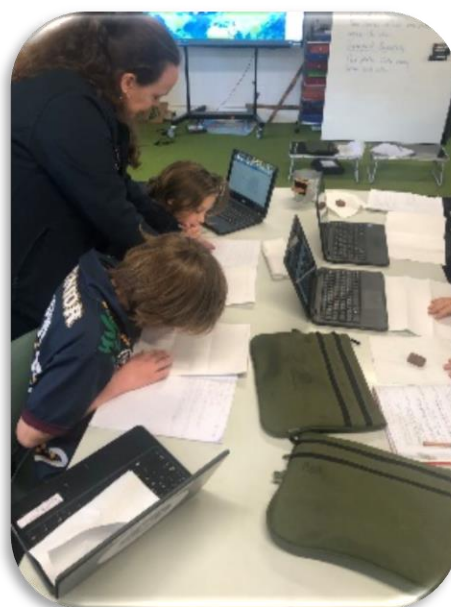
Students are taught when and how to use particular strategies to manage themselves in a range of situations, how to recognise others feelings, and when to assist themselves to support overall Well-being.

Students learn to interact respectfully and effectively with others by understanding and developing skills that foster a cohesive community, Kimberley Park has created a suite of lessons and vignettes explicitly teaching skills reflective of the Personal and Social Capability continuum. These can be used flexibly to respond to whole school and classroom needs.



Active Supervision

Active supervision promotes a safe environment protecting students from harm or hazard. Staff employ proximity control, scanning and informal interactions with students, to prompt acceptable behaviour and maximise positive experiences inside and outside of classrooms.



Consistent and Fair Consequences

Education Queensland– [Behaviour, Safety and Well-being Guide](#) is used to assess student behaviour and incidents based on impact, safety and frequency.

Minor behaviour that causes insignificant or minor impact which may require de-escalation is managed by Classroom, Duty or Specialist teachers using active supervision and essential management skills. E.g., redirection to use calm down strategies, sit out for five minutes, walk with duty teacher, problem solve or redirect to an alternative play area.

Major behaviour, causes moderate to major impact and requires a response as it is unable to be managed at the time, stops teaching and learning or impacts the safety of self or others. The Leadership Team will investigate and support students and teachers as needed. Staff who have witnessed an event or have had an incident reported to them must notify Leadership by telephone and must record the incident on OneSchool using the school's guide to reporting behaviour.

MANAGING RISK with controls in place



1. Low Risk

Insignificant Impact

Differentiated response - managed by routine procedures
Identify and monitor behaviour
Calling out, not following simple instructions

- UDL
- Essential Skills
- Personalised Learning Records
- Expected behaviours & social-emotional competencies are taught; e.g., The Brain, Resilience, Getting Along, Body Awareness, Vignettes
- Differentiated Instruction
- Play support, intervention: Class/Duty teachers



2. Medium Risk

Minor Impact -

Case Manager + Teachers/Specialists

Differentiated Response-Can

*Constantly distracting others, swearing at staff, low level threats

- Time Out (buddy class/office)
- Alternative class placement
- Phone call home
- Well-being session via Deputy

Risk assessment – behaviour, safety and wellbeing-Score Table



3. High Risk

Moderate Impact
Principal

Respond to reduce risk, focussed response (Wrap around services begin)
Making threats, physical violence, locking others in areas/refusing to leave, sexualised language towards others, self harm

- 1:1 Supervision
- Alternative placement
- restricting school-based activities
- an individually adjusted timetable
- increased supervision of risk areas
- reduced access to specified school environment



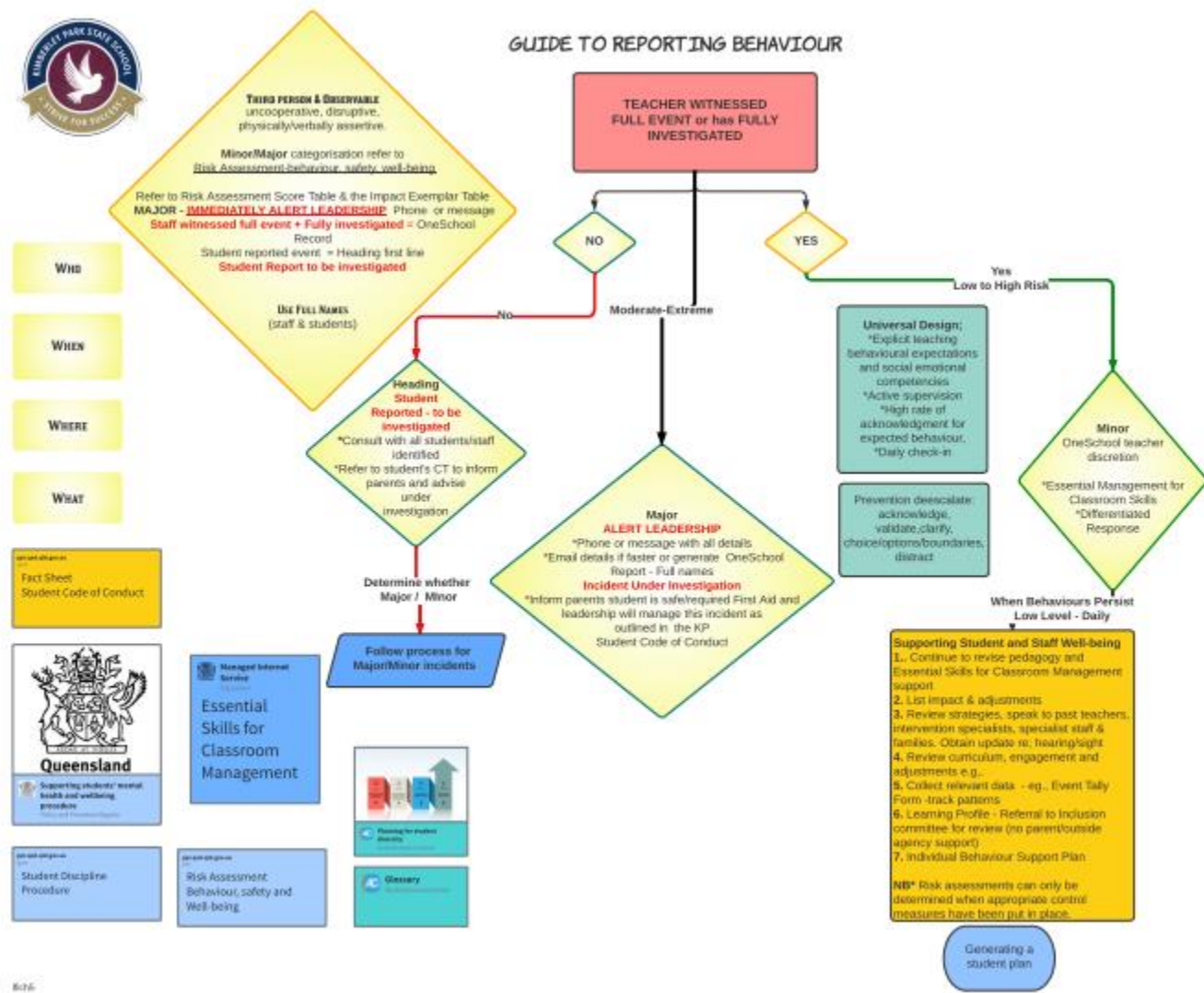
4. Extreme Risk

Critical Impact Immediate action by
Principal - Emergency Procedures

Require Intensive Responses
Weapons, physically attacking causing injury, inappropriate touching, medical/physical injury

- Reset off campus/Suspension
- Exclusion

Processes



Risk Assessment Score Table

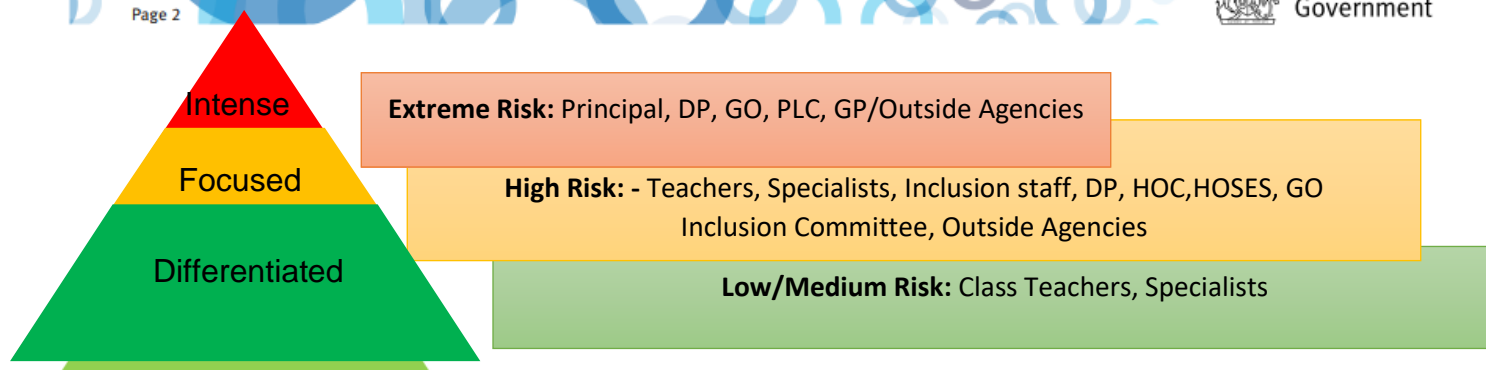
		LIKELIHOOD OF THE BEHAVIOUR				
		How likely is it that the behaviour may occur again? Refer to the individual student's OneSchool data to determine the likelihood of the behaviour.				
		Rare May occur in exceptional circumstances.	Unlikely Unlikely to occur in some circumstances. For example, less than once per month*	Possible Possible to occur in some circumstances. For example, one to three times per month*	Likely Likely to occur. For example, one or more per week*	Almost certain Almost certain to occur. For example, daily*
IMPACT OF THE BEHAVIOUR	If the behaviour occurred, what would the impact be on the school community?	A behaviour that causes insignificant impact on the safety or wellbeing of others, self and/or the school community that causes minor disruption and does not lead to injury or physical harm.	Low risk	Low risk	Low risk	Low risk
	A behaviour that causes minor impact on the safety or wellbeing of others, self and/or school community that requires a response to de-escalate the situation or ensure the safety of the student or other people and/or reduce environmental risk.	Low risk	Low risk	Medium risk	Medium risk	Medium risk
	A behaviour that causes moderate impact on the safety or wellbeing of others, self and/or school community that has the potential to require an immediate response to avert an adverse outcome and reduce risk to the student or others.	Medium risk	Medium risk	Medium risk	High risk	High risk
	A behaviour that causes major impact on the safety or wellbeing of others, self and/or school community that has the potential to cause significant injury; or an outcome that requires an emergency first aid response/ medical treatment.	Medium risk	Medium risk	High risk	Extreme risk	Extreme risk
	A behaviour that causes serious and critical impact on the safety or wellbeing of others, self and/or school community that has the potential to cause serious injury that requires an emergency response, medical treatment, or a behaviour that is illegal.	Medium risk	High risk	High risk	Extreme risk	Extreme risk

*Principals will use their professional judgment in interpreting the impact of a particular behaviour in the context of the school environment, the impact on the community and the known risk variables.

Page 2



Queensland Government



Response to Bullying

Kimberley Park State School
Whole school Approach
Effective problem-solving strategies for our students.
Can be used in the classroom or playground.

Five Essential Skills: How they look and sound



IGNORE

- Pretend you didn't hear it
- Don't make eye
- Show you are calm and confident, chin up body straight
- Self-esteem - Tell yourself positive statements
- Count slowly in your head to five. 12345
- Take deep breaths

TALK FRIENDLY

- Use a calm voice
- Maintain eye contact
- Confident body language
- Stay at a close but safe distance
- Use "I" statements - "I feel... when you... because..."
- "Please leave me alone"

WALK AWAY

- Stand tall head up high
- Mouth quiet
- Look confident
- DO NOT use eye contact
- Walk towards people and staff
- Don't look back. DO NOT RUN!

TALK FIRMLY

- Tell them to "STOP" in a firm voice. Describe their actions, how you feel and what will happen if they don't listen.
- Bystanders must support and report
- Use "I asked you to stop..." "Leave me alone..."

REPORT

- Find an adult wearing a vest on duty or go directly to the office for support
- Use "I need help..." "This is serious..."

**Reporting is getting yourself or someone else help when they need it most!*

Bullying is an imbalance of power by people repeatedly using words or actions against someone or a group of people causing distress which risks their Well-being. When someone continually intentionally harms others (physically or psychologically) after they've been told to stop. Kimberley Park is committed to preventing and responding to instances of bullying and cyberbullying among students. There is a big difference between 'Bullying' (being cruel and targeted), being 'mean' (anger/frustration) and social development. Not all conflict, fighting or arguing is bullying.

A partnership between parents and Kimberley Park is crucial so that together expectations are consistent and children are aware of appropriate and inappropriate behaviour and the associated disciplinary consequences.

Mobile Phones and Other Devices

Currently more children are given access to digital devices with social media sites such as Facebook, Twitter, Instagram, Snapchat and YouTube. Please note these have a minimum age of 13 years notable when an increasing number of children are experiencing social exclusion, being threatened or abused online at home. AIFS Online Study.

All personal electronic devices must be switched off and given to the classroom teacher and remain under their care until the end of the school day, unless they are medically required. The Deputy Principal will hold onto any devices that have not been handed in as per this policy until the end of the school day. Parents and carers will be informed by email and these expectations will be clarified. Continued refusal to hand in devices may result in a meeting with all stakeholders. This requirement is for the protection of all students.



Positive Reinforcement

Providing students with positive reinforcement for expected behaviours is one of the quickest and easiest ways to improve classroom behaviour and develop a positive classroom environment. Everyone needs positive feedback to learn and maintain a behaviour or skill. Behaviour is reinforced when we are provided with something we value following a desired behaviour. This may be verbal praise, non-verbal acknowledgement, provision of tangible rewards, or opportunities to perform a task or participate in an activity.

Effective reinforcement is age-appropriate, contextually-fitting and sincere. Reinforcement is characterised by its effect – in other words, if the desired behaviour does not increase as a result of the feedback or reward, then reinforcement has not happened.

Positive reinforcement ideas:

Whole School Reinforcement

- Choice of a public award (such as a certificate on assembly)
- Positive Award
- Call Home
- Leadership Opportunities

Classroom Reinforcement

- Students can earn points towards a privilege or preferred activity
- Class or private celebration e.g., lunch with a teacher
- Be a classroom leader or helper
- Choose a class game
- Choose where to sit
- Work with a friend
- Descriptive feedback/ intrinsic



Classroom Organisation

The Essential Skills for Classroom Management (ESCM) helps provide well-ordered learning and social environments that promote achievement and positive behaviour. ESCM outlines strategies for effective classroom management.

Universal Classroom Support	Universal Classroom Strategies
Differentiated and explicit teaching or school-wide interventions for all students. <ul style="list-style-type: none"> *Safe and supportive - Daily check-ins *Clear boundaries and expectations *Learning environment considerations *Modelling of respectful and caring relationships, emotional regulation *Social-emotional competencies explicitly taught (Respectful Relationships, Effort/behaviour matrix) *Responses are consistent, instructional, respectful, restorative and inclusive *Multiple means of engagement, representation and action so all students have opportunities to cater to diversity *Positive Reinforcement for expected behaviours *Differentiation to suit the unique needs of students 	<ul style="list-style-type: none"> *Clear, visible rules and expectations *Essential Skills for Classroom Management *Meaningful check-ins *Reset spaces, flexible seating *Levels of Engagement- UDL by design *Positive reinforcement with descriptive feedback (class or individual) *Social-emotional competencies skilling *Partnership between home and school *Restorative Circles/Chats/Conferences *Intentionally inviting classrooms *School celebrations e.g., Golden Ticket and Student of the Week Awards *Support from literacy and numeracy mentors

Differentiated Teaching and Learning

Differentiated teaching describes adjustments in response to specific student needs and capabilities. This may include adjusting aspects of what is being taught and provisions for unique systems for students to acquire and demonstrate knowledge and skills. Differentiation aids students by nurturing a positive identity as they are supported and challenged to achieve. Staff are able to access the services of their Curriculum Support Team and Inclusion Teacher when planning for and implementing lessons and activities that support and extend their students.



Individualised Student Support

In consultation with parents, Class Teachers, Literacy and Numeracy Mentors and Inclusion staff specific strategies, individualized tools and interventions are identified for the unique needs of students. These are documented in Student Learning Profiles and are reviewed and updated regularly.



Case Management

Case Management supports students who require targeted intervention which can be delivered in small groups or individually. Case Management involves careful consideration of the whole student, emotionally, behaviourally and academically, and provides appropriate support for them to participate in education in an inclusive and safe learning environment. Case Management includes regular communication with the student's teachers and parents/caregivers and may involve internal school support or external support services.

Student Programs - Students participating in small group intervention programs have the name and date of the program recorded in the OneSchool/Student Profile/Support tab.

Individual student discussions/meetings – a new contact is recorded in OneSchool with specific details about who/what/when the contact took place (always consider security and access levels).



Inclusion Committee

Shaping Decisions

- Observations, discussions with parents/caregivers, teachers and students
- School data; academic records/results, checklists, behaviour records, reports and attendance data
- Student plans
- Support provisions

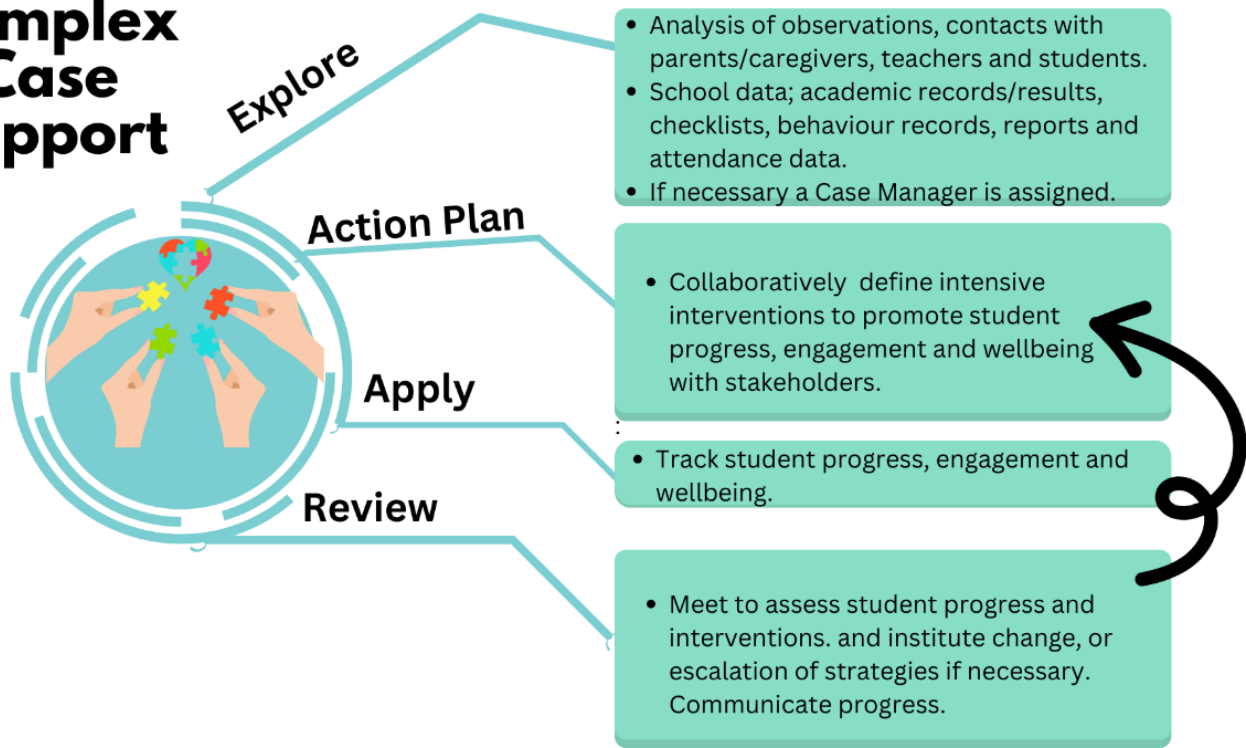


Members of the Inclusion Committee identify and initiate support for students who have difficulty engaging, display limited academic achievement and/or demonstrate social/emotional difficulties. All information discussed is confidential and shared for the purpose of improving student outcomes and to develop a safe, supportive and inclusive school environment. The committee collaboratively plans interventions to maximise improvements for identified students. The committee meets weekly and manages referrals using the following student data to assist in decision making:

- Observations, comments, information from parents/caregivers, teachers or students
- School data – academic records, assessment results, behaviour records, standardised testing results, specialist reports and attendance information
- Student Plan/s – PLP, ICP, ESP, BSP, NCCD evidence and information
- Support provisions – previous and current engagement in school support or intervention programs



Complex Case Support



Kimberley Park State School is committed to developing student capabilities, student's self-worth, and their respect for diversity and their environment. Students with complex and challenging behaviours who require intensive individualised support are managed by the **Complex Case Management and Well-being Committee**. The team identify strategies to reduce the intensity and complexity of behaviour, they monitor student progress and review supports and Individual Behaviour Plans to advance personal and educational outcomes.

Information is confidential and shared for the purpose of improving student outcomes and ensuring the safety of staff, students and the wider school community.

Intensive Support with Stakeholders

The purpose of Intensive Support is to identify, collaborate and support students who require Complex Case Management (CCM). This phase of support consists of a collaborative team approach that includes parents/carers, relevant school staff, other departmental staff, external interagency representatives and community partners who discuss students receiving CCM. Staff will advocate for effective, individualised adjustments and differentiation by key stakeholders in and out of the school context ([DoE Complex Case Management Guidelines](#)).

School-wide Daily Routines

Before and after school practices are in place to assist with student's health and safety and we thank you for your support in this endeavour. Please contact the office on tel: 3451 5333 or via admin@kimberleyparkss.eq.edu.au for any further information. To maintain student safety, we request that the following procedures are followed.

Before the first bell



It is preferable for students to be dropped at school as close to the first bell at 8.50am. All students from years 1–6 must sit in the undercover Tuckshop area as soon as they arrive with their schoolbags unless they are attending an organised activity such as; instrumental, dance, reading or maths clubs. This procedure reduces the likelihood of before school injuries and behaviour incidents.

Before school staff will supervise students from 8.20am-8.45am. Children arriving to school prior to this time will therefore require before school care to ensure their safety.

Please contact the office on tel: 3451 5333 or via admin@kimberleyparkss.eq.edu.au for any further information.

After School



At various locations staff will supervise students waiting at the hall and at the front of the office until 3.15pm. Any remaining students will be directed to the office and parents will be contacted to confirm pick-up arrangements. In student's best interest, do not direct your child to wait for you at alternative areas of the school without supervision if you anticipate you will be arriving later than 3.15pm.

'STOP, DROP and Go' and the Loading Zone



There are two 'STOP, DROP and GO' zones available at school, at the front of the hall and in front of the office. Staff are on duty between 3.00 and 3.15pm. The Logan City Council has provided a strict 2-minute loading zone out the front of the Prep Precinct. Please do not leave your car unattended or stopped for more than 2 minutes to avoid a fine.

Eating Breaks



Strong evidence tells us that refuelling throughout the day increases a student's attention and mood. There are two dedicated eating times during the school day, 11-11.15am (1st break) and 1.30-1:45pm (2nd break) that teachers actively supervise. Students are **not permitted** to share food.

Students are expected to:

1. Calmly exit the classroom or playground, use a bathroom facility if required
2. Collect all lunch items, drink bottle and wear a hat
3. Remain seated and use inside voices when speaking with peers
4. Tidy up, secure rubbish, then signal the duty teacher
5. After dismissed, deposit rubbish in the bins provided
6. Move carefully during transition back to class, put personal items away before lining up and waiting patiently for the classroom teacher to arrive.
7. Students who wish to continue eating can remain in their eating area undercover, off pathways.
8. Any tuckshop purchases made during 2nd break must be consumed in the tuckshop area.

EATING EXPECTATIONS!



1 Calmly exit class or the playground.



2 Collect your lunch, drink bottle and hat.




3 Use inside voices when speaking with your friends.
DO NOT share food.




4 Secure your rubbish, pack up and raise your hand to signal your teacher. When dismissed place rubbish in the bin.




5 Move carefully as you put away your lunch items. Line up and wait patiently for your teacher.

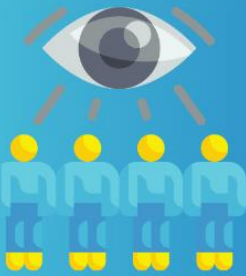


EATING DUTY!







1 Arrive for duty on time.



2 Actively supervise



3 Slowly dismiss students once their area is clean.



4 All staff: Promptly greet students back at class

Play Breaks



Teachers wear hi-visibility vests and hats when on duty and carry a duty folder containing important student information, maps, an emergency card and evacuation procedures. They are responsible for responding to behaviour issues and maintain calm through using strategies such as time out, redirection and consultations. Students supported by playground passports require closer monitoring and descriptive feedback to increase their success in the playground.

All students are required to wear a wide brimmed hat. Those who do not have a hat must sit quietly in the tuckshop area. Children are able to access First Aid at any stage throughout their play break. Duty teachers use a red card to notify the office when emergency support is required. Adults giving assistance will redirect students away from the area so that the patient is comfortable.

Wet Weather Play



The Leadership Team will call wet weather when there is solid rain, prediction that children will be unable to keep dry or the grounds may be unsafe.

- Staff and students will be notified via the PA system when the Wet Weather Policy is put into action.
- Students will eat undercover or in their classroom and will be occupied with appropriate activities after eating.
- Staff will share supervision and will be assisted by Teacher Aides (Wet Weather duty roster) of students in the classroom.
- Wet weather may be declared during the breaks and depending on weather conditions, the Wet Weather Policy may cease.
- Advice will be given over the PA system.
- Students are expected to remain undercover when there is drizzle and the library and hall areas will be available. Oval and playground duty staff assist supervising these locations.

Play Supports

A variety of adjustments are provided for students who require additional supervision or support during play breaks. These may include, but are not limited to, play passports, shadowing, and mentoring.

Minor Playground behaviour and incidents are managed by duty teachers using essential skills and base decisions on the Education Queensland [Behaviour, Safety and Well-being Guide](#).



Play Clubs

Play is valuable for helping children to develop physically, socially and emotionally. Activities promoting connection and encourage thinking, expression and creativity are provided at play breaks. Subsequently, students learn that certain rules and behaviours are essential for building and maintaining relationships. As they connect actions to consequences, they are able to build resilience and self-help skills.

Bush Play

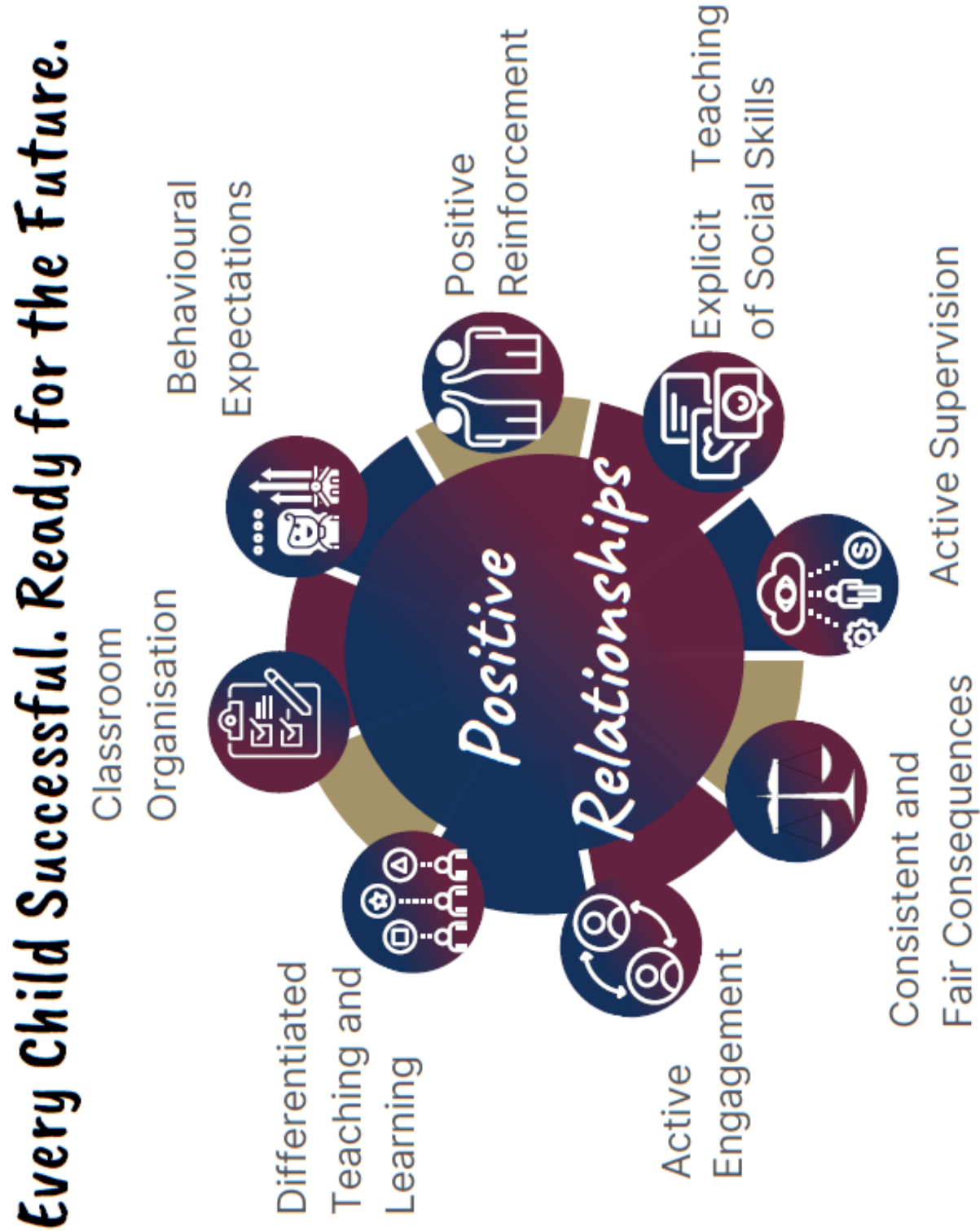
Bush play helps students to connect to country, is unstructured play, and a hands-on learning experience. Students develop care and respect for their environment and what lives within it. Children learn to problem solve as they listen, observe and engage with one another using their senses.

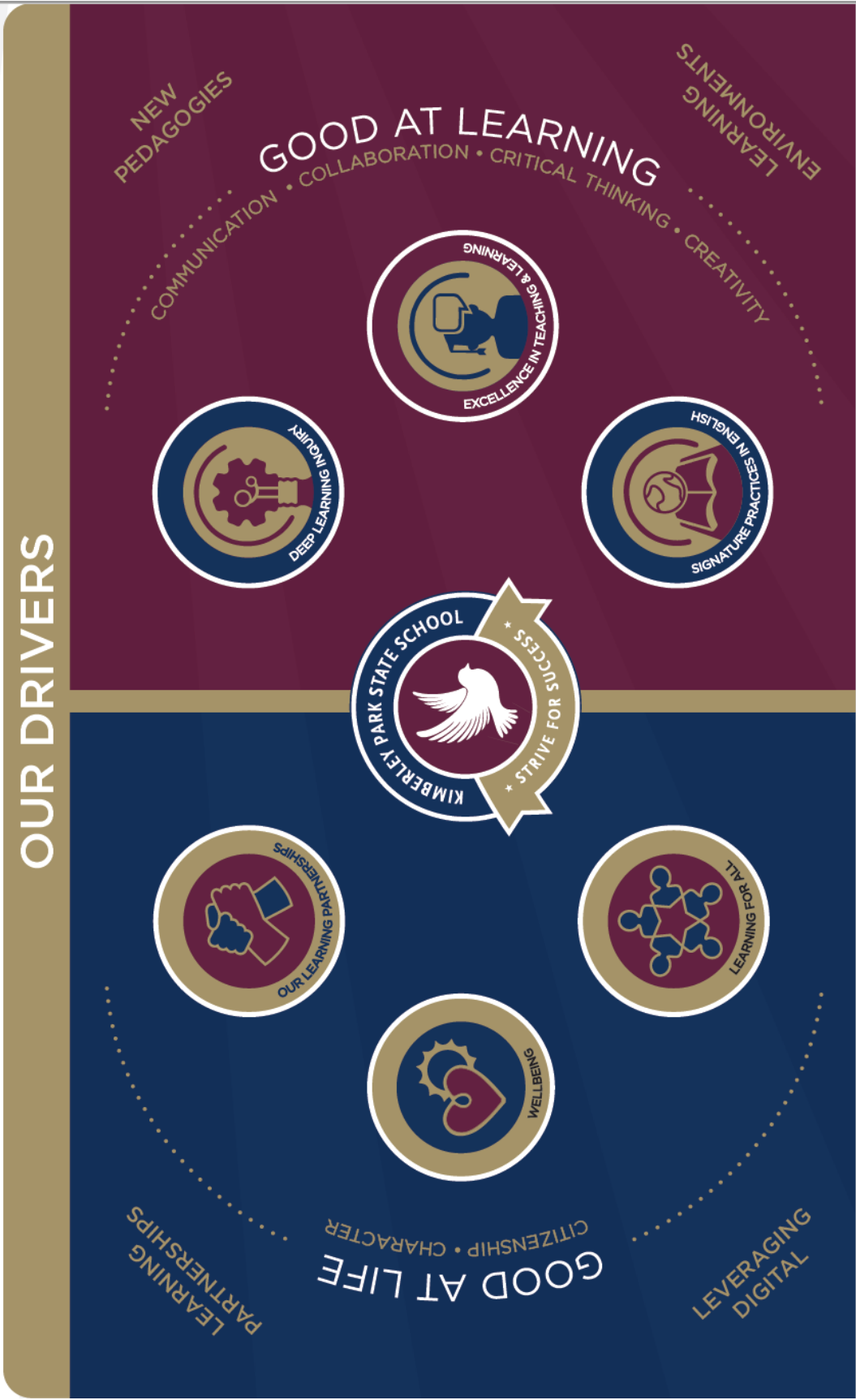





APPENDICES







APPENDIX C Universal Behaviour Expectations

 Kimberley Park State School UNIVERSAL BEHAVIOUR EXPECTATIONS							
	ALL AREAS	LEARNING AREAS	PLAY AREAS	PATHWAYS	EATING AREAS	TOILETS	BEFORE & AFTER SCHOOL
RESPECTFUL	<ul style="list-style-type: none"> • Use manners at all times • Speak respectfully • Be kind • Follow directions quickly • Listen to all staff 	<ul style="list-style-type: none"> • Raise hand to speak • Listen actively 	<ul style="list-style-type: none"> • Listen to all staff • Play fairly • Include others • Help others 	<ul style="list-style-type: none"> • Walk quietly • Keep pathways clean and neat • Give space to others 	<ul style="list-style-type: none"> • Use eating manners • Put your rubbish in the bin 	<ul style="list-style-type: none"> • Respect other's privacy • Keep toilet clean and tidy • Act sensibly 	<ul style="list-style-type: none"> • Follow all staff's instructions
LEARNER	<ul style="list-style-type: none"> • Be a problem solver • Be ready to learn • Make smart choices • Have a growth mindset • Wear correct school uniform 	<ul style="list-style-type: none"> • Be ready to learn • Take pride in your self & work • Display positive work habits 	<ul style="list-style-type: none"> • Use the high five 	<ul style="list-style-type: none"> • Be courteous to adults • When walking with your class, remain quiet and respectful 	<ul style="list-style-type: none"> • Remain seated until released by staff • Organise yourself and belongings 	<ul style="list-style-type: none"> • Use at break times 	<ul style="list-style-type: none"> • Represent our school with pride
SAFE	<ul style="list-style-type: none"> • Keep hands, feet and other objects to self • Wear a sun safe hat when not undercover • Devices stored away while at school 	<ul style="list-style-type: none"> • Use furniture and equipment appropriately • Move calmly around the learning area 	<ul style="list-style-type: none"> • Wear a sun safe hat • Share and use equipment carefully and as intended • Be in the right place at the right time • Wait for staff direction to enter play areas 	<ul style="list-style-type: none"> • Walk sensibly on concrete paths and stairs • Keep to the left side 	<ul style="list-style-type: none"> • Clean hands • Move to and from supervised areas appropriately • Be on time • Eat your own food 	<ul style="list-style-type: none"> • Wash hands • Use all equipment as intended • Toilet is for toileting only 	<ul style="list-style-type: none"> • Be in the right place at the right time • Walk bike/scooter in and out of school • Wear a helmet when on your bike/scooter • Remain seated and quiet on bus • Follow road safety rules

APPENDIX D Differentiated Behaviour Supports

Differentiated behaviour supports

Prevention strategies	Reinforcement Strategies
<ul style="list-style-type: none">• Pre-correction• Positive greetings• Providing choice• Modifying task difficulty/engagement/sensory• Transition routine/visual timetable• High probability requests• Student self-monitoring• Establish-maintain-restore• Prompts – visual and verbal• Non-contingent attention• Behaviour contracts• Essential Skills Management• Environment/flexible seating	<ul style="list-style-type: none">• Targeted behaviour specific positive feedback• Feedback on achievement of goals• Privilege provided• Tangible consistent responses to problem behaviour• Problem-solving conference• Restorative chat• Checking-in/asking for help• Work tracker