The safety and welfare of every student is a responsibility the staff and community of Moranbah East take very seriously. By working in partnership with parents and the community we provide a supportive, disciplined and safe environment for all. A learning environment in which all students are happy, feel valued and have a sense of belonging.

We maintain very high expectations of all adults within the school community to provide positive role models for students.

We encourage parents to keep in contact with their child's teacher and if they have any concerns about their child to please share their concerns with the teacher or myself.

Regards,

Chris Munro
Principal

1. In order for this school to operate effectively and serve the needs of all students in the school, we the students, the teachers, parents and community members understand and accept that certain kinds of behaviour are expected.

2. We believe that each person should be treated fairly and that each person - students, teachers and parents - have rights which will be recognised by all those involved in the school community.

3. Related to these rights are certain responsibilities that must be recognised and accepted by those involved in the school community.

4. It must be realised and accepted that certain consequences will follow when these rights are infringed or these responsibilities are not accepted.

5. All consequences are aimed at positively influencing students’ behaviours and attitudes.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Moranbah East implements the You Can Do It! Program which focuses on the 5 Keys to Success. These 5 Keys define socially responsible behaviour, recognising democratic values of respect, equality and concern for the welfare, rights and dignity of all members of the school community.

CONFIDENCE - Self-acceptance; Risk-Taking; Independence

PERSISTENCE - Self-belief/Optimism; Effort; Working Tough

ORGANISATION - Goal Setting; Time Management

RESILIENCE - Self-awareness, Staying Calm, Bouncing Back

GETTING ALONG - Tolerance of Others; Tolerance of Limits/Rules; Reflective Problem-solving

MORANBAH EAST STATE SCHOOL

Responsible Behaviour Plan for Students based on The Code of School Behaviour
**PROACTIVELY BUILDING A DISCIPLINED AND SUPPORTIVE SCHOOL ENVIRONMENT**

**Whole School Behaviour Support**

To achieve responsible student behaviour, Moranbah East State School staff actively teach social competencies and skills in structured lessons as outlined in the You Can Do It! Education Program. This program is embedded in the school's curriculum framework, ensuring that it is maintained and enhanced over time. It is specifically designed to:

- Develop a supportive, productive and safe school environment for learning and teaching
- Assist students to develop improved self-esteem through getting to know and understand themselves better
- Foster mutual respect
- Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

**Targeted Behaviour Support**

Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school’s Responsible Behaviour Plan for Students and the classroom rules.

The **TEASING NO WAY PROGRAM** is fundamental to our proactive approach to bullying. Our belief is that no individual or group has the right to make another person feel bad. Incidents of teasing are taken seriously across the whole school community. This includes students from Prep to Year 7, staff and parents.

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**DISCIPLINARY ACTION SCHEDULE**

Minor incidences are dealt with on the spot by a staff member giving a reprimand or reminder of the school rules.

Moderate or repeated minor incidences or cases involving teasing are dealt with by the teacher and referred to the Principal. Consequences may include a detention.

Major incidents of conduct which put the safety and welfare of self or others or persistent misconduct are referred to the Principal.

**STEPS FOR DISCIPLINARY ACTION**

- Persistent or moderate incidences
- Major incidences

- Referred to the Principal
- Parents are consulted
- Individual behaviour management plan is developed

In the event that there has been no significant change in the student’s conduct or a serious incident has occurred which endangers the safety and welfare of others or is detrimental to the good order and conduct of the school environment the student may be suspended for up to 20 school days or a recommendation for exclusion may be forwarded to the Regional Executive Director.

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**MANAGEMENT OF CONDUCT IN THE CLASSROOM**

- Teacher develops class reward system and strategies
- Whole of school You Can Do It! ticket and tuckshop voucher reward program.

Procedural steps for managing inappropriate conduct in the classroom, followed by all teachers in the school.

1. Formal warning given
2. Time aside (max 10 min)
3. Supported exit to another classroom

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**MANAGEMENT OF INAPPROPRIATE CONDUCT WITHIN THE SCHOOL**

1. Caution/reminder given
2. Formal warning issued
3. Detention—withdrawal from class or playground

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**OneSchool Behaviour Support Incident Record**

Staff inform parents that the student was behaving in an inappropriate manner by informal discussion or phone call. A brief explanation of the incident and associated consequences is provided. This communication provides an opportunity for parents to discuss the incident with their child.

Incidents involving time aside, supported exit or detention are recorded on OneSchool and followed up by Principal or Deputy Principal.