



# 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

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Principal Name:	Gina Bryant
Principal Signature:	
Date:	20.11.2020
P/C President and-or School Council Chair Name:	Lisa Smithson
P/C President and-or School Council Chair Signature:	
Date:	20.11.2020

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## Purpose

Mackenzie State Primary School is committed to providing a safe, respectful and supportive learning environment for all students, staff, parents and visitors. Our staff share the high expectations that all students can learn. We believe that positive, respectful and caring interactions are key to relationships between students, staff and broader school community.

The Mackenzie State Primary School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and inclusive whole school approach that supports student behaviour..

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

## Whole School Approach to Discipline

Mackenzie State Primary School uses Positive Behaviour for Learning (PBL) 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.

PBL 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 consistent school and classroom improvement practices.

At Mackenzie State Primary School we believe that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Mackenzie State Primary School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

## Community Consultation

During 2020 we consulted with a focus group consisting of a parent and staff representative from each year level. In 2021, we will extend this process to include regular updates and consultation with the broader Mackenzie State Primary School Community.

## PBL Expectations

Mackenzie State Primary School 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 four Positive Behaviour for Learning (PBL) expectations in place for students.

At Mackenzie we believe that everyone can SOAR.

- Safe – We are Safe:
  - We keep our hands, feet, bodies and objects to ourselves
  - We are in the right place at the right time
  - We move around our classroom and school safely by walking
  - We line up outside, quietly and orderly
  - We use equipment the right way
  - We wear our hats outside
- On-Task – We are On-Task: Ready and Responsible:
  - We arrive at school rested and ready to learn
  - We have our equipment ready and organised
  - We give our best efforts to all our tasks
  - We use an appropriate voice level
  - We go to the toilet and have a drink during breaks
  - We only bring approved items to school
- Attitude of Honour – We have an Attitude of Honour:
  - We include and cooperate with others when we learn and play
  - We value people because they are unique and special
  - We accept responsibility for our behaviour when we learn and play
  - To solve problems we use The Mackenzie 3: Stop, Move, Report
  - We wear our uniform with pride and keep ourselves neat and tidy
- Respect – We show Respect:
  - We use kind words and actions
  - We listen actively and follow instructions
  - We care for our own and others' property
  - We carefully put our rubbish in the bin
  - We care for our environment by protecting the gardens and wildlife

At Mackenzie State Primary School communication of expected behaviour for learning is systematic, and engagement in these behaviours is reinforced through a system of feedback.

A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards:

*SOAR Reward Cards, SOAR Certificates, SOAR Collectible Pins, SOAR Principal Cafés, Mini Celebration Events and Mega Celebration Days.*

Mackenzie State Primary School employs a number of strategies for recognising and reinforcing students following the Mackenzie SOAR Expectations.

### **In Class - Individual**

- Teacher designed in-class recognition systems (Stamp Charts, Signature Cards etc)
- SOAR Reward Cards:
  - Blue Star Teacher, 2 points
  - Red Star Teacher Aide, 3 points
  - Bronze Star Specialist Teacher, 3 points
  - Silver Star TRS Teacher, 4 points
  - Gold Star Principal, 5 points
- Teacher feedback to student specific targeted responses
- SOAR Certificates: The PBL team collects and collates the points from SOAR Reward Bookmarks. Students who earn 50 (150, 250, 350) SOAR Reward points are presented with a SOAR Certificate and a Principal's Gold Star SOAR Reward Card. These are presented in special in-class award ceremonies.

### **In Class - Team**

- Popcorn Scoops are given for whole class team work. Whole class rewards may be allocated when jar is filled (outdoor play time, movement break, story time, construction play, unstructured creative play)
- A student is selected to tip the jar of popcorn into the school popcorn container at assembly. See School Wide Recognition below.

### **In the playground - Individual**

- 1 point Green Star SOAR Reward Bookmarks: awarded for being Safe, On-Task, Attitude of Honour, Respect

### **School Wide Recognition**

- Mini Celebration Days once or twice per term as indicated when popcorn reaches the line on the container, and may include events such as: Sausage sizzle; Zooper Dooper Ice-block; Free dress / Fancy Dress; Dance Party; Jumping castle; Movie; Scavenger Hunt; Giant Games; Teacher's Choice.
- These events may be a surprise or students may be notified.
- Mega Celebration Days occur as a celebration of learning in the last week of Term 4.

### **Mackenzie SOAR Reward Collectible Pins**

- Individual students who have shown exemplary behaviour, for every 100 SOAR reward points earned, are presented with a SOAR Collectible Pin, A SOAR Reward Certificate and a Principal's Gold Star SOAR Card. Each season of SOAR Star Pins is a colour and consists of 4 collectible lettered pins, spelling out SOAR. Students will be able to continue collecting the seasons of pins throughout their school life at Mackenzie.

### **Mackenzie SOAR Principal Cafés**

- Students who have attained 450 points complete their season with a SOAR Principal Café. This is a special morning tea hosted by our Principal and catered by our friends from Mackenzie State Special School. Students are provided with an order form and are able to choose a special drink and something to eat.

Mackenzie State Primary School positive behaviour for learning expectations outlined in the MSPS Behaviour Matrix are communicated to students via a number of strategies:

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Assemblies
- During active supervision by staff during classroom and non-classroom activities
- Classroom visual resources
- PBL Resources on the Mackenzie State Primary School Team Site, G:Drive, videos, teacher developed support materials
- Signs around the school
- In class visits from administration

Mackenzie State Primary School implements the following positive proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the newsletter, enabling the wider community to be actively and positively involved in school behaviour expectations.
- Regular digital presence (Class Dojo, Email, Text message) informing parents of school behaviour expectations and rewards.
- School Wide Positive Behaviour Support Teams members' regular provision of information to staff and parents, and support others in sharing successful practices.
- Comprehensive induction programs in the Mackenzie State Primary School Responsible Behaviour Plan for students delivered to new students as well as new relief staff and non-teaching staff.
- Professional Development in behaviour strategies – PBL Conference/AVT Behaviour Service.
- Individual learning/behaviour plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- PBL Team to continually monitor the effectiveness of the school wide systems for behaviour management.



Green Season Soar Pins.

Please see Appendix A examples of PBL documents including: Classroom SOAR Posters, SOAR Certificates, SOAR Reward Cards,



## Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

### Safe

What we expect to see from you	What you can expect from us
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
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 practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

### On-Task

What we expect to see from you	What you can expect from us
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 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 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.

## Attitude of Honour

What we expect to see from you	What you can expect from us
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
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.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.
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.

## Respect

What we expect to see from you	What you can expect from us
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 take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

## Consideration of Individual Circumstances

Staff at Mackenzie State Primary School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide, and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

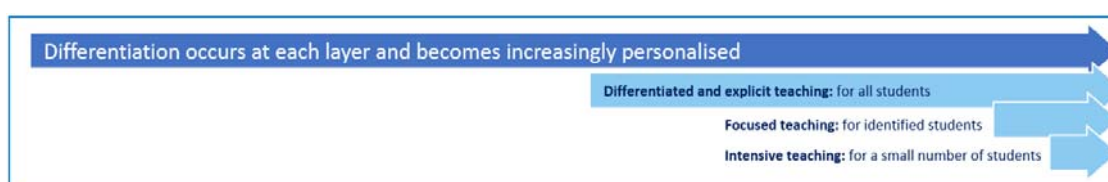
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

Mackenzie State Primary School is a supportive school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Mackenzie State Primary School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this 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.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, 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.

Mackenzie State Primary School: School Wide Expectations Matrix (Appendix A)

MACKENZIE STATE PRIMARY SCHOOL: SCHOOL WIDE EXPECTATIONS MATRIX <small>STUDENTS AT MACKENZIE STATE SCHOOL</small>										
STUDENT	CLASSROOM	ON TASK	ATTITUDE OF HONOUR	SAFETY	RESPECT	RESPONSIBILITY	COOPERATION	EMOTIONAL	ACADEMIC	COMMUNITY
SAFETY	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.
ON TASK	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.
ATTITUDE OF HONOUR	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.	Students will follow all safety rules and procedures, including those related to fire, lockdown, and other emergencies.

At Mackenzie State Primary School our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, more on-task, show an attitude of honour or more respectfully. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

## Focused 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. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Mackenzie State Primary School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

Each year a small number of students at Mackenzie State Primary School are identified through our data as needing extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students referred to the Student Service Support Team attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

The Student Service Support Team is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Student Service Support Team, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

## 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. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected for 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 who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Mackenzie State Primary 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.

*The Intensive Behaviour Support Team:*

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the Positive Behaviour for Learning (PBL) Team and the Student Service Support Team to achieve continuity and consistency.

The Student Service 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. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

# Legislative Delegations

## Legislation

In this section of the Mackenzie State Primary School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [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](#)







## Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

## Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Please refer to Appendix B for full School Wide Expectations Matrix, Flow Chart documents and examples of “Think About It” and “Reflection Cards”.

## Minor and Major Behaviours

Mackenzie State Primary School makes systematic efforts to prevent problematic student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unexpected or unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unexpected or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Think About It Card (Yellow), An Office Referral form (White) or Reflection Card (Red) is used to record all minor and major problem behaviour. The recording of three minor behaviours within a seven calendar day period constitutes a major behaviour.

### MINOR and MAJOR behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **MINOR** problem behaviour is handled by staff members at the time it happens.
- **MAJOR** problem behaviour is referred directly to the school Administration team.

### MINOR behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

### MINOR problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

### **MAJOR behaviours are those that:**

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

**MAJOR** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

### **MAJOR problem behaviours may result in the following consequences:**

**Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence;

**Level Two:** Referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or

**Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

### **Relate 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. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### **Ensuring consistent responses to problem behaviour**

At Mackenzie State Public School, staff members are authorised to issue consequences for problem behaviour and 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 in how to respond appropriately 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.

## 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).

At Mackenzie State Primary School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### Re-entry following suspension

Students who are suspended from Mackenzie State Primary School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

### Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

### **Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Mackenzie State Primary School has designed policies to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- 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

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, to maintain and foster mutual respect between all state school staff and students. The **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.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

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

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives

needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

**\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).**

## **Responsibilities**

### **State school staff at Mackenzie State Primary School:**

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- 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 Mackenzie State Primary School**

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Mackenzie State Primary 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 school staff that the property is available for collection.

### **Students of Mackenzie State Primary 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 Mackenzie State Primary 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.



## Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Mackenzie State Primary School has determined that explicit teaching of responsible use of ICT devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. At Mackenzie State Primary School, students will be provided with the technological devices they need for school learning purposes. There is no need for students to bring in personal devices for learning.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Therefore, all personal mobile devices are to be signed into the school administration on arrival at the school and can be signed out when departing the school.

Certain Personal Technology

### Devices Banned from School

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices must be handed into the school office at the beginning of the school day and can be collected at the end of the school day. Personal devices are also prohibited during camp and off-site excursions. If these devices are not handed in to the office they will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

### Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

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

### Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Mackenzie State Primary School to use mobile phones or devices for:

- safety purposes when travelling to and from school
- contacting parents or caregivers prior to arriving at school or after departing school

- health reasons when listed as a tool in student health plans (e.g. diabetic health plan) or other health monitoring device not able to be used as a communication device (e.g. fit bit)
- seek principal's approval where they wish to use a mobile device under special circumstances

It is **unacceptable** for students at Mackenzie State Primary School to:

- use a mobile phone or other devices in an unlawful manner
- use a personal mobile phone/devices during school hours, on school site without the permission of a teacher/administration
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras unless implicitly instructed to and supervised by a staff member
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.

At all times, students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Mackenzie State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programmes
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

### Bullying

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 Mackenzie State Primary School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Mackenzie State Primary School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

### Procedures for Preventing and Responding to Incidents of Bullying (Including Cyberbullying)

#### Purpose

1. Mackenzie State Primary School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment we create is essential to:
  - Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures.
  - Raising achievement and attendance
  - Promoting equality and diversity and ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Mackenzie State Primary School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Mackenzie State Primary School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care
5. At Mackenzie State Primary School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in a similar fashion, that is, as categorically unacceptable in the school community.

## **Rationale**

1. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the whole school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
2. The anti-bullying procedures at Mackenzie State Primary School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

## **Prevention**

1. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour.
  - All students know the four school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
  - All students have or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Our school will then investigate and respond to any incident of cyberbullying:

1. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instructions. All classes are provided with teaching and learning materials in order to maintain consistency of skill acquisition across the school.
2. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
3. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
4. Mackenzie State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
5. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mackenzie State Primary School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
6. Mackenzie State Primary School uses behavioural data for decision making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

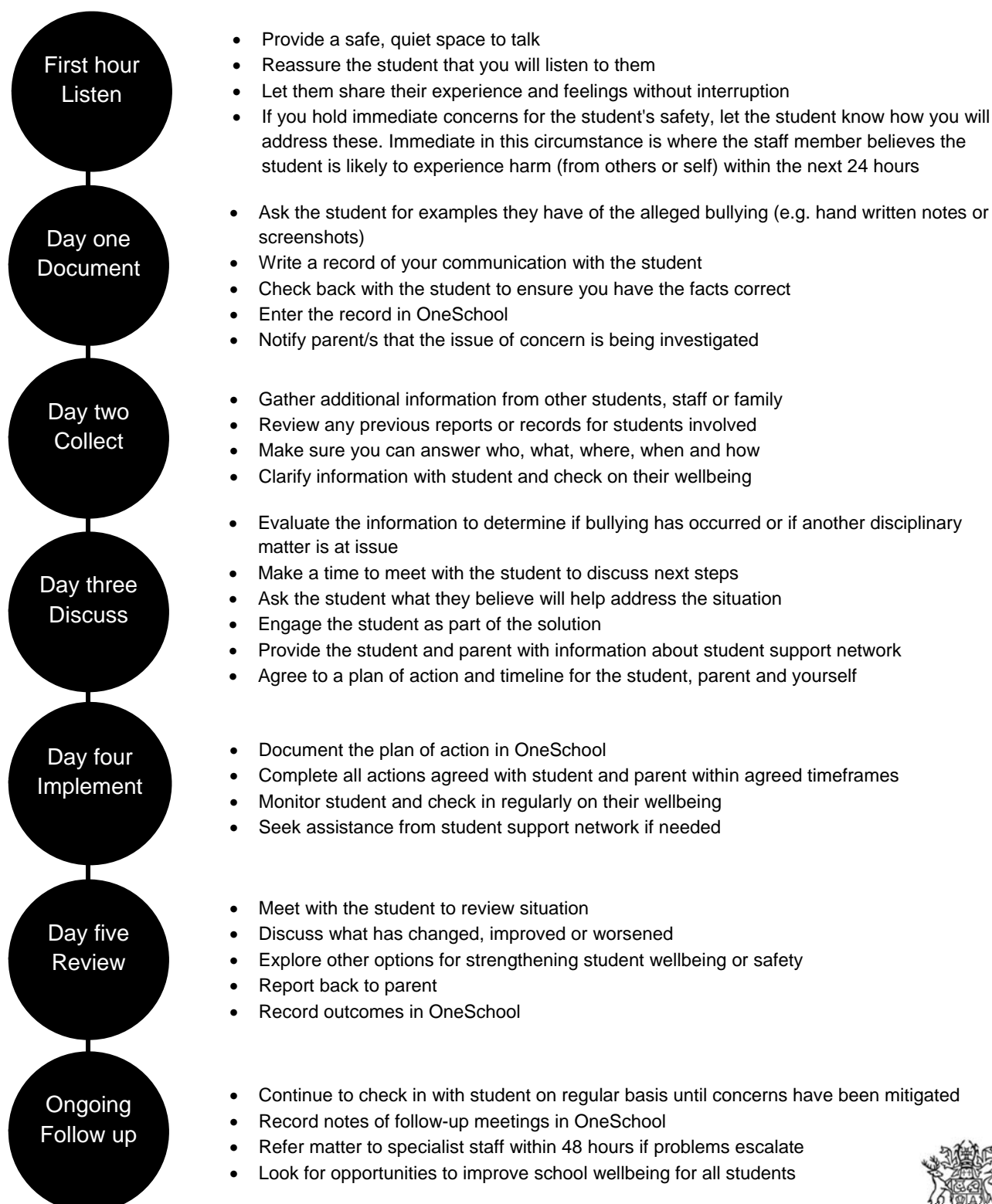
## Mackenzie State Primary School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – 07 3420 2111





## Cyberbullying

Cyberbullying is treated at Mackenzie State Primary School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Students, parents or staff may also approach the school principal for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Mackenzie State Primary School may face in-school disciplinary action, such as reflection time or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to school principal.

# Mackenzie State Primary School - 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](#).

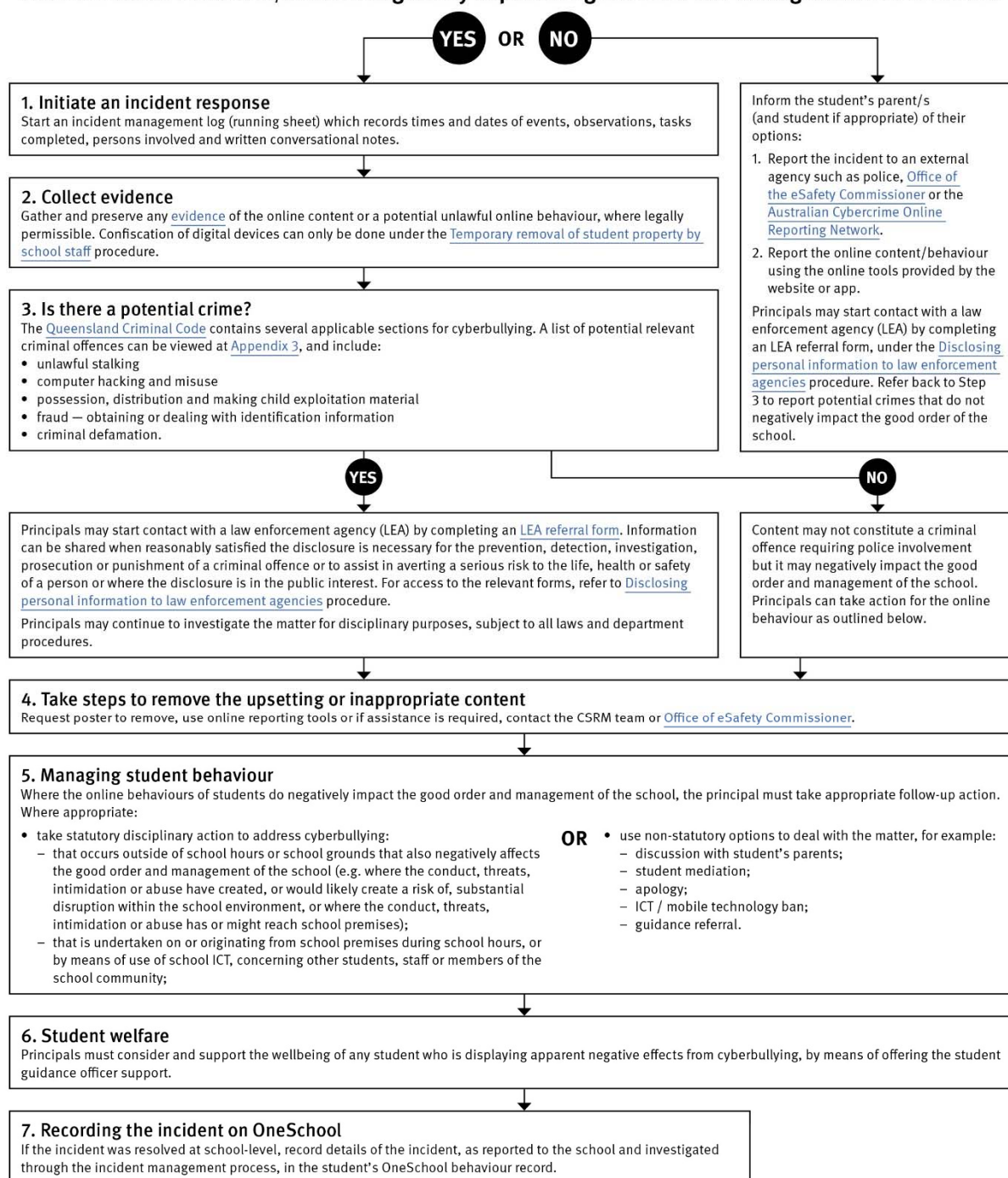
### Explicit images

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](mailto: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.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

## Student Intervention and Support Services

Mackenzie State Primary School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Mackenzie State Primary School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## Appropriate use of 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. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

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.

## Restrictive Practices

School staff at Mackenzie State Primary 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.

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.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

## Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. 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.
2. 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.
3. 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.
4. 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.
5. Debrief: At an appropriate time when there is low risk of re-escalation, 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.

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Mackenzie State Primary School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).



# Appendix A

## Mackenzie State Primary School: School Wide Expectation Matrix

MACKENZIE STATE PRIMARY SCHOOL: SCHOOL WIDE EXPECTATIONS MATRIX STUDENTS AT MACKENZIE STATE SCHOOL:												
	SCHOOL-WIDE	CLASSROOM	ONLINE	UNDERCOVER AREA (EATING)	PLAYGROUND	OFFSITE: SPORT & EXCURSIONS	STAIRS / RAMPS & VERANDAS	TUCKSHOP	OFFICE	TRANSITIONS & LINING-UP	TOILETS	ARRIVAL AND DEPARTURE
SAFE	<ul style="list-style-type: none"> <li>•Keep hands, feet, bodies and objects to ourselves</li> <li>•Be in the right place at the right time</li> <li>•Move around school and classroom by walking</li> <li>•Line up outside, quietly and orderly</li> <li>•Use equipment the right way</li> <li>•Wear hats outside</li> </ul>	<ul style="list-style-type: none"> <li>•Walk</li> <li>•Sit still</li> <li>•Enter and exit room in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>•Keep any usernames or passwords private</li> <li>•Follow all teacher instructions about keeping private information off online sites</li> </ul>	<ul style="list-style-type: none"> <li>•Walk</li> <li>•Stay seated unless using bins, tables or tuckers</li> <li>•Wear feet</li> <li>•Only touch and eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>•Use playgrounds only at break times when adults are supervising</li> <li>•Wear shoes and socks at all times, except in sarongs</li> <li>•Be safe, wear a broad brimmed hat</li> </ul>	<ul style="list-style-type: none"> <li>•Stay with your team</li> <li>•Remain seated on public transport</li> </ul>	<ul style="list-style-type: none"> <li>•Orderly so that others are not disturbed</li> <li>•Adhere to out of bounds area</li> <li>•Don't drop objects from the veranda</li> <li>•Walk on ramps and verandas</li> </ul>	<ul style="list-style-type: none"> <li>•Line up appropriately</li> </ul>	<ul style="list-style-type: none"> <li>•Use student entrance</li> </ul>	<ul style="list-style-type: none"> <li>•Keep passage ways clear at all times</li> <li>•Stay to the left on paths</li> </ul>	<ul style="list-style-type: none"> <li>•Wash hands correctly</li> <li>•Wipe paper towels in the bin</li> </ul>	<ul style="list-style-type: none"> <li>•Before school: sit quietly in the under cover area until the bell goes</li> <li>•Keep your belongings neatly</li> <li>•Wear your hat/mat when riding a bike/scooters</li> <li>•Walk bikes and scooters in the grounds</li> </ul>
ON-TASK	<ul style="list-style-type: none"> <li>•Every day at school counts</li> <li>•Arrive at school on-time, rested and ready to learn</li> <li>•Ask permission to leave the classroom</li> <li>•Equipment is ready and organised</li> <li>•Manage your time effectively</li> <li>•Give best effort to all tasks</li> <li>•Use appropriate voice level</li> <li>•Only bring approved items to school</li> </ul>	<ul style="list-style-type: none"> <li>•You achieve better results when you go to school everyday</li> <li>•Be prepared</li> <li>•Keep work space tidy</li> <li>•Attempt set tasks and strive to complete to a high standard</li> <li>•Actively contribute to class activities and discussions</li> <li>•Demonstrate interest in subjects</li> <li>•Complete set tasks</li> <li>•Believe you can do it</li> </ul>	<ul style="list-style-type: none"> <li>•Ask question on what you find and check with other sources</li> <li>•Reviews and phones are to be handed in to the school</li> </ul>	<ul style="list-style-type: none"> <li>•Bring lunch box</li> <li>•Eating</li> <li>•Toys and games to be saved for play time</li> <li>•Balls and equipment are to be left in lunch baskets on verandas until play time</li> </ul>	<ul style="list-style-type: none"> <li>•Make the right choices when in the playground</li> <li>•Invite people to join your game</li> </ul>	<ul style="list-style-type: none"> <li>•Prepare fully for the activity</li> <li>•Listen to the instructions of your coach and teachers</li> <li>•Attend all training sessions and team meetings</li> </ul>	<ul style="list-style-type: none"> <li>•Move peacefully in single file</li> <li>•Walk on the left hand side</li> </ul>	<ul style="list-style-type: none"> <li>•Order before school</li> <li>•Stand only when money</li> <li>•Know what you want before being served</li> </ul>	<ul style="list-style-type: none"> <li>•Take a signed office referral slip with you</li> <li>•All medical issues are to be brought to the office and signed in with appropriate paperwork</li> </ul>	<ul style="list-style-type: none"> <li>•Move silently in two straight lines</li> </ul>	<ul style="list-style-type: none"> <li>•Go to the toilets during break times</li> </ul>	<ul style="list-style-type: none"> <li>•Store bikes and scooters in secure cage area before 8.40</li> </ul>
ATTITUDE OF HONOUR	<ul style="list-style-type: none"> <li>•Inclusive and co-operate with others in work and play</li> <li>•Value people as equals</li> <li>•Speak and unique</li> <li>•Wait your turn</li> <li>•Use the Mackenzie 3 to solve problems without aggression</li> <li>•Wear uniform proudly: neat and tidy</li> <li>•Accept responsibility for behaviour</li> </ul>	<ul style="list-style-type: none"> <li>•Be honest</li> </ul>	<ul style="list-style-type: none"> <li>•Report to a teacher any unacceptable behaviour</li> <li>•Post only appropriate content online</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage friends to sit with you</li> <li>•Include friends in your appropriate conversations</li> </ul>	<ul style="list-style-type: none"> <li>•Helps make friends and be happier</li> <li>•Be a problem solver</li> <li>•Stay a clear distance from player nests</li> </ul>	<ul style="list-style-type: none"> <li>•Show members of the public, parents and volunteers courtesy by allowing them to use the stairs/ramps before you</li> </ul>	<ul style="list-style-type: none"> <li>•Show members of the public, parents and volunteers courtesy by allowing them to use the stairs/ramps before you</li> </ul>	<ul style="list-style-type: none"> <li>•Wait patiently for your turn</li> <li>•Talk quietly</li> <li>•Speak clearly and use polite words</li> </ul>	<ul style="list-style-type: none"> <li>•Show members of the public, parents and volunteers courtesy by waiting quietly</li> </ul>	<ul style="list-style-type: none"> <li>•Walk quietly past classrooms</li> </ul>	<ul style="list-style-type: none"> <li>•Report to staff member any concerns about toilets</li> </ul>	<ul style="list-style-type: none"> <li>•Use over bins/ scooter only</li> <li>•Walk bike/scooter to the gate</li> </ul>
RESPECT	<ul style="list-style-type: none"> <li>•Use kind words and actions</li> <li>•Listen actively</li> <li>•Follow instructions straight away</li> <li>•Care for personal and others property</li> <li>•Carefully put rubbish in the bin</li> <li>•Protect gardens and wildlife</li> </ul>	<ul style="list-style-type: none"> <li>•Raise your hand to speak</li> <li>•Respect others' right to learn</li> <li>•Ask in turns</li> <li>•Be a good listener</li> <li>•Only enter a classroom when adult supervision is there</li> </ul>	<ul style="list-style-type: none"> <li>•Participate in use of approved online sites</li> <li>•Be courteous and polite in all online communications</li> <li>•Respect others' right to use online resources free from interference or bullying</li> </ul>	<ul style="list-style-type: none"> <li>•Stay seated and raise your hand while waiting for a teacher to release you to play</li> <li>•Put your lunchbox carefully in the basket after eating time</li> <li>•Check your area for any rubbish</li> </ul>	<ul style="list-style-type: none"> <li>•Participate in school approved games</li> <li>•Play fairly – take turns, invite others to join in and follow rules</li> <li>•Return equipment to appropriate place</li> <li>•Care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>•Use positive sportsmanship</li> <li>•When visiting other venues, be aware of their expectations and follow them</li> </ul>	<ul style="list-style-type: none"> <li>•Ramps are for hands</li> <li>•Walk one step at a time</li> <li>•Carry items</li> <li>•Keep passage ways clear at all times</li> </ul>	<ul style="list-style-type: none"> <li>•Wait patiently for your turn</li> <li>•Talk quietly</li> <li>•Speak clearly and use polite words</li> </ul>	<ul style="list-style-type: none"> <li>•Speak respectfully</li> <li>•Wait your turn</li> <li>•Sit quietly in the office area</li> </ul>	<ul style="list-style-type: none"> <li>•Walk quietly past classrooms</li> </ul>	<ul style="list-style-type: none"> <li>•Respect privacy of others</li> <li>•Use toilets correctly</li> </ul>	<ul style="list-style-type: none"> <li>•Use over bins/ scooter only</li> <li>•Walk bike/scooter to the gate</li> </ul>

At Mackenzie we S.O.A.R.

Mackenzie students are

# SAFE



- ★ We keep our hands, feet and bodies and objects to ourselves.
- ★ We are in the right place at the right time.
- ★ We move around our classroom and school safely by walking.
- ★ We line up outside, quietly and orderly.
- ★ We use equipment the right way.
- ★ We wear our hats outside.

At Mackenzie we S.O.A.R.

Mackenzie students are

# ON-TASK



## READY AND RESPONSIBLE

- ★ We arrive at school rested and ready to learn.
- ★ We use an appropriate voice level.
- ★ We have our equipment ready and organised.
- ★ We go to the toilet and have a drink during breaks.
- ★ We give our best efforts to all our tasks.
- ★ We only bring approved items to school.

At Mackenzie we S.O.A.R.

Mackenzie students have an

# ATTITUDE

## OF HONOUR



- ★ We include and cooperate with others when we learn and play.
- ★ We value people because they are unique and special.
- ★ We accept responsibility for our behaviour when we learn and play.
- ★ To solve problems we use **The Mackenzie 3: Stop, Move, Report**
- ★ We wear our uniform with pride and keep ourselves neat and tidy.

At Mackenzie we S.O.A.R.

Mackenzie students show

# RESPECT



- ★ We use kind words and actions.
- ★ We listen actively and follow instructions.
- ★ We care for our own and others' property.
- ★ We carefully put our rubbish in the bin.
- ★ We care for our environment by protecting the gardens and wildlife.





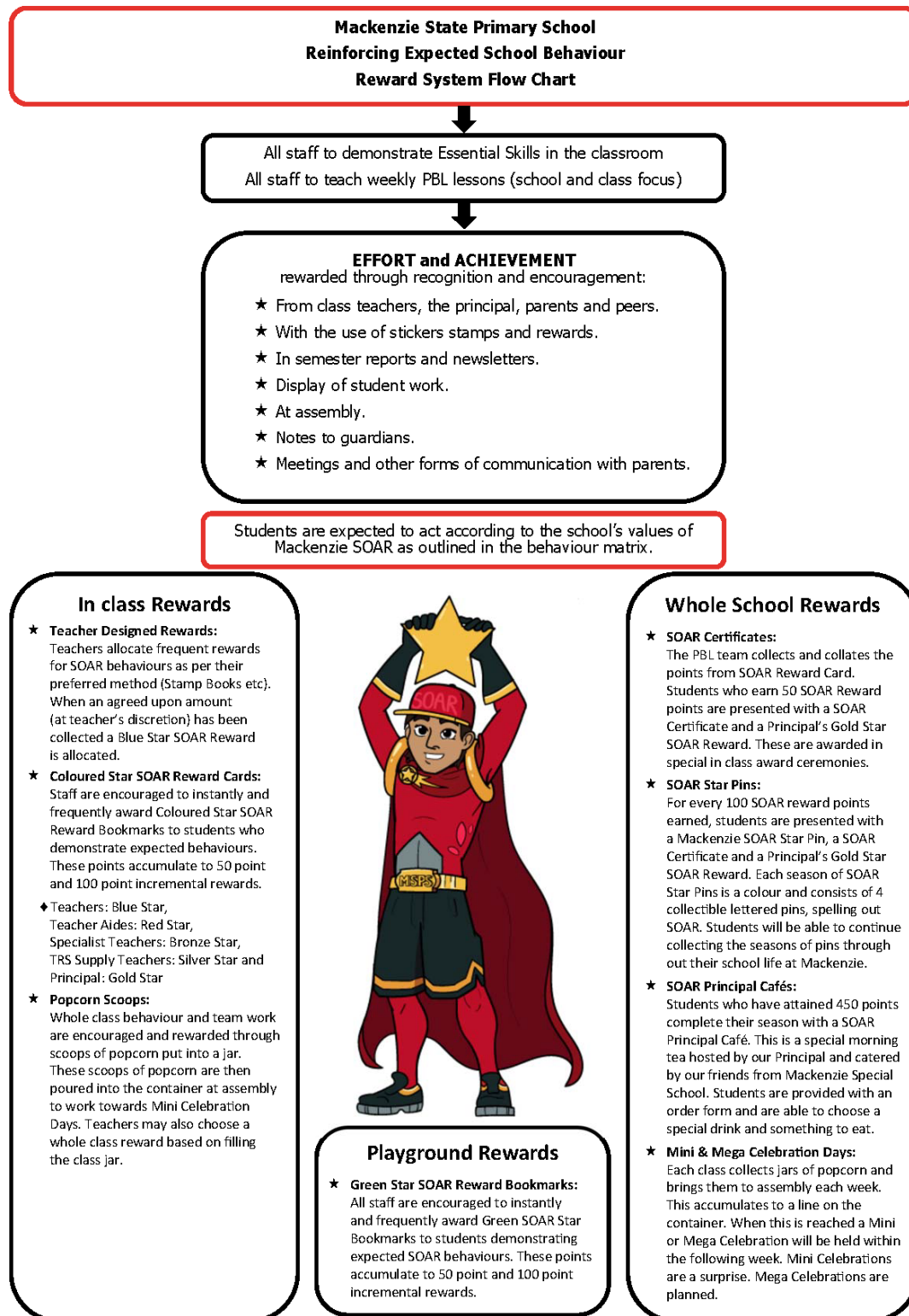


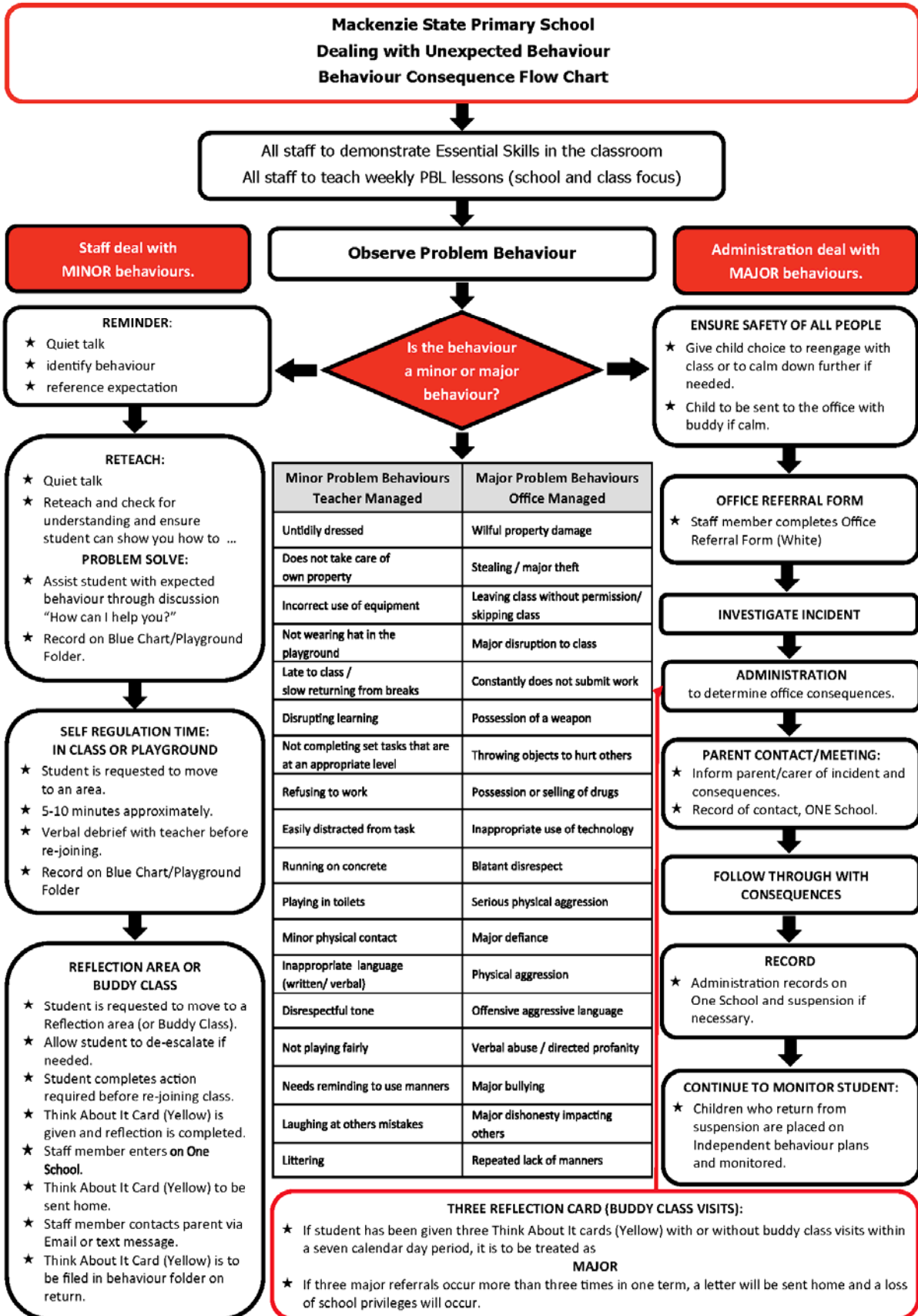
## Mackenzie State Primary School: SOAR Reward Cards



## Appendix B

### Mackenzie State Primary School Behaviour Flow Chart







# Mackenzie State Primary School Behaviour Flow Chart

Behaviour	Code	Definition	SOAR Expectation Links	Trivial	Minor Inappropriate		Major Inappropriate	
					Example	Non Example	Example	Non Example
Bullying/ Harassment	BH	Purposely hurting or overpowering another physically and/or emotionally on an ongoing continuous basis.	A.1. Includes & associates with others to work and play. A.2. Value people as special and unique A.4. Use the codebook 3 to solve problems A.5. Use the codebook 3 to solve problems R.1. Use kind words and actions. R.2. Use kind words and actions.	<ul style="list-style-type: none"> <li>Playing in wrong area</li> <li>"No, I don't want to."</li> </ul>	<ul style="list-style-type: none"> <li>Bullying is never a minor behaviour</li> </ul>	Refer to non-examples in the major behaviour and bullying definition	<ul style="list-style-type: none"> <li>Sustained targeting (physical, verbal, written, teasing) of the same person</li> <li>Starting repeatedly at a specific part of the body.</li> </ul>	<ul style="list-style-type: none"> <li>One off fighting, name calling, notes; commenting about another's looks.</li> <li>Acceptable humour without malice.</li> </ul>
Defiant / Disrespect / Threats to adults	DD	Verbal or physical gesture that is intended to harm and/or cause fear	A.2. Use the codebook 3 to solve problems A.4. Use the codebook 3 to solve problems A.5. Use the codebook 3 to solve problems R.1. Use kind words and actions R.2. Use kind words and actions R.3. Follow instructions straight away	<ul style="list-style-type: none"> <li>Playing in wrong area</li> <li>"No, I don't want to."</li> </ul>	<ul style="list-style-type: none"> <li>Not sharing attention</li> <li>Refusal to work</li> <li>Rolling eyes</li> <li>Smirking</li> <li>Making faces</li> <li>walking away when addressed by an adult</li> <li>entering class without permission</li> <li>"I'm bored"/"I don't want to" with defiance</li> </ul>	<ul style="list-style-type: none"> <li>Refused to follow directions due to a skill deficit</li> <li>Culturally sensitive behaviours such as refusal to sing Anthem for some religious groups, eye contact for Aboriginal students)</li> </ul>	<ul style="list-style-type: none"> <li>Using offensive language directed at adults</li> <li>refusal comments like "You can't make me."</li> </ul>	<ul style="list-style-type: none"> <li>Student swearing after stubbing their toe, or a comment like, "I can't do this. This is stupid."</li> </ul>
Disruptive	D	Behaviour that results in an interruption in the class, school routes or school activity.	S.1. Keep hands, feet, bodies and objects to ourselves. S.2. Use the codebook 3 to solve problems S.3. Move around the school and classrooms by walking. S.4. Line up outside, quietly and orderly Q.2. Ask permission to leave the class Q.3. Use the codebook 3 to solve problems A.3. Wait your turn A.4. Accept responsibility for your behaviour R.2. Listen actively R.3. Follow instructions straight away	<ul style="list-style-type: none"> <li>Petty interruptions</li> <li>joke telling</li> <li>noises</li> <li>moving around</li> </ul>	<ul style="list-style-type: none"> <li>calling out with intent to disrupt</li> <li>interfering with neighbour</li> <li>leaving seat without permission</li> <li>inappropriate, non-related comments</li> <li>touching other people or their property</li> <li>repeated noises - tapping pencils</li> <li>throwing objects without intent</li> <li>Playing with objects</li> <li>Leaving chair without permission</li> </ul>	<ul style="list-style-type: none"> <li>Getting up and sharpening a pencil</li> <li>Making loud noises which are disability related</li> <li>Calling out answers to questions through enthusiasm</li> <li>Unintentional dislocation of objects - dropping pencils, rubbers on the floor</li> <li>Students who have difficulty maintaining focus due to medical or educational needs</li> </ul>	<ul style="list-style-type: none"> <li>Sustained yelling</li> <li>out of seat behaviour to interrupt activities and learning opportunities of others</li> </ul>	<ul style="list-style-type: none"> <li>Moving or seeking sensory input without interrupting learning</li> </ul>
Dress Code	DC	Students wearing inappropriate clothing to school for an activity	S.6. Wear hats in outside S.7. Equipment is tidy and organised A.5. Wear uniform properly, neat and tidy. R.4. Care for personal and others' property	<ul style="list-style-type: none"> <li>Wearing a non-school coloured jumper</li> </ul>	<ul style="list-style-type: none"> <li>Wearing a shirt with an inappropriate message</li> <li>Wearing short skirts/shorts</li> <li>Wearing non-sun safe clothing</li> <li>Not wearing closed in shoes with socks (laces or Velcro)</li> <li>Not wearing broad brim or bucket hat</li> <li>Hair out and in face</li> </ul>	<ul style="list-style-type: none"> <li>Not wearing school uniform due to circumstances out of children's control</li> <li>being unclean</li> <li>parent inability to provide the clothing due to financial difficulty</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Discretion</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Discretion</li> </ul>
I.T. Misconduct	IT	Inappropriate use of any electronic devices	S.5. Use equipment the right way S.6. Keep cameras or personal phone S.7. Follow all instructions about keeping private information off online sites A.2. Value people as special and unique A.4. Use the codebook 3 to solve problems A.5. Use the codebook 3 to solve problems R.1. Use kind words and actions R.2. Use kind words and actions R.3. Follow instructions straight away	<ul style="list-style-type: none"> <li>Being on a game instead of completing the task set by a teacher</li> </ul>	<ul style="list-style-type: none"> <li>Persistently visits inappropriate websites</li> <li>Persistently refuses to use the set task and uses other apps (user defiance)</li> <li>bringing personal IT devices to school without handing them to the office</li> </ul>	<ul style="list-style-type: none"> <li>Accidentally clicking onto a banned website</li> <li>Sharing of passwords</li> <li>Logging on using another's password</li> <li>Bringing personal IT devices to school and signing them into the office</li> </ul>	<ul style="list-style-type: none"> <li>Making posts about others with no intent to embarrass but without their awareness</li> </ul>	<ul style="list-style-type: none"> <li>Posting photos of other students with the intent to embarrass them</li> <li>posting inflammatory comments</li> <li>Bringing personal IT devices to school that contain inappropriate content, including pornography and games</li> </ul>

						Minor Inappropriate		Major Inappropriate	
Behaviour	Code	Definition	SOAR Expectation Links	Trivial	Example	Non Example	Example	Non Example	
Late	L	Late from lunch breaks or activities outside the classroom	S.2: Be in the right place at the right time D.5: Manage your time effectively	• Parent being late • Sick • Upset	• Deliberate failure to return to class after an acceptable amount of time after break/collecting	• Authorised cool down time • At an official school appointment e.g. Guidance Officer	• Administrative discretion	• Administrative discretion	
Lying/Cheating	LC	Student delivers message that is untrue and / or deliberately violates rules and / or harms others	A.6: Accept responsibility for behaviour B.1: Use kind words and actions	• Student states they have completed a task when they haven't	• Lie affects others and causes an escalation of behaviours • Plagiarism (copying)	• Lying about a reason for not completing a task/homework	• Staff accused of physical/verbal assault but found with evidence that the incident did not occur	• Offering a statement as a 'witness' where information is based on hearsay only	
Misconduct Involving an object Weapons	MO	Inappropriate use of an object for the non-intended purpose of that object	S.1: Keep hands, feet, bodies and objects to ourselves S.2: Be in the right place at the right time S.3: Be in the right place at the right time B.5: Carefully put rubbish in the bin B.6: Protect gardens and wildlife	• Throwing a stick at a tree to get a ball down	• Chasing someone with a stick or object without the intent to hurt or harm • Throwing food at another student	• Swinging a pencil case or lunch-box around	• Using an object to deliberately cause injury		
Non-Compliant with routine		Behaving in a way that does not comply with classroom and playground routines		• Do not enter this category into One School. Please use other categories e.g. defiance, disruption to define the non-compliance	• Do not enter this category into One School. Please use other categories e.g. defiance, disruption to define the non-compliance	• Do not enter this category into One School. Please use other categories e.g. defiance, disruption to define the non-compliance	• Do not enter this category into One School. Please use other categories e.g. defiance, disruption to define the non-compliance	• Do not enter this category into One School. Please use other categories e.g. defiance, disruption to define the non-compliance	
Other conduct prejudicial to the good order and management of the school	U	Unsafe behaviour	S.1: Keep hands, feet, bodies and objects to ourselves S.2: Be in the right place at the right time S.3: Be in the right place at the right time S.4: Be in the right place at the right time S.5: Use equipment the right way	• Making unintentional contact with peers as part of a game	• Riding skateboards/scooters/bikes in grounds • Running on the concrete or verandas • Sliding on the stair railing • Sitting on the port racks • Playing ball games out of the designated areas • Sitting on the ground • Pushing others when lining up or walking around the school	• Riding skateboards/scooters as part of the OOSH program • Using 'out of bounds' area between undercover area and office to get to classes when it is raining	• Any minor unsafe behaviour that causes harm or injury to another person or school property	• Any minor unsafe behaviour that causes harm or injury to another person or school property	
Physical misconduct (fighting)	PF	Fighting or actions that involve physical contact	S.1: Keep hands, feet, bodies and objects to ourselves A.2: Make groups as special and unique A.3: Make groups as special and unique A.4: Make groups as special and unique A.5: Make groups as special and unique A.6: Accept responsibility for behaviour B.1: Use kind words and actions	• Petty or non-consensual contact • tripping into another	• The following actions are done in self-defence with reasonable force: • hitting • punching • kicking • hitting using an object • Actions using sharp/dangerous objects	• student touches others while waiting in line • pushing in • Rough and tumble play that does not escalate	• hurting another • punching • head butting • choking • scratching • spitting	• landing on another during a game	
Possess prohibited items		Possessing in their person or in their bag an item declared by the school as prohibited		• Do not use, refer to "Prohibited Items"	• Do not use, refer to "Prohibited Items"	• Do not use, refer to "Prohibited Items"	• Do not use, refer to "Prohibited Items"	• Do not use, refer to "Prohibited Items"	
Prohibited Items	PI	Possessing or using an item declared by the school as prohibited	S.5: Use equipment the right way S.6: Use equipment the right way S.7: Use equipment the right way S.8: Use equipment the right way S.9: Use equipment the right way S.10: Use equipment the right way S.11: Use equipment the right way S.12: Use equipment the right way S.13: Use equipment the right way S.14: Use equipment the right way S.15: Use equipment the right way S.16: Use equipment the right way S.17: Use equipment the right way S.18: Use equipment the right way S.19: Use equipment the right way S.20: Use equipment the right way S.21: Use equipment the right way S.22: Use equipment the right way S.23: Use equipment the right way S.24: Use equipment the right way S.25: Use equipment the right way S.26: Use equipment the right way S.27: Use equipment the right way S.28: Use equipment the right way S.29: Use equipment the right way S.30: Use equipment the right way S.31: Use equipment the right way S.32: Use equipment the right way S.33: Use equipment the right way S.34: Use equipment the right way S.35: Use equipment the right way S.36: Use equipment the right way S.37: Use equipment the right way S.38: Use equipment the right way S.39: Use equipment the right way S.40: Use equipment the right way S.41: Use equipment the right way S.42: Use equipment the right way S.43: Use equipment the right way S.44: Use equipment the right way S.45: Use equipment the right way S.46: Use equipment the right way S.47: Use equipment the right way S.48: Use equipment the right way S.49: Use equipment the right way S.50: Use equipment the right way S.51: Use equipment the right way S.52: Use equipment the right way S.53: Use equipment the right way S.54: Use equipment the right way S.55: Use equipment the right way S.56: Use equipment the right way S.57: Use equipment the right way S.58: Use equipment the right way S.59: Use equipment the right way S.60: Use equipment the right way S.61: Use equipment the right way S.62: Use equipment the right way S.63: Use equipment the right way S.64: Use equipment the right way S.65: Use equipment the right way S.66: Use equipment the right way S.67: Use equipment the right way S.68: Use equipment the right way S.69: Use equipment the right way S.70: Use equipment the right way S.71: Use equipment the right way S.72: Use equipment the right way S.73: Use equipment the right way S.74: Use equipment the right way S.75: Use equipment the right way S.76: Use equipment the right way S.77: Use equipment the right way S.78: Use equipment the right way S.79: Use equipment the right way S.80: Use equipment the right way S.81: Use equipment the right way S.82: Use equipment the right way S.83: Use equipment the right way S.84: Use equipment the right way S.85: Use equipment the right way S.86: Use equipment the right way S.87: Use equipment the right way S.88: Use equipment the right way S.89: Use equipment the right way S.90: Use equipment the right way S.91: Use equipment the right way S.92: Use equipment the right way S.93: Use equipment the right way S.94: Use equipment the right way S.95: Use equipment the right way S.96: Use equipment the right way S.97: Use equipment the right way S.98: Use equipment the right way S.99: Use equipment the right way S.100: Use equipment the right way	• Bringing to school: • Chewing gum • Trading cards • Games • Toys	• having a knife to cut up their fruit • Finding a combustible item in the school grounds and surrendering it to the office	• Use an item as a weapon to harm or threaten harm	• bringing a cultural item to school for a curriculum task (which could be considered a weapon)		
Property Misconduct	PM	Participating in an activity that results in damage, destruction or disfigurement of property	S.6: Use equipment the right way B.4: Care for personal and others property B.5: Carefully put rubbish in the bin B.6: Protect gardens and wildlife	• Accidentally breaking own belongings	• Throwing, kicking or breaking someone else's belongings or school property • Accidental breakage through rough behaviour • Non-permanent graffiti in/cover school equipment • Wastage of school material	• Falling or tripping and breaking object during fall • Dropping lunch or wrappers on the floor • breaking pencils	• Deliberately impairs the usefulness of property • Kicking hole in wall • throwing or breaking furniture or resources • graffiti	• Falling/being pushed into a wall • Break a window while playing	



Behaviour	Code	Definition	SOAR Expectation Links	Trivial	Minor Inappropriate		Major Inappropriate	
					Example	Non Example	Example	Non Example
Refusal to Participate in program of instruction	R	Non-Verbally or verbally refusing to participate in activities or engage in tasks	Q.3. Ask permission to leave the classroom Q.4. Equipment is ready and organised Q.5. Manage your time effectively Q.6. Give your best effort to all tasks R.3. Follow instructions straight away	<ul style="list-style-type: none"> <li>Student is unwell or emotionally upset</li> </ul>	<ul style="list-style-type: none"> <li>Arriving at class unprepared to work</li> <li>Continual refusal to participate in tasks.</li> <li>Not attempting work at their level</li> <li>Destroying work</li> </ul>	<ul style="list-style-type: none"> <li>Change behaviour after being given choices or take up time</li> <li>Not arriving with materials due to factors outside their control</li> <li>Students who have difficulty maintaining focus due to medical or educational needs.</li> <li>Not completing work due to a skill deficiency or work which is too hard.</li> </ul>	<ul style="list-style-type: none"> <li>Disruptive to the class and/or leaving the room without permission</li> </ul>	<ul style="list-style-type: none"> <li>Student self regulates without permission, but returns to task</li> </ul>
Substance Misconduct involving illicit substances	SI	Student is under the influence or is in possession of illegal substances	Q.1. We only bring approved items to school		<ul style="list-style-type: none"> <li>Substance misconduct is never a minor behaviour please refer to Administration</li> </ul>	<ul style="list-style-type: none"> <li>Substance misconduct is never a minor behaviour please refer to Administration</li> </ul>	<ul style="list-style-type: none"> <li>Administration discretion</li> </ul>	<ul style="list-style-type: none"> <li>Administration discretion</li> </ul>
Substance Misconduct involving tobacco and other legal substances	SL	Student is under the influence or is in the possession of legal substances that are not prescribed for and/or suitable for the age of the child	Q.3. We only bring approved items to school		<ul style="list-style-type: none"> <li>Substance misconduct is never a minor behaviour please refer to Administration</li> </ul>	<ul style="list-style-type: none"> <li>Substance misconduct is never a minor behaviour please refer to Administration</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Discretion but may include: <ul style="list-style-type: none"> <li>Drinking and/or sharing energy drinks/caffeinated drinks</li> <li>Bringing prescribed/non prescribed medication to school and not handing it in to the office</li> <li>Student in possession of a tobacco substance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Prescribed medication accompanied by a doctor's letter and with parent consent - <i>this is to be kept at the office.</i></li> <li>Where a medical condition exists: Asthma puffer, diabetes kit, cough lozenges.</li> <li>Finding tobacco products in the school grounds and surrendering it to the office</li> </ul>
Third minor referral	3	3 minor incidents in which a yellow reflection card has been given within a period of seven days, treat as major.	A.6. Accept responsibility for behaviour				<ul style="list-style-type: none"> <li>Third Yellow Card in a 7 day period</li> </ul>	
Threat/s to others	TO	Any verbal or non-verbal threat to a person's physical or emotional wellbeing.	S.1. Keep hands, feet, bodies and objects to ourselves S.5. Use equipment the right way S.7. Use appropriate voice level A.2. Value people as special and unique A.4. Use the Madeline 3 to solve problems without aggression A.6. Accept responsibility for behaviour R.1. Use kind words and actions R.2. Listen actively R.3. Follow instructions straight away	<ul style="list-style-type: none"> <li>Saying the thing in the heat of the moment without intention to follow through</li> </ul>	<ul style="list-style-type: none"> <li>Saying/doin something with the intent of causing a reaction e.g. "Fight, fight" - "Don't listen to them"</li> </ul>	<ul style="list-style-type: none"> <li>Making generalised comments e.g. "All boys are stupid"</li> </ul>	<ul style="list-style-type: none"> <li>Saying/doin something with the intent of causing a reaction e.g. "Fight, fight" - "Don't listen to them" and violence occurs as a result</li> </ul>	<ul style="list-style-type: none"> <li>Spreading rumours and gossip</li> </ul>
Tuant/Skip Class	TS	Unexplained absence with or without parent's knowledge	S.2. Be in the right place at the right time O.1. Every day at school counts O.2. Arrive at school on time, rested and ready to learn Q.2. Ask permission to leave the classroom		<ul style="list-style-type: none"> <li>At school but absent from lessons without approval</li> </ul>	<ul style="list-style-type: none"> <li>Arriving late and can't find the class</li> </ul>	<ul style="list-style-type: none"> <li>Tuanting</li> </ul>	<ul style="list-style-type: none"> <li>Fail to notify the school of an absence</li> </ul>
Verbal Misconduct	V	Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another.  Occurring once or over a very short period of time.  For ongoing, continuous behaviour please use Bullying/harassment	S.7. Use appropriate voice level A.2. Value people as special and unique A.4. Use the Madeline 3 to solve problems without aggression R.1. Use kind words and actions	<ul style="list-style-type: none"> <li>Infrequent random comments</li> <li>Shouting back at a staff member</li> <li>Saying unpleasant or derogatory words that are not directed at a person e.g. "stupid" or "ugly"</li> </ul>	<ul style="list-style-type: none"> <li>Swearing that is not directed at someone</li> <li>Comments or gestures directed at a person targeting race, religion, gender, disability.</li> <li>Teasing or name calling e.g. "Loser"</li> <li>"Not playing because you stink"</li> </ul>	<ul style="list-style-type: none"> <li>Student calling out/yelling to another student.</li> <li>Calling out to a teacher across the oval/room</li> </ul>	<ul style="list-style-type: none"> <li>Using offensive, threatening, sexual connotation words or gestures directed at another e.g. "I'll scratch/hack you"</li> <li>"F ***ing lar."</li> <li>Your mother is ....</li> <li>Stop showing your c***</li> <li>Using hands in sexually explicit mannerisms</li> </ul>	<ul style="list-style-type: none"> <li>See that black fellow, slope, fatty) over there, he's my mate</li> <li>Words between friends. - "Let's go and play big a **e"</li> </ul>
Other	O	To be completed only by administration		To be completed only by administration	To be completed only by administration	To be completed only by administration	To be completed only by administration	To be completed only by administration

## Mackenzie State Primary School 'Think About It' and 'Reflection' Cards

Mackenzie State School: Think About It Card	
Student Name: _____	Class: _____
Location: _____	Date: _____ Time: _____
What happened?	
Who was affected? <input type="checkbox"/> whole class <input type="checkbox"/> teacher <input type="checkbox"/> student/s: _____	
What Zone were you in? <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid blue; padding: 2px; font-size: 8px;">REST AREA</div> <input type="checkbox"/> Blue           <div style="border: 2px solid green; border-radius: 50%; padding: 2px; font-weight: bold; color: white;">GO</div> <input type="checkbox"/> Green           <div style="border: 2px solid yellow; border-radius: 50%; padding: 2px; font-weight: bold; color: black;">SLOW</div> <input type="checkbox"/> Yellow           <div style="border: 2px solid red; border-radius: 50%; padding: 2px; font-weight: bold; color: white;">STOP</div> <input type="checkbox"/> Red         </div>	
What school expectation should I have been following? <input type="checkbox"/> Safe _____ <input type="checkbox"/> On-Task: _____ <input type="checkbox"/> Attitude of Honour _____ <input type="checkbox"/> Respect _____	
Next steps: What do I need to do now? <input type="checkbox"/> apologise <input type="checkbox"/> clean up <input type="checkbox"/> other: _____	
My behaviour SMART goal going forward is: For the next <input type="checkbox"/> week <input type="checkbox"/> fortnight <input type="checkbox"/> other: _____ When I _____ I will _____ To make sure I have achieved my goal, I will check in with _____ on _____ <div style="display: flex; justify-content: space-between; font-size: 8px;"> <span>(Teacher name)</span> <span>(date)</span> </div>	

Mackenzie State School: Teacher Notes	
The following unexpected behaviour has been displayed: <input type="checkbox"/> disrespect to a: <input type="checkbox"/> teacher <input type="checkbox"/> staff member <input type="checkbox"/> student <div style="display: flex; justify-content: space-between; font-size: 8px;"> <span><input type="checkbox"/> in class   <input type="checkbox"/> in the playground</span> <span><input type="checkbox"/> school property   <input type="checkbox"/> student property</span> </div> <div style="display: flex; justify-content: space-between; font-size: 8px;"> <span><input type="checkbox"/> in class   <input type="checkbox"/> in the playground</span> </div> <input type="checkbox"/> continued disruption in class after being given a warning <input type="checkbox"/> continued off task behaviour after being given a warning <input type="checkbox"/> unsafe behaviour: <input type="checkbox"/> in class <input type="checkbox"/> in the playground <input type="checkbox"/> other: _____	
Resulting in: <input type="checkbox"/> Cool down zone for <input type="checkbox"/> 5 Minutes <input type="checkbox"/> 10 Minutes <input type="checkbox"/> Buddy class for <input type="checkbox"/> 5 Minutes <input type="checkbox"/> 10 Minutes <input type="checkbox"/> Completion of "Think About It" page	
Notes:	
Staff Member Name: _____ Signed: _____ Date: _____ I agree to work on my behaviour SMART Goal: I agree to support my child with their SMART Goal: Parent Name: _____ Parent Signature: _____	<b>Office Use Only</b> Parent contact by: <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Principal <input type="checkbox"/> Other: _____ Contact by: <input type="checkbox"/> Telephone <input type="checkbox"/> Email <input type="checkbox"/> In Person One School Entry: ____/____/____ Date Sent home: ____/____/____ Date Returned: ____/____/____

Mackenzie State School: Reflection Card	
Student Name: _____	Class: _____
Location: _____	Date: _____ Time: _____
What happened?	
Who was affected? <input type="checkbox"/> whole class <input type="checkbox"/> teacher <input type="checkbox"/> student/s: _____	
What Zone were you in? <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid blue; padding: 2px; font-size: 8px;">REST AREA</div> <input type="checkbox"/> Blue           <div style="border: 2px solid green; border-radius: 50%; padding: 2px; font-weight: bold; color: white;">GO</div> <input type="checkbox"/> Green           <div style="border: 2px solid yellow; border-radius: 50%; padding: 2px; font-weight: bold; color: black;">SLOW</div> <input type="checkbox"/> Yellow           <div style="border: 2px solid red; border-radius: 50%; padding: 2px; font-weight: bold; color: white;">STOP</div> <input type="checkbox"/> Red         </div>	
What school expectation should I have been following? <input type="checkbox"/> Safe _____ <input type="checkbox"/> On-Task: _____ <input type="checkbox"/> Attitude of Honour _____ <input type="checkbox"/> Respect _____	
Next steps: What do I need to do now? <input type="checkbox"/> apologise <input type="checkbox"/> clean up <input type="checkbox"/> other: _____	
My behaviour SMART goal going forward is: For the next <input type="checkbox"/> week <input type="checkbox"/> fortnight <input type="checkbox"/> other: _____ When I _____ I will _____ To make sure I have achieved my goal, I will check in with _____ on _____ <div style="display: flex; justify-content: space-between; font-size: 8px;"> <span>(Teacher name)</span> <span>(date)</span> </div>	

Mackenzie State School: Teacher Notes	
The following unexpected behaviour has been displayed: <input type="checkbox"/> repeated disrespect to a: <input type="checkbox"/> teacher <input type="checkbox"/> staff member <input type="checkbox"/> student <div style="display: flex; justify-content: space-between; font-size: 8px;"> <span><input type="checkbox"/> in class   <input type="checkbox"/> in the playground</span> <span><input type="checkbox"/> school property   <input type="checkbox"/> student property</span> </div> <div style="display: flex; justify-content: space-between; font-size: 8px;"> <span><input type="checkbox"/> in class   <input type="checkbox"/> in the playground</span> </div> <input type="checkbox"/> continued disruption in class after being given a Think About It Card <input type="checkbox"/> continued off task behaviour after being given a Think About It Card <input type="checkbox"/> dangerous behaviour: <input type="checkbox"/> in class <input type="checkbox"/> in the playground <input type="checkbox"/> Two (2) Think About It cards in the period of five (5) school days. <input type="checkbox"/> other: _____	
Resulting in: <input type="checkbox"/> Reflection Time with Principal <input type="checkbox"/> Reflection Time with PBL Team Leader <input type="checkbox"/> Completion of "Behaviour Plan" Contract <input type="checkbox"/> Consequence Task: _____	
Notes:	
Staff Member Name: _____ Signed: _____ Date: _____ I agree to work on my behaviour SMART Goal: I agree to support my child with their SMART Goal: Parent Name: _____ Parent Signature: _____	<b>Office Use Only</b> Parent contact by: <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Principal <input type="checkbox"/> Other: _____ Contact by: <input type="checkbox"/> Telephone <input type="checkbox"/> Email <input type="checkbox"/> In Person One School Entry: ____/____/____ Date Sent home: ____/____/____ Date Returned: ____/____/____