Texas P-10 State School

Responsible Behaviour Plan

for Students

The Code of
School
Behaviour
Better Behaviour
Better Learning

Every Child Matters, Everyday.

Revised 2018

1.   Purpose

Texas P-10 State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students designed to facilitate high standards of behaviour, so that the learning and teaching in our school can be effective and students can participate positively within our school community and the wider world.

2.   Consultation and Data Review

Texas P-10 State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents.

The Plan endorsed by the Principal, the President of the Parents and Citizens Association and the Assistant Regional Director in 2018, will be reviewed in 2021 as required in legislation.

3.   Learning and Behaviour Statement

All areas of Texas P-10 State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are available to everyone, assisting Texas P-10 State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

The school community has identified and agreed upon the following school expectations to teach and promote our high standards of expected behaviour:

At Texas P-10 State School, active learners will…

- Be Safe;
- Be Responsible;
- Be Respectful

4.   Processes for Facilitating Standards

Universal Behaviour Support

At Texas P-10 State School, we emphasise the importance of directly teaching students the expected behaviours to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

The School wide Expectations Matrix outlines specific behaviours in all school settings. (Appendix 1)

Expectations communicated to students via a number of strategies, including:

- Behaviour Lessons presented weekly on parade;
- Behaviour Lessons delivered by teachers weekly in an age appropriate manner;
- Expectation posters placed throughout the school; and
- Community informed of behaviour lessons weekly.

Texas P-10 State School implement the following proactive and preventative processes and strategies to support student behaviour:

- Common, standardised and consistent Behavioural Walls in every Teaching and Learning space;
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- PBL Team's regular provision of information to staff and parents, and support to others in sharing successful practices;
- A refresher PBL program is delivered to all students and staff;
- Teacher familiarises new students with PBL processes;
- Individual action plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings; and
- The school refers to several policies; see Reference list (Appendix 2):

Reinforcing Expected School Behaviour

At Texas P-10 State School, the reinforcement system designed to increase the quantity and quality of positive interactions between students and staff. All staff members trained to give consistent and appropriate acknowledgement reinforcing expected student behaviour.

Texas P-10 State School Rewards System

A. Positive Classroom Incentives:

Prep to Year 3

Staff members hand positive ***Gotcha (or similar)*** tickets out each day to students they observe following school expectations in both classroom and non-classroom areas. When they *'catch'* a student following the expectations, they can choose to give them a *Gotcha ticket*.

Students drop their *Gotcha* ticket into their designated classroom box.
Each Thursday on Parade, student leaders draw out a name from each classroom box.
The lucky student is able to collect a 'prize' from the *Gotcha* Prize box.

Year 4 to Year 6

Staff members give positive stamps each day to students they observe following school expectations in both classroom and non-classroom areas. When they observe a student following the expectations they can choose to give them a stamp on their Stamp Sheet.

Each term, a Cent Auction is held. Students receive tickets for the cent sale according to the number of stamps they hold. Students elect to put them into containers with different values – 30 stamps or up to 200 stamps. A ticket is drawn and the student gets a prize.

Year 7 to Year 10

Staff members issue ***Reward Money*** out each day to students they observe following school expectations in both classroom and non-classroom areas. When they *'catch'* a student following the expectations they can choose to give them a Reward Dollars Entry on their recording sheet.

Students accumulate Reward Dollars, which they can use to bid on and purchase prizes and participate in activities at the Secondary Student Reward at the end of the term.

B. Positive Whole of School Rewards Day Incentives:

Prep to Year 10

Students who:

      I.   Achieve attendance goals;
     II.   Participate in school-based activities;
    III.   Display acceptable behaviour by following the 3 Expectations; and
    IV.   Display and promote school pride;

Receive an invitation to participate in Whole of School Rewards at the end of each Term or Semester. The PBL Team organise activities that promote and reinforce Positive Behaviour throughout the term or semester. Refer to specific behaviour criteria (appendix 3)

Responding to Unacceptable Behaviour

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

Students are required to own their behaviours. Texas P-10 State School manages student behaviours according to the Minor / Major Behaviour Continuum (appendix 4) as follows:

      I.   Inappropriate Behaviour – Staff / Classroom Managed;
     II.   ODR MINOR Behaviour – Colleague / Staff Managed;
    III.   ODR MAJOR Behaviour – Office Managed; or
    IV.   ODR MAJOR (Crisis) Behaviour – Office Managed

Re-Directing Low-level and Infrequent Problem Behaviour – MINOR Behaviour

When student's exhibit minor and infrequent problem behaviour, the first response of school staff members is to use Essential Skills Classroom Management, then ask them to change their behaviour so that it aligns with our school's expectations. The preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act in line with the 3 school expectations. This encourages students to reflect on their own behaviour; evaluate it against expected school behaviour; and plan how their behaviour can modify to align with the expectations of our school community.

Targeted Behaviour Support – ODR MINOR Behaviour

At times, students require targeted behavioural support. Students are identified through data analysis or staff referral. In most cases, the problem behaviours may not be immediately regarded as severe. However, the frequency of behaviours may place learning and social success at risk if not addressed in a timely manner.

These students are encouraged to adapt their behaviour through appropriate strategies (Minor/Major Behaviour Continuum) and positive reinforcement of expected behaviours. Where required adjustments are made to their program through academic support, adult mentoring or social skills training.

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

Intensive Behaviour Support – ODR MAJOR Behaviour and ODR MAJOR (Crisis) Behaviour

Texas P-10 State School is committed to educating all students, including those with the highest behavioural support needs. The school recognises that students with highly complex and challenging behaviours need comprehensive systems of support.

The *Intensive Behaviour Support Team* (Principal, HOD, G.O. PBL Leader, Behaviour Support Representative, Chaplain and Parent Representative)

- Works with other staff members to develop appropriate behaviour support strategies;
- Monitors the impact of support for individual students through continuous data collection;
- Makes adjustments as required for the student; and
- Works with the PBL Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process.

5. Consequences for Unacceptable Behaviour

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Relating Problem Behaviours to Expected School Behaviours:

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

Articulate the relevant expected school behaviour;

- Explain how the student's behaviour differs from expected school behaviour;
- Describe the likely consequences if the problem behaviour continues; and
- Identify what the student could / should / will do to change their behaviour in line with expected school behaviour.

Teachers are required to record all minor and major problem behaviour on the Behaviour Management Data program in OneSchool.

Ensuring Consistent Responses to Problem Behaviours:

At Texas P-10 State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

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

6. Emergency or Critical Incident Responses

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

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

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

Basic defusing strategies:

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention:

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

- Physically assaulting another student or staff member; and / or
- Posing an immediate danger to him/herself or to others.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is essential that all staff understand:

- Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less severe response can effectively resolve the situation; and / or
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; and / or
- Leaving a classroom or the school, unless student safety is clearly threatened.

6

Any physical intervention made must:

- Be reasonable in the particular circumstances;
- Be in proportion to the circumstances of the incident;
- Always be the minimum force needed to achieve the desired result; and / or
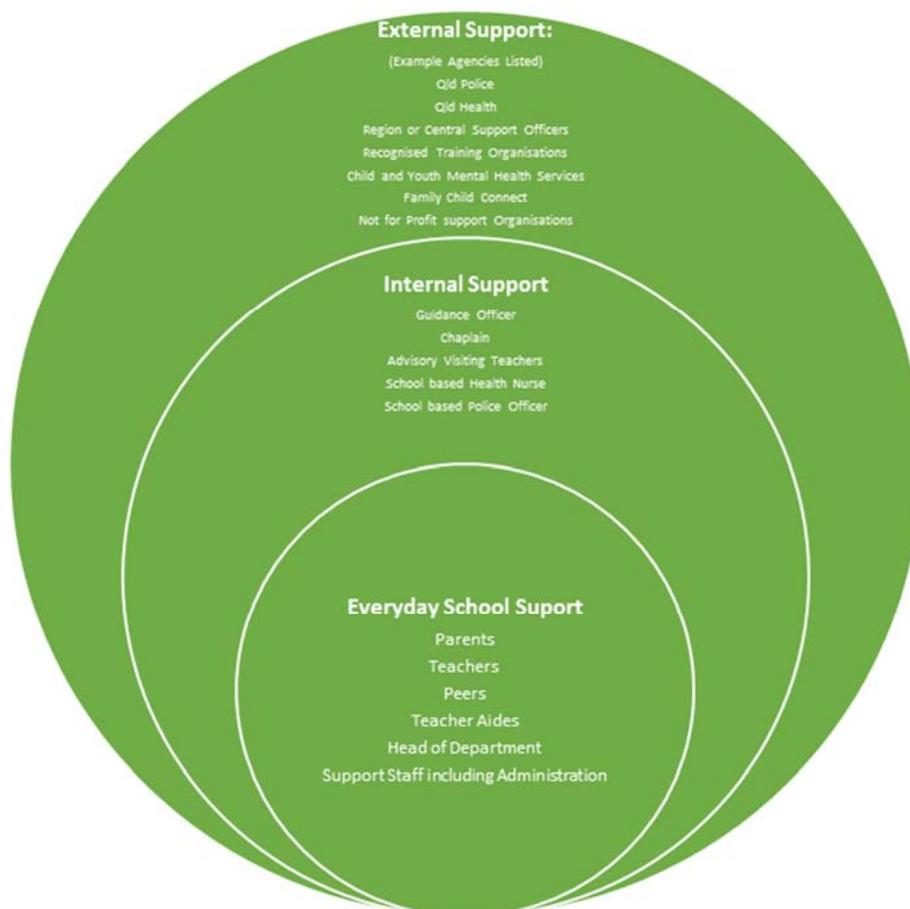- Take into account the age, stature, disability, understanding and gender of the student.

Record keeping:

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

- Incident report;
- [Health and Safety incident record](link) (link); and
- Debriefing report (for student and staff).

7. Network of Student Support

Students at Texas P-10 State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

External Support:
(Example Agencies Listed)
Qld Police
Qld Health
Region or Central Support Officers
Recognised Training Organisations
Child and Youth Mental Health Services
Family Child Connect
Not for Profit support Organisations

Internal Support
Guidance Officer
Chaplain
Advisory Visiting Teachers
School based Health Nurse
School based Police Officer

Everyday School Suport
Parents
Teachers
Peers
Teacher Aides
Head of Department
Support Staff including Administration

8. Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Effective Date: 1 May 2018 – 31 December 2021

Texas P-10 State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state; 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, and
    - receive adjustments appropriate to their learning and/or impairment needs.

9.   Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10.   Related Departmental Policies

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

Endorsement:

_____   _____   _____
Principal   **P&C President**   **Assistant Regional Director**

Effective Date: 1 May 2018 – 31 December 2021

MINOR/MAJOR CONTINUUM

Universal Prevention & Support			
	Targeted Support	Intensive Support	
Classroom Data	Enter on One-School and Contact Parent/Guardian		
Anecdotal notes kept by teacher/teacher aide	All incident reports in these categories should be referred + PRIMARY: class teacher/s		
Inappropriate behaviours Staff /Classroom Managed	**ODR – MINOR** Colleague/Staff Managed	**ODR MAJOR** Office Managed	**ODR MAJOR – (Crisis)** Office Managed
Definition Guideline All behaviours which are reasonably expected to be managed by the individual staff member.	**Definition Guideline** Persistent staff/classroom managed behaviours for which current classroom strategies are not effective. *Support by Colleague, buddy teacher, YLC, HOD etc.*	**Definition Guideline** Major inappropriate behaviour that needs to be managed by admin (Principal or School Leadership Team)	**Definition Guideline** Major behaviour incidents that require immediate response from administration, crisis team, entire staff and/or community support.
Indirect Physical Aggression e.g. non-serious but inappropriate physical contact e.g. pushing / shoving / age-related fighting **Disruptive Behaviours** e.g. back-chatting / arguing / disruptive talking and noise making. **Teasing** e.g. teasing and put downs which are relevant to age development and which are core learning opportunities **Minor Property Damage** e.g. breaking pencils / scratching desk / tearing books etc **Non-Compliance** e.g. work refusal / refusal to follow adult directions	**Persistent Minor Behaviours** i.e. any 'Staff/Classroom Managed' behaviours which have been addressed by teachers using a range of effective teaching strategies, pedagogy assessment and adjustments etc but which are still occurring and causing disruption to learning • Indirect Physical Aggression • Disruptive Behaviours • Teasing • Minor Property Damage • Non-Compliance	**Persistent & severe non-compliance which prevents learning and teaching.** e.g. repeated minor behaviours which have increased in frequency, duration and intensity **Property damage & misuse** e.g. vandalism & property damage and stealing **Technology Violations** e.g. using mobile phone in school time to talk, video or photograph / inappropriate access to websites & internet **Possession of banned illegal items or substances** e.g. possession or use of drugs / selling of illicit items	**Direct & Intentional Physical Aggression** e.g. throwing of property / intentional fighting / spitting / inappropriate sexual behaviour / threatening body language or proximity **Direct & Intentional Verbal Aggression** e.g. direct & intentional swearing & aggressive language / defiance / direct verbal threats / racism **Danger to self or others** e.g. leaving school grounds / climbing on roofs / self-harming **Bullying & Harassment** e.g. observed or written bullying / threatening language / malicious gossiping
Strategies ESCM strategies Classroom Profiling Behaviour Workshops Buddy teacher mentoring Effective Classroom Practices	**Strategies** ESCM strategies / Behaviour Workshops / Coaching / Mentoring /Profiling Referral to internal support team / Case Management / team approach Referral to Specialist/Support Services Small Group intervention programs Check in Check out Effective Classroom Practices	**Strategies** ESCM strategies/Behaviour Workshops /Coaching/Mentoring Use of FBA processes Analysis of Data & Ongoing Data collection (one school & other systems) Involvement with outside agencies & support services FBA / Case Management team Individual intensive support programs Effective Classroom Practices	

BEHAVIOUR EXPECTATIONS MATRIX

Expectation	Safe	Responsible	Respectful
All areas all time	- Fire drill and lockdown - Follow instructions - Use equipment as it was designed to be used - Adhere to the uniform policy - Be sun safe (hat, sunscreen, water) - Walk in and around the buildings - Keep hands, feet and objects to yourself - Line up at the first bell - Walk when exiting and entering under teacher supervision	- Take responsibility for your actions - Be punctual - Be organised - Take an active role in classroom activities - Encourage and support others - Our school is a bully-free zone - Follow teacher instructions - Protect and care for the grounds, facilities and equipment	- Speak respectfully and calmly at the right time - Listen actively - Use manners - Place rubbish in the bin - Help others' who might require help - Follow instructions - Respect personal space - Care for property - Respect others' rights to learn - Respect school/staff/peers equipment
Learning environment	- Four chair legs on the floor - Walking zone - Leave only with permission - Use balls outside classroom - Ask for assistance if needed - Use PPE (Personal Protective Equipment) where necessary	- Follow end of day routine - Be focused on learning - Be on task - Participate - Do your best - Be up to date and catch up if away - Learn from mistakes - Bookwork and setting out - Be where you are supposed to be - Ask for help if needed - Be on time	- Allow the teacher the full lesson time to teach - Be prepared – have equipment and be willing to learn - Cooperate - Use manners - Line up quietly - Raise hand to speak - Leave learning space neat and tidy
Play areas	- Play in your own zone - Play school approved games only - Engage in sporting activities on the oval	- Take turns - Follow rules of the game - Be fair - Ask to enter games and find out the rules of play	- Respect others' rights when playing - Be friendly
Eating areas	- Eat your own food - Sit on a seat while you are eating - Sit under the building - Be aware of who is on duty	- Choose your area and stay there - Rubbish into the bin straight away - Wait to be dismissed	- Ask permission to leave - Close lunch box and put away
Toilets	Be hygienic and wash hands	- Go to the toilet in the break - Straight there, straight back - One squirt of soap - Save water - turn tap off while soaping up hands - One piece of paper towel	- Wait for a cubicle to be free - Use toilets for their purpose - Leave toilets clean and tidy
Transitions	- Use stairways and verandas for walking only - Hold equipment still	- Wait patiently - Use paths where possible	- Walk softly on the veranda - Move quietly along the veranda and on the stairs - Line up against the wall - Consider other classes – voice volume

Regulated items
Mobile phones
Other digital devices
Skateboards, scooters, bikes
Jewellery and body piercing

Items not permitted
All items prohibited by law
Chewing gum
Permanent markers
Correction fluid
Energy drinks
Metal rulers
Make up and /or nail polish
Aerosols – deodorant
Glass drink bottles

Revised 2018

	A	B	C	D	E
	EXCELLENT	**VERY GOOD**	**SATISFACTORY**	**NEEDS ATTENTION**	**UNACCEPTABLE**
	Independently and consistently:	**Consistently:**	**Usually:**	**Sometimes:**	**Rarely:**
EFFORT	• Remains on task • Remains focused • Applies effort and aims for mastery/extension work • Completes set tasks • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Self-assesses own work • Contributes to class discussions • Attempts difficult/new tasks • Has equipment ready • Is punctual • Keeps own area/equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly • Completes homework	• Remains on task • Remains focused • Applies effort and aims for mastery/extension work • Completes set tasks • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Self-assesses own work • Contributes to class discussions • Attempts difficult/new tasks • Has equipment ready • Is punctual • Keeps own area/equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly • Completes homework	• Works independently without distracting others • Applies effort and works to full potential • Completes set tasks • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Self-assesses own work • Contributes to class discussions • Attempts difficult/new tasks • Has equipment ready • Is punctual • Keeps own area/equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly • Completes homework	• Works independently without distracting others • Applies effort • Completes set tasks • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Self-assesses own work • Contributes to class discussions • Attempts difficult/new tasks • Has equipment ready • Is punctual • Keeps own area/equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly • Completes homework	• Works independently without distracting others • Applies effort • Completes set tasks • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Self-assesses own work • Contributes to class discussions • Attempts difficult/new tasks • Has equipment ready • Is punctual • Keeps own area/equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly • Completes homework
BEHAVIOUR	• Interacts appropriately in the playground • Cooperates within a group in the classroom • Shows respect and consideration for others • Shows empathy to others • Actively discourages bullying behaviours • Takes turns, shares things • Uses humour appropriately • Does not use put-downs • Encourages all team members • Seeks to include everybody • Respects property • Uses appropriate conflict resolution skills • Reacts to situations reasonably • Copes with change	• Interacts appropriately in the playground • Cooperates within a group in the classroom • Shows respect and consideration for others • Shows empathy to others • Actively discourages bullying behaviours • Takes turns, shares things • Uses humour appropriately • Does not use put-downs • Encourages all team members • Seeks to include everybody • Respects property • Uses appropriate conflict resolution skills • Reacts to situations reasonably • Copes with change	• Interacts appropriately in the playground • Cooperates within a group in the classroom • Shows respect and consideration for others • Shows empathy to others • Actively discourages bullying behaviours • Takes turns, shares things • Uses humour appropriately • Does not use put-downs • Encourages all team members • Seeks to include everybody • Respects property • Uses appropriate conflict resolution skills • Reacts to situations reasonably • Copes with change	• Interacts appropriately in the playground • Cooperates within a group in the classroom • Shows respect and consideration for others • Shows empathy to others • Discourages bullying behaviours • Takes turns, shares things • Uses humour appropriately • Does not use put-downs • Encourages all team members • Seeks to include everybody • Respects property • Uses appropriate conflict resolution skills • Reacts to situations reasonably • Copes with change	• Interacts appropriately in the playground • Cooperates within a group in the classroom • Shows respect and consideration for others • Shows empathy to others • Discourages bullying behaviours • Takes turns, shares things • Uses humour appropriately • Does not use put-downs • Encourages all team members • Seeks to include everybody • Respects property • Uses appropriate conflict resolution skills • Reacts to situations reasonably • Copes with change

Positive Behaviour for Learning

Key Documents
- Responsible Behaviour Plan
- Major Minor Continuum
- Consequences
- Behaviour Matrix
- 40 lessons for the year
- Uniform Policy
- Crunch and Sip

Safe

Key Documents
- Emergency Fire and Lockdown Procedures
- Aerosol Policy
- Sun safe Policy
- Learning and Wellbeing Framework

Respectful

Key Documents
- Reward Etiquette
- Responsible Behaviour Plan
- Preventing and Responding to Incidents of Bullying (including Cyber Bullying)

Responsible

Key Documents
- Use of Personal Technology/ Devices
- Attendance Policy
- Homework Policy
- Bookwork Policy

Purpose

Put simply, teaching students the expected social behaviours and routines and then acknowledging them when they use these same behaviours is *by far* the most effective way to prevent management problems. Furthermore, if students use Inappropriate behaviour, an array of consequences are utilised with the aim of teaching and reinforcing what we want the student to be able to demonstrate instead. The overall goal is to further support our long standing commitment to a safe school environment where the focus can remain on teaching and learning.