



Robina State School

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

Robina 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 learning.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Our plan aligns with the requirements of the Education (General Provisions) Act 2006 and Regulations 2006; and Education Queensland's Code of School Behaviour.

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Endorsement

Principal Name: Carmel Baker

Principal Signature:



Date: 18.01.2021

P/C President: Belinda Fedorczyk

P/C President Signature:



Date: 22.01.2021

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Learning and Behaviour Statement

All areas of Robina 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 Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Shared expectations create and maintain a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community have identified the following expectations to teach and promote our high standards here at Robina State School:

1. *Be Friendly*
2. *Be Proud*
3. *Be Respectful*

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

Our students are actively encouraged to comply with the Student Code of Conduct through explicitly teaching the school expectations, allowing opportunities to practise the routines, and providing feedback and correction where needed. Students are encouraged to demonstrate *active listening* during these learning opportunities to ensure understanding of the expectation being taught.

Student Wellbeing and Support Network

Robina State School implements a whole-school approach to enhancing learning and wellbeing for all students, focussing on social and emotional learning.

You Can Do It! Program

The *You Can Do It* (YCDI) Program is a social-emotional learning program developed by Professor Michael Bernard that aims to boost success, improve relationships, reduce stress and promote optimal levels of wellbeing. This program provides opportunities for students to develop a positive sense of identity and learn the skills necessary to become active and responsible citizens. These skills are known as the 5 Keys to School Success and include: Organisation, Confidence, Persistence, Getting Along and Resilience.

Children who have developed social and emotional skills find it easier to manage themselves, relate to others, resolve conflict, and feel positive about themselves and the world around them.

Each Key is assigned two characters to help students understand each area, and these are included below. Throughout the term, information will be posted about the key features of the *YCDI* program and include information on how you as parents and carers can reinforce each Key to School Success with your student.

Each fortnight, one student from each class, who has demonstrated excellence or improvements in one of the Keys to School Success, is presented with an award at our fortnightly PCL (Positive Culture for Learning) assembly.



Gary and Gabby Get-A-Long



Olivia and Oscar Organisation



Pete and Penny Persistence



Charlie and Connie Confidence



Ricky and Rosie Resilience

Peer Mentor Program

Selected students in the Upper School undertake training in the Peer Skills Program to become Peer Mentors. Peer Mentors assist in the playground where they offer guidance, support and encouragement to their peers in a safe manner. Peer Mentors are closely monitored and guided by the teachers delivering the Peer Skills program, and the duty teachers when they are assisting in the playground.

Chaplaincy Program

Our school Chaplain provides assistance to children who may be suffering from anxiety, behavioural concerns, past/current grief/trauma, and social/emotional issues. A School Chaplain is a safe person for young people to connect with at school and provides a listening ear, caring presence, and a message of hope. Chaplains run positive, fun activities for students and assist in fostering caring and supportive school communities.

Positive Culture for Learning (PCL) Committee

The PCL Committee meet, with representatives from each year level, twice a term to discuss current school data in relation to the PCL framework, as well as strategies to improve student wellbeing, safety and learning outcomes.

Additional Wellbeing programs

The students at Robina State School are taught, through explicit lessons, how to get along with others, conflict resolution, and social skills. These goals are achieved via the YCDI (You Can Do It) or PCL lessons, incursions from external companies, organised presentations with the school's Adopt-A-Cop, small group mediations, and focussed social skilling groups.

Support networks:

Internal Support (Personnel within the school)	External Support (Personnel and Agency Support outside of the school)	
School Based	Education Queensland	Community and Agency
<ul style="list-style-type: none"> Teaching and support staff 	<ul style="list-style-type: none"> Senior Guidance Officers 	<ul style="list-style-type: none"> Police
<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Emergent Funding 	<ul style="list-style-type: none"> Counselling Services
<ul style="list-style-type: none"> Guidance Officer Head of inclusive practices Speech pathologist Occupational therapist 	<ul style="list-style-type: none"> Positive Learning Centres 	<ul style="list-style-type: none"> QLD Health Services
<ul style="list-style-type: none"> Target Teachers 	<ul style="list-style-type: none"> Alternative Learning Sites 	<ul style="list-style-type: none"> Neighbourhood Centre
<ul style="list-style-type: none"> Chaplain 		<ul style="list-style-type: none"> Local Council
<ul style="list-style-type: none"> Student Wellbeing Teacher 		<ul style="list-style-type: none"> Disability Services Queensland
<ul style="list-style-type: none"> PCL Committee 		<ul style="list-style-type: none"> Child and Youth Mental Health
<ul style="list-style-type: none"> Parents 		<ul style="list-style-type: none"> Queensland Health Department of Communities

Whole School Approach to Discipline

At Robina State School, we use processes and strategies to support a positive culture. Student support is delivered in a systematic, transparent, fair and consistent manner and caters for the individual circumstances of each situation.

Students are expected to conduct themselves in a manner that reflects the three school rules – *Be Friendly, Be Proud, Be Respectful*.

The Schoolwide Encouraging Behaviour Matrix outlines our agreed rules and specific behavioural expectations in all school settings (**Appendix 1**). The completed matrix is on display in every classroom, used as the basis for teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

These expectations are communicated to students in various forms, including:

- Construction of Classroom Behaviour Expectation Plan.
- PCL lessons (specific learning focus and the five keys to school success).
- Regular PCL (*Positive Culture for Learning*) Assemblies.
- Regular acknowledgement and recognition of positive achievements.
- Reinforcement of positive behaviour at PCL Assemblies and during active supervision by staff involved in classroom and non-classroom activities.

Reinforcing expected school behaviour:

Robina State School strives to create a positive culture within the school community. Appropriate student actions and interactions are acknowledged in a variety of ways (praise, whole school reward system, Student of the Week awards).

Whole School Positive Rewards include:

Student of the Week Awards - Student of the Week awards are earned by students who demonstrate or show improvement in one of the 5 Keys to School Success: Organisation, Persistence, Resilience, Getting Along and Confidence. These awards are presented at PCL Assemblies.

All day, every day –attendance awards (one class awarded per term for consistent attendance)

STARS whole-school reward system– students collect star stamps for exhibiting positive expectations, and are awarded for their achievements.

Robina State School uses Positive Culture for Learning (PCL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PCL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes.
- ensure that only evidence-based practices are used correctly by teachers to support students continually support staff members to maintain.

PCL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Positive Culture for Learning (PCL) expectations in place for students: being Friendly, being Proud and being Respectful.

Students

Below are examples of what these PCL expectations look like for students across the school.

Friendship:

- I use kind words with a polite tone of voice.
- I solve friendship problems in a calm way.
- I help others when they need it.

Pride:

- I keep my belongings and the classroom tidy.
- I wear the correct school uniform.
- I am the best participant I can be and never give up.

Respect:

- I keep my whole body to myself.
- I treat school property with respect.
- I follow directions from staff.
- I use good manners.

Parents and staff

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as possible to your request for an appointment and negotiate a mutually agreeable date and time with you.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use Skoolbag and the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Targeted support in the playground

Staff on playground duty are there to ensure that the playground is a safe environment. Robina State School understands that the playground is the prime setting in the school for students to develop self-responsibility. Please refer to Appendix 2: Behavioural Incidents Flowchart.

The following tools are used to support behaviour in the playground:

- Reteach rules and expectations
- Time-out with the supervising staff member in a designated spot – student to reflect on behaviour. Staff Members will exercise their professional judgements and in the event that an action warrants more intense intervention then the student will be referred to the Student Wellbeing Teacher or a member of the Administration Team.
- If a minor incident occurs (refer to Appendix 3: Minor/Major infractions) the student's teacher is notified via MINOR playground referral form (Appendix 5).
- If a major incident occurs the student is referred to the Student Wellbeing Teacher via MAJOR playground referral form, a consequence that matches the circumstances and nature of inappropriate behaviour will be given. Consequences can include reflection room, community service, parent interview/case management meeting, external suspension (refer to Appendix 3 and 5).
- A phone call/email, and reflection letter (Appendix 6) will be used as a vehicle for informing the parents/caregivers about the behaviours that occurred.

Consideration of Individual Circumstances

At Robina State School, we promote a positive school and classroom culture, use effective teaching and learning practices, collaborate positively with members of the community and offer a range of support processes.

Each classroom is a safe and supportive learning environment. In partnership with the classroom encouraging matrix, staff are trained in the *Essential Skills for Classroom Management (ESCM)*. The ESCM are positive, effective and proactive strategies for maintaining a supportive classroom environment.

Our school positively and proactively guides students with targeted support programmes;

- Referral to 'in school' support staff including: Student Wellbeing Teacher, Guidance Officer, Head of Inclusive Practices, Target Teachers, and/or Administration staff.
- Deploying additional staffing such as Teacher Aides.

- Specific Skilling programmes.
- A negotiated Individual Behaviour Support Plan (IBSP) including behavioural contracts. This program must be
 - reasonably appropriate to the challenging behaviour
 - managed and monitored by an appropriate and qualified person
 - designed to help the student not to re-engage in the challenging behaviour
- Behaviour incidents recorded in Oneschool.
- Referral to external support services eg: Wesley Kids, ACT for Kids, Bravehearts.
- Check In Check Out (CICO): This strategy allows the student to obtain positive reinforcement around specific behaviour expectations.
- Explicit teaching, or targeted teaching, of behavioural expectations

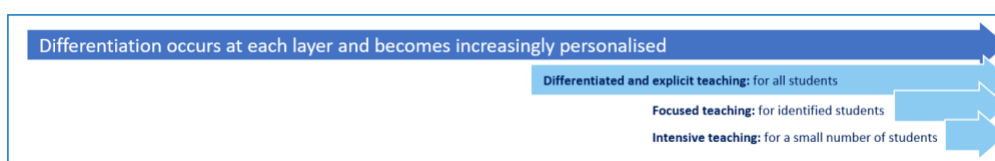
Differentiated and Explicit Teaching

Robina State School is a disciplined school environment that responds to the learning needs of all students. This is done by: explicitly teaching expected behaviours; providing opportunities for students to practise these behaviours; and providing feedback and correction as required.

Every classroom in our school uses the Expectations Matrix as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Teachers at Robina State School also cater to the learning needs of students by having a differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

The three main layers of differentiation are:



Focussed Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching.

Focussed teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focussed teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Robina State School has a range of Student Support Network staff in place to help arrange and deliver focussed teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-based programs to address specific skill development for some students:

- You Can Do It!
- Talkabout for Children
- Zones of Regulation
- Play is the Way

For more information about these programs, please speak with the Head of Inclusive Practices.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations.

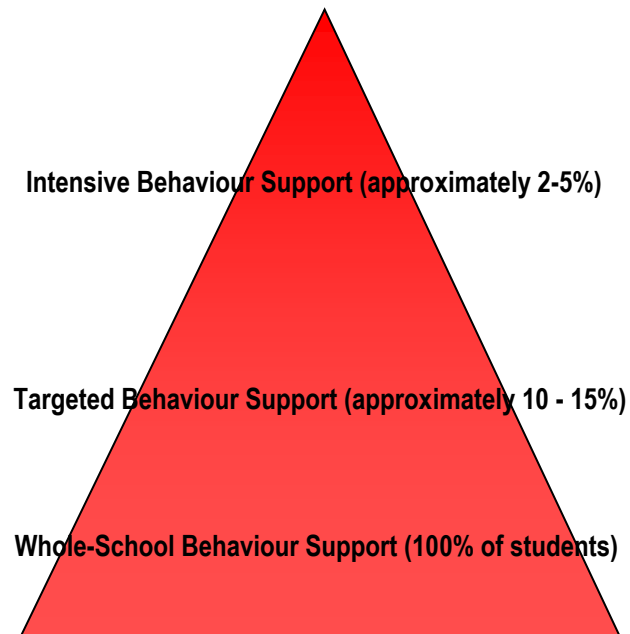
Some students may require intensive teaching for a short period whereas others may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Robina State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. This approach may involve:

- A Functional Behaviour Assessment, to develop an Individual Behaviour Support Plan.
- Complex case management.
- Referral to external agency support.



Legislative Delegations

Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The Student Code of Conduct sets out the range and level of responses and consequences for student behaviour that is not consistent with school expectations.

Robina State School has differentiated responses to problem behaviour which are organised into three tiers, with increasing intensity of support and consequences to address behaviour (refer to Appendix 3 for clarification of Minor/Major infractions and their relevant consequences).

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

Robina State School uses a range of consequences that are authorised by Education Queensland which include:

- Consequences as per Student Code of Conduct;
- Suspensions;
- Exclusions; and
- Cancellations of enrolment.

Minor and Major Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is *major* or *minor*.

- **Minor:** minor behaviour problems are dealt with by the staff member at the time of the infraction.
- **Major:** major behaviour problems are referred directly to the school administration (Principal/Deputy Principal/Head of Inclusive Practices/Student Wellbeing Teacher).
- **Reflection Room:** When students have been determined to have engaged in an infraction, they can face a referral to our Reflection Room.

Reflection Room Intent:

Provide students the opportunity to reflect on their choices and gain insight as to why they make certain choices.

How Students get referred to the Reflection Room:

- a. From administration in response to playground infringements/referral form (from duty teacher via a playground referral form).
- b. From administration after continually committing the same indiscretions over a period of time.

Reflection Room Process

- Student arrives at the Reflection Room at the beginning of breaktime.
- Student completes appropriate reflection form, P-3 or 4-6.
- Reflection Room Duty Teacher conferences with the student regarding incident, choices and appropriate options.
- Student Wellbeing Teacher to scan forms and attach in OneSchool entry.
- Referral note sent home for parent/carers to sign.
- Students are released to return to class at the end of break.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

Suspension of up to 10 days for serious or major behaviour infringements will occur after consultation with Administration. Parents will be informed of the implication of this procedure according to the 2006 Education Act.

Exclusion or suspension for longer periods will occur according to Education Queensland's guidelines.

Students returning to school from periods of suspension and exclusion must be supported with re-entry processes by the school, as required by the Education (General Provisions) Act. Re-entry is a purposefully managed, supportive process that aims to promote the successful re-integration of students who have been absent from school due to a suspension, exclusion or cancellation.

School Policies

Robina State School has mandated school policies designed to create and maintain a supportive and safe environment for students, staff and visitors. These policies include:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

Temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school.

The following items are explicitly prohibited at Robina State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. knives)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs and tobacco
- e-cigarettes, pod vapes, vape pens, box mods and vaporizers
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material

Responsibilities

State school staff at Robina State School:

- do not require the student's consent to search school property such as desks;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of

the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);

- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Robina State School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Robina State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
 - collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Robina State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Robina State School Code of Conduct is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Appropriate and safe use of school network, school device and mobile phone contract

At Robina State School, we strive to provide students with authentic, valuable learning experiences that help them to become regional and global citizens. ICT will be used and monitored to prepare our students to actively and ethically communicate and collaborate in a digital world.

Use of students' mobile devices, including phones, smart watches and devices that have similar capabilities, but not limited to, are prohibited during school hours. These devices must be checked in at Student Services prior to 9am and collected at 3pm.

The aim of this contract is to ensure that students will benefit from learning opportunities offered by the school's internet resources in a safe and productive manner. Internet access and usage at Robina State School is considered a school resource and, as such a privilege.

Before signing this Contract, students and parents/guardians should carefully read the following ICT Policy to ensure that the conditions of use are fully understood and accepted.

General Use of School Devices

- I will take care of ICT resources
- I will keep food and drinks away from school devices
- I will not damage ICT equipment
- I will immediately report any accidents or breakages to my parents and teachers
- I will not use school computers for unapproved games
- I will not attempt to break copy rights (eg by illegally copying software).

Content

- I will use school devices and ICT facilities only to support my school learning program as directed by my teacher whilst at Robina State School.
- I understand that it is impossible for the school to screen or filter out all material that is inappropriate, offensive or controversial.
- I permit school staff to perform checks to monitor that I have not installed illegal/unsuitable software applications and content, and to check the websites/apps which I visit and my communication with others.
- I understand there will be consequences for inappropriate use including, but not limited to, loss of privilege of using devices for a period of time.

Safety and Security

- Whilst at school, I will only connect devices to Education Queensland's Managed Internet Service, which is monitored for inappropriate use, content and language.
- I am not permitted to use any personal network connections on devices while on the school grounds, including installed 3G/4G cards or mobile device hotspots.
- Whilst at school, I will only access websites and apps that support my learning.
- I will only use my school email account for emails related to my learning.
- I will not use social media apps for users aged 13 such as Facebook, Instagram, TikTok, WhatsApp or Snapchat to communicate with students at all. (If I receive any inappropriate emails or social media message at school I will tell my teacher. If I receive any at home, I will tell my guardians.)

- I will be Cyber Safe and Cyber Smart when using the internet.
Cybersmart.gov.au
- I will only take photos, videos or audio recordings on school devices, when instructed by my teacher.
- For security reasons, I am not to share account names and passwords with anyone unless requested by Robina State School staff when trouble shooting the device.

BYOD (Bring Your Own Device) contract

Student Participation Contract

All students using devices to support their learning at Robina State School are required to comply with the following expectations and responsibilities regarding their use.

During Lessons

Your device is a teaching and learning tool. To make the most of learning time the following routines for the use of your device have been developed.

1. I will ensure the required programs/applications are installed on my device.
2. I will ensure that I am only using programs/applications as directed by teachers.
3. I will ensure my applications/programs are always organised as instructed by the teacher.
4. I will only use the iPad to support my school learning program whilst at Robina State School.
5. I understand my teachers are permitted to perform checks to monitor that I do not have inappropriate or offensive content on my iPad.
6. I understand there will be **consequences** for inappropriate use including, removal of and loss of the privilege of using the iPad, and alternative learning materials will be provided.
7. I am responsible to ensure my iPad is backed up.
8. I will not change the name (settings) or wallpaper on the iPad.

Communicating with others

Your device will be an invaluable tool for connecting you to vital information and for working collaboratively with your peers.

1. I will ensure "iMessage" and any other messaging services are turned off when I am at school and connected to the school network.
2. I will keep my personal passwords secure and not share it with anyone else.
3. I will not attempt to use anyone else's password or login details.
4. I will inform my teacher immediately if I receive a message that is inappropriate or makes me feel uncomfortable.
5. I will not reveal or access personal apple ID or other information including names, addresses, photographs, credit card or bank details or telephone numbers of myself or others at school or store it on my iPad.
6. I will only use my school email account for mail related to my learning and I will not use any personal email addresses at school.
7. I will only use "AirDrop" when instructed by a teacher.

Use in and around school

As learners, we must ensure we are ready and prepared to learn, and that we know when it is appropriate to use our device.

1. I will not take photos or videos in the school without permission from my teacher.
2. I will ensure the iPad is charged at the beginning of each school day.
3. I will ensure an appropriate named protective case is always used for my device.
4. I will leave the iPad charger at home unless directed to bring it to school under special circumstances.
5. I will take full responsibility for the care of the iPad while in use at school.
6. I will ensure the iPad is kept in its protective case in my school bag on my trip to/from school and before and after school and I will not leave my bag unattended during these times.
7. I understand that the same rules apply if I am at Outside School Hours Care.
8. I will immediately report any accidents or breakages to my parents and teachers and I understand that any repair or replacement costs will be the responsibility of parents.

Safety and Security

The safety of students when students are working with ICT is a high priority.

1. I will not connect to a mobile data network connection via a SIM card or phone.
2. I am responsible for the security and use of the iPad while at Robina State School. All iPads will be stored and locked inside classrooms during lunch and play breaks.

3. I will not take the iPad out of the classroom during school hours without teacher supervision or access my iPad before or after school.
4. I will use the iPad lawfully and in accordance with the *Robina State School Student Code of Conduct* regarding **ethical use** of equipment, technology, use of legal software, use of the Internet including downloading of unauthorised or inappropriate software, images or music.

I understand if the above expectations and responsibilities are not met, I may lose my privilege to use an iPad at Robina State School for such time, determined by the school.

Some examples of such consequences are:

1. If a student is using his/her iPad in an unsupervised environment, ie before or after school, they will receive one warning and then the device will be removed to the office for a period of time, and alternative learning materials will be provided.
2. Failure to use the device according to the participation agreement, or the teacher direction will result in the device being removed to the office for a period of time, and alternative learning materials will be provided.

Parents and Guardians

When at home, the school encourages parents to actively supervise and monitor their child's use and access to online devices.

I have discussed the expectations and responsibilities for iPad use at Robina State School and believe my child _____ is able to meet these.

Name of Student: _____ Student Signature:

Name of Parent/Guardian: _____ Parent/Guardian Signature:

Date: _____

Authorised at Robina State School by:

Principal Name: _____ Principal Signature:

Date: _____

Preventing and responding to bullying

Robina State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. We take the issue of bullying seriously, and utilise the bullying response chart and cyberbullying chart (overleaf) in order to thoroughly investigate and support the students within need.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Robina State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances associated with each situation.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Prep-3 Deputy Principal: Mrs. Murray

Years 4-6 Deputy Principal: Ms. Wardle

Step 1:
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Step 2:
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Step 3:
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Step 4:
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Step 5:
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Step 6:
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Appropriate use of social media

Social Media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary



A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

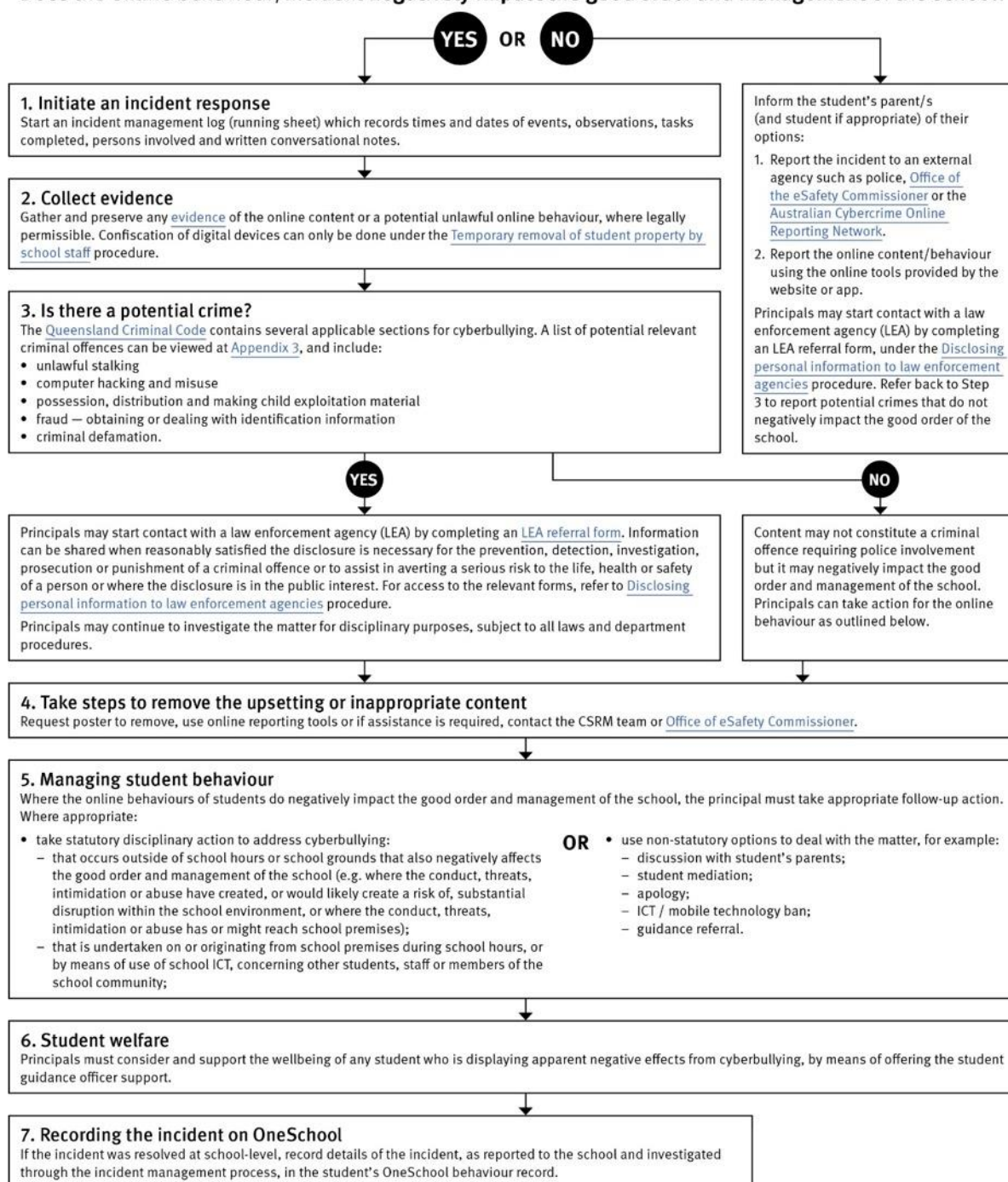
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

Robina State School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Robina State School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Robina State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Robina State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.

- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Restrictive Practices

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

School staff at Robina State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

Critical Incidents

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Robina State School staff employ the following defusing strategies when confronted with emergency situations or critical incidents involving severe problem behaviour:

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.

Appropriate physical intervention may be used to ensure that Robina State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented in Oneschool.

Related Procedures and Guidelines

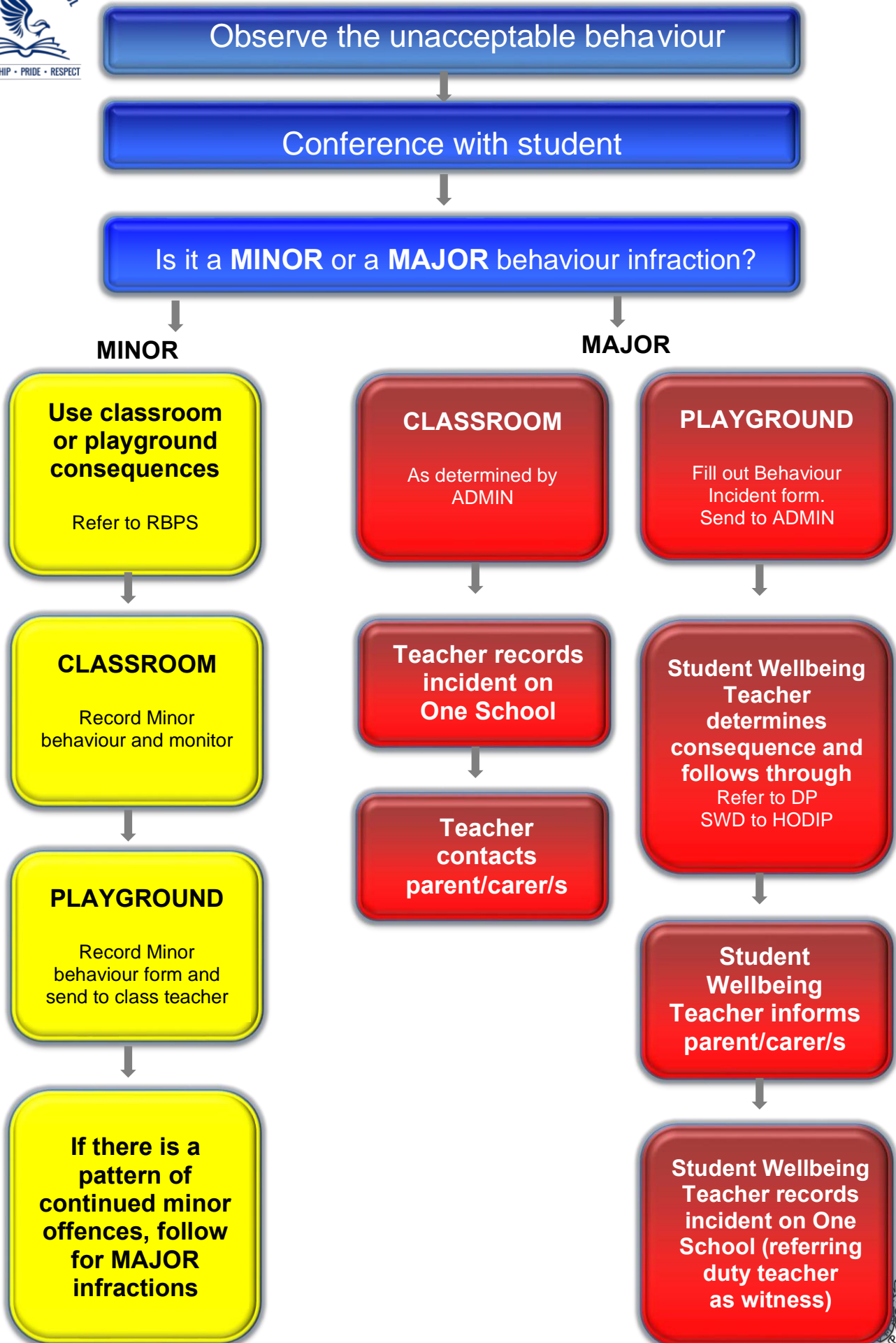
These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. This may include reference to

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

	Getting Along	Organisation	Confidence	Resilience	Persistence
 <p>FRIENDSHIP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I include others who need a friend. <input type="checkbox"/> I encourage and support others. <input type="checkbox"/> I use kind words with a polite tone of voice. <input type="checkbox"/> I value diversity and accept that everyone is different. <input type="checkbox"/> I take turns and share. 	<ul style="list-style-type: none"> <input type="checkbox"/> I ask before I borrow equipment and thank them afterwards. <input type="checkbox"/> I thank others for helping me. <input type="checkbox"/> I keep my classroom, and eating area, clear of rubbish. 	<ul style="list-style-type: none"> <input type="checkbox"/> I give compliments. <input type="checkbox"/> I try to make new friends. <input type="checkbox"/> I notice when others are hurt and try to help them. 	<ul style="list-style-type: none"> <input type="checkbox"/> I solve friendship problems in a calm way. <input type="checkbox"/> When I have a problem, I listen to others to understand how they feel. <input type="checkbox"/> I bounce back to being around others. <input type="checkbox"/> I try to compromise to find a solution for those involved. 	<ul style="list-style-type: none"> <input type="checkbox"/> I ask for help if needed. <input type="checkbox"/> I trust others to help me during challenges. <input type="checkbox"/> I help others when they need it.
<p>PRIDE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I work well with my classmates and in groups. <input type="checkbox"/> I follow the school rules of Be Friendly, Be Proud, Be Respectful. <input type="checkbox"/> I ask for help. <input type="checkbox"/> I play fairly and follow the rules of a game. 	<ul style="list-style-type: none"> <input type="checkbox"/> I focus and listen to stay on task. <input type="checkbox"/> I organise my learning and my equipment. <input type="checkbox"/> I keep my belongings and the classroom tidy. <input type="checkbox"/> I wear the correct school uniform. 	<ul style="list-style-type: none"> <input type="checkbox"/> I make good choices. <input type="checkbox"/> I use positive self-talk. E.g. I can do it. <input type="checkbox"/> I show pride in myself and my school. <input type="checkbox"/> I take responsibility for my learning and take steps to improve. <input type="checkbox"/> I am a positive role model for others. 	<ul style="list-style-type: none"> <input type="checkbox"/> I calm down, after a problem, within a reasonable period of time. <input type="checkbox"/> I bounce back to doing schoolwork. <input type="checkbox"/> I use positive self-talk to overcome difficulties and challenges. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use positive self-talk to complete difficult tasks. <input type="checkbox"/> I am the best participant I can be and never give up. <input type="checkbox"/> I work hard at following the school rules. <input type="checkbox"/> I check and edit my work for mistakes.
<p>RESPECT</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I keep my whole body to myself. <input type="checkbox"/> I solve problems with my words, in a calm manner. <input type="checkbox"/> I use the High Five Hand when dealing with difficult situations. <input type="checkbox"/> I follow directions from staff. <input type="checkbox"/> I use good manners. <input type="checkbox"/> I am an active listener (ears, eyes and whole body listening) <input type="checkbox"/> I leave sticks and rocks on the ground. 	<ul style="list-style-type: none"> <input type="checkbox"/> I treat school property with respect. <input type="checkbox"/> I use equipment safely. <input type="checkbox"/> I return school equipment at the end of playtime. <input type="checkbox"/> I play in bounds during playtime. <input type="checkbox"/> I line up quietly when waiting for class. <input type="checkbox"/> I follow the rules of the IT lab and respect IT equipment. <input type="checkbox"/> I leave my mobile phone in the office each morning. 	<ul style="list-style-type: none"> <input type="checkbox"/> I ask permission to leave the class. <input type="checkbox"/> I raise my hand to speak. <input type="checkbox"/> I speak in a clear audible voice. <input type="checkbox"/> I report problems and concerns. <input type="checkbox"/> I greet adults when passing by. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use a variety of strategies to calm down when I have a problem. <input type="checkbox"/> I choose not to become physical or withdraw when very upset. <input type="checkbox"/> I talk to someone if I need help to calm down. 	<ul style="list-style-type: none"> <input type="checkbox"/> I complete set tasks without getting distracted. <input type="checkbox"/> I complete homework/assignments on time. <input type="checkbox"/> When things get tough, I ask for help, rather than giving up.



Robina State School - Incident Flowchart



Managing MINOR / MAJOR Infractions

Area		Minor	Major	Consequences
Friendship	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	<ul style="list-style-type: none"> Throwing objects Possession of weapons 	<p>Teacher initiated actions <i>may</i> include:</p> <div style="border: 2px solid yellow; padding: 5px; margin: 5px 0;"> <p>MINOR (level 1)</p> <ul style="list-style-type: none"> Verbal discussions (redirection, rule reminder) Removal from an activity or event for specified period of time Partial removal/Buddy class Individual meeting with the student Apology Detention for work completion Detaining (Litter duty) Program modification (including designated play options) Parent contact </div> <div style="border: 2px solid yellow; padding: 5px; margin: 5px 0;"> <p>REPEATED MINOR (level 2)</p> <ul style="list-style-type: none"> Verbal discussions (interview with a member of Administration, warnings, planned resolution of issues) Monitoring (Monitoring card) Detention (1-3 days no play) Targeted Intervention (Referral to DP: intervention based on behavior and individual student and needs) Parent contact </div> <div style="border: 2px solid red; padding: 5px; margin: 5px 0;"> <p>REPEATED LEVEL 2 BEHAVIOUR or MAJOR (level 3)</p> <ul style="list-style-type: none"> Verbal discussions with Administration including One School entry Individual Behaviour Plan (contract) Detention (1-5 days no play) Intensive Intervention (Referral to DP: case manager assigned, intervention based on behavior and individual student and needs) Loss of privileges including computer and visiting specialist programs Suspension (eg: 1-5 Day, 6-20 day with a case manager and education program) Exclusion </div>
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Serious physical aggression Fighting 	
Pride	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Possession or selling of drugs 	
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes 		
	Other			
	Class Tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	<ul style="list-style-type: none"> Continued refusal to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission 	
	Follow Instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request 	<ul style="list-style-type: none"> Continued non compliance 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Non Compliance Uncooperative behaviour 	<ul style="list-style-type: none"> Continued uncooperative behaviour 	
	Rubbish	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty 	
	Mobile Phone	<ul style="list-style-type: none"> Littering Mobile phone not handed into office on arrival to school 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation 	
	Respect	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Deliberate offensive language to a person Aggressive language Verbal abuse/directed profanity Stealing/major theft Willful property damage Vandalism
Property		<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying/harassment 	<ul style="list-style-type: none"> Major bullying/harassment Major disruption to class Blatant disrespect Major defiance 	
Others				
>				



MINOR BEHAVIOUR INCIDENT REPORT

Date:

Staff member:

This form is to be
handed to the
classroom
teacher for
record keeping

Name of Students	Class
Other Students involved	Class
Witness(es)	Class

Location	
<input type="checkbox"/>	Area 1 – MPC
<input type="checkbox"/>	Area 2 – Oval & Gully
<input type="checkbox"/>	Area 3 – Mini Oval & Gully
<input type="checkbox"/>	Area 4 – Music Walkway
<input type="checkbox"/>	Area 5 – Block 3
<input type="checkbox"/>	Area 6 – Tuckshop
<input type="checkbox"/>	Area 7 – Dem & Jnr U/C
<input type="checkbox"/>	Area 8 – Block 1 & Playground
<input type="checkbox"/>	Area 9 – Prep Block
<input type="checkbox"/>	Computer Lab
<input type="checkbox"/>	Resource Centre
<input type="checkbox"/>	SEC Supported Play
<input type="checkbox"/>	Excursion / Camp
<input type="checkbox"/>	Out of bounds area

Incident details	
MINOR INCIDENT:	
Time of Incident	Behaviour Category
<input type="checkbox"/> Before School (Prior to 8.50am)	<input type="checkbox"/> Antisocial behaviour
<input type="checkbox"/> 1 st Lunch Eating Time (10.50-11.00am)	<input type="checkbox"/> Academic infringement
<input type="checkbox"/> 1 st Break (11.00-11.30am)	<input type="checkbox"/> Avoidance behaviour
<input type="checkbox"/> 2 nd Lunch Eating Time (1.20-1.30pm)	<input type="checkbox"/> Bullying/Harassment
<input type="checkbox"/> 2 nd Lunch Playtime (1.30-2.00pm)	<input type="checkbox"/> Non-compliance
<input type="checkbox"/> After School (3.00pm +)	<input type="checkbox"/> Physical Aggression
	<input type="checkbox"/> Vandalism
	<input type="checkbox"/> Verbal misconduct
	<input type="checkbox"/> IT Abuse

Consequence Record	
<input type="checkbox"/> Behaviour redirection	<input type="checkbox"/> Rule reminder / Warning
<input type="checkbox"/> Time Out for next break	<input type="checkbox"/> Litter duty
<input type="checkbox"/> Time Out/Benched	<input type="checkbox"/> Other:



MAJOR BEHAVIOUR INCIDENT REPORT

Date:

Staff member:

This form is a **MAJOR** incidence and needs to be handed to the **Student Wellbeing Teacher**

Name of Students	Class
Other Students involved	Class
Witness(es)	Class

Location	
<input type="checkbox"/>	Area 1 – MPC
<input type="checkbox"/>	Area 2 – Oval & Gully
<input type="checkbox"/>	Area 3 – Mini Oval & Gully
<input type="checkbox"/>	Area 4 – Music Walkway
<input type="checkbox"/>	Area 5 – Block 3
<input type="checkbox"/>	Area 6 – Tuckshop
<input type="checkbox"/>	Area 7 – Dem & Jnr U/C
<input type="checkbox"/>	Area 8 – Block 1 & Playground
<input type="checkbox"/>	Area 9 – Prep Block
<input type="checkbox"/>	Computer Lab
<input type="checkbox"/>	Resource Centre
<input type="checkbox"/>	SEC Supported Play
<input type="checkbox"/>	Excursion / Camp
<input type="checkbox"/>	Out of bounds area

Incident details

MAJOR INCIDENT:

Time of Incident

<input type="checkbox"/>	Before School (Prior to 8.50am)
<input type="checkbox"/>	1 st Lunch Eating Time (10.50-11.00am)
<input type="checkbox"/>	1 st Break (11.00-11.30am)
<input type="checkbox"/>	2 nd Lunch Eating Time (1.20-1.30pm)
<input type="checkbox"/>	2 nd Lunch Playtime (1.30-2.00pm)
<input type="checkbox"/>	After School (3.00pm +)

Behaviour Category

<input type="checkbox"/>	Antisocial behaviour	<input type="checkbox"/>	Physical Aggression
<input type="checkbox"/>	Academic infringement	<input type="checkbox"/>	Vandalism
<input type="checkbox"/>	Avoidance behaviour	<input type="checkbox"/>	Verbal misconduct
<input type="checkbox"/>	Bullying/Harassment	<input type="checkbox"/>	IT Abuse
<input type="checkbox"/>	Non-compliance	<input type="checkbox"/>	

Consequence Record

<input type="checkbox"/>	Behaviour redirection	<input type="checkbox"/>	Rule reminder / Warning
<input type="checkbox"/>	Time Out for next break	<input type="checkbox"/>	Litter duty
<input type="checkbox"/>	Time Out/Benched	<input type="checkbox"/>	Other:

Responsible Behaviour Report

Date: _____

Dear Parent/Carer,

I am disappointed to report that on / /

1

Your child has reflected on the incident and has made a plan to solve the problem if it occurs again.

- This incident has been discussed with your child, who agrees that the matter has been dealt with appropriately.
- I ask that you discuss this matter with your child. If you would like to talk to me about the incident, please do not hesitate to contact me on (07) 5562 4111.

Yours sincerely,

Principal / Deputy Principal / Student Wellbeing Teacher

Please detach and return this slip to the office tomorrow morning confirming you have received this report.

I have discussed this incident with my child _____ (Insert full name of child) in Class _____.

Parent Signature: _____

Date: _____



Reflection sheet Prep-Year 3

Name: _____ **Class:** _____ **Date:** _____

Draw or write your answers to these questions:

What school expectation/s did I break? Please circle.

Be Friendly

Be Proud

Be Respectful

What did I do and why?

|

How did the other person feel? Please circle.



How can I make up for what I did?

What will I do next time?



Reflection sheet Year 4-6

What school expectation/s did I break? Please circle.

Be Friendly

Be Proud

Be Respectful

What did I do and why?

What happened because of my behaviour?

Who is responsible for what I did?

How can I make up for what I did?

What could I do differently next time?