



Building Quality Relationships (BQR)

The most important influence on student behaviour is the quality of the relationship between the teacher and student.

Our School Purpose

Learning is the main purpose of Amaroo School for both teachers and students. The school exists to educate students to prepare them for a successful life beyond school within the community. As well as educating students, Amaroo School equips them with the social skills needed and encourages everyone to develop strong friendships.

Amaroo School Values

Our school values are:

- **Excellence** in all that we do and expect, and;
- **Inclusion** of all members of our school community through respect, tolerance and recognition of difference are fostered in all of our dealings between members of our school community.

Our Fundamental Beliefs

1. All students have the right to learn and all teachers have the right to facilitate this learning.
2. All students have the right to be part of a school that provides safe, respectful and supportive learning and teaching communities that promote student wellbeing.
3. Building Quality Relationships is at the core of our school and our work.
4. Building Quality Relationships procedures are consistent with Education Directorate.
5. Behaviour is a choice.
6. Behaviours and actions have consequences.
7. We need to work with our students to help them make better choices.
8. Each student should be treated as an individual, taking into account their circumstances.
9. Staff, students and families will work in partnership to support students' behaviour.
10. Diversity (including cultural background, religious beliefs, gender identity, sexual orientation, language and personality) is about recognising the value of individual differences to school culture. Diversity is more than merely accepting people from diverse backgrounds – it is about active support and celebration of difference.
11. Building Quality Relationships and effective classroom management is essential for student achievement and well-being.

How the Social Emotional Learning Program Supports Building Quality Relationships

“Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.” (Evidence for Practice – whole-school strategies to enhance students' social skills and reduce bullying in schools)

How Amaroo School Develops Students' Social Emotional Skills

The way Amaroo School addresses the social and emotional development of students is through a range of initiatives including, but not limited to:

- Delivery of Friendly Schools Plus evidence based program in all sectors of the school. This program includes activities on self-awareness, self-management, social awareness, relationship skills and social decision making skills
- Buddies program, where all senior classes are paired up with junior classes twice a term to complete activities with a set focus each session
- Pastoral Care Programs that address social skills, bullying, anxiety, anger management and student engagement
- Opportunities for senior students to elect into subjects that develop personal social skills as well as providing avenues to develop leadership skills across the school e.g. AZTEC, SL@M, Duke of Edinburgh
- Opportunities for students to develop leadership e.g. being part of SRC, SPARCS, House Captains etc
- Whole school special events such as Amaroo's Got Talent, Have You Got Game, Handball competition, Multi-Cultural Day etc
- Participation in community initiatives like "Earn and Learn"
- Establishment of playground spaces for senior students – they set up rules and supervise the area
- Full School and Sector Assemblies, which are positive and acknowledge Students success
- Providing extra-curricular activities across the school such as representing in sport, participation in National competitions, World Challenge, Rostrum, overseas excursions to France and Japan
- Initiatives such as the Graduation Point Scheme and Honour Rolls.

Rights and Responsibilities according to the Amaroo School Values

Excellence		
	Rights	Responsibility
Students	<p>Learn without interruption.</p> <p>Participate in lessons which are well prepared and which cater for their learning styles.</p> <p>Receive support which enables them to work to the best of their ability.</p> <p>Work in a safe, pleasant and clean environment.</p> <p>Be assessed on merit.</p>	<p>Participate in the learning program by attending school, being on time, being prepared for class; completing tasks to the best of my ability and behaving appropriately.</p> <p>Seek and accept assistance as required.</p> <p>Be positive, truthful and honest.</p> <p>Respect and uphold school values, expectations and care for our environments.</p> <p>Act in a safe manner.</p> <p>To submit original work, by due dates.</p>
Teachers	<p>Deliver their learning programs without interruption.</p> <p>Receive professional support which enables them to work the best of their ability.</p> <p>Be valued and be seen to be valued by students, other staff and parents.</p> <p>Work in a safe, pleasant and clean environment.</p>	<p>Work collaboratively to prepare lessons which are thorough, engaging and cater for all learning styles.</p> <p>Provide support which enables students to work to the best of their ability.</p> <p>Conduct themselves in a professional manner by being on time, prepared for class and meeting professional requirements.</p> <p>Have high expectations for all students.</p> <p>Respect, uphold and model school values.</p> <p>Monitoring and maintaining a safe, pleasant and clean environment.</p> <p>Assess students equally and fairly.</p>
Parents	<p>Have their child participate in lessons which are well prepared and which cater for their learning styles.</p> <p>Have their child participate in learning programs with minimal interruption.</p> <p>Have their child receive support which enables them to work to the best of their ability.</p> <p>Participate in decision making.</p>	<p>Take an active and supportive interest in their child's education.</p> <p>Ensure their child is able to participate in the learning program by school attendance, being on time and prepared for class, and expecting their child behaves appropriately and completes set task.</p> <p>Advocate for support for their child to enable them to work to the best of their ability through liaising with teachers, executive and administration staff as needed.</p> <p>Use appropriate forums and processes to participate in decision making tasks.</p>

Inclusion		
	Rights	Responsibility
Teachers	<p>To feel valued and respected as a member of Amaroo regardless of race, religion, sexuality or individual difference.</p> <p>To be supported in their teaching role.</p> <p>Have the right to communicate openly with parents in regards to their child.</p>	<p>To lead students in treating others and their possessions respectfully.</p> <p>Treat students equally and without favour.</p> <p>Value, respect and accept students, staff and parents of Amaroo School regardless of race, gender, religion, sexuality or individual difference.</p> <p>To support team members in their teaching role.</p> <p>Communicate openly with the child's parents in regards to their child.</p>
Parents	<p>For them and their child to feel valued and respected as a member of Amaroo regardless of race, religion, sexuality or individual difference.</p> <p>Have the right to communicate openly with the school in regards to their child.</p>	<p>Communicate openly with the school in regards to their child.</p> <p>Value, respect and accept students, staff and parents of Amaroo School regardless of race, gender, religion, sexuality or individual difference</p>
Students	<p>To be treated in a respectful way.</p> <p>To be safe and supported.</p> <p>To be included and receive assistance when required.</p> <p>To learn from others and be part of different groups.</p> <p>For their property to be safe and looked after.</p> <p>To be heard.</p>	<p>To be friendly, polite and kind to all members of our school community.</p> <p>To include and help others.</p> <p>To share ideas and fulfil my role when working with others.</p> <p>To respect the property of the school and others.</p> <p>To listen respectfully to others and their ideas and opinions.</p>

WHOLE SCHOOL AND CLASSROOM (Universal Strategies)

Universal strategies are used across the school to support a positive teaching and learning environment for all students. The strategies presented at this level are part of the core business of all staff working at Amaroo School.

AMAROO PROTOCOLS	
Relationships	<ul style="list-style-type: none">• Know students as individuals: find out about their interests, strengths, personalities and friends• Model and encourage expected behaviours: e.g. courtesies such as please and thank you, being punctual and welcoming students every lesson• Acknowledge students when they are behaving responsibly and provide specific feedback• Be aware of your personal behaviour: e.g. stance, tone of voice, choice of language.• Maintain a work / life balance• Develop links with parents: establish communication early on, let them know the “good news” as well as any concerns early on• Celebrate special events and achievements within the class• Implement classroom routines and rituals that foster classroom belonging• Establish routines and keep them clear and simple• Support your colleagues and let them support you• Implement fun and enjoyment within the classroom.
Curriculum Content	<ul style="list-style-type: none">• Every lesson has an explicit learning intention linked to the ‘I can’ statements• Set explicit success criteria• Set explicit quality criteria and display exemplars.• Reflect upon learning intentions and success criteria at the beginning and conclusion of a lesson• Ensure the curriculum is differentiated, relevant, engaging, challenging and provides opportunities for all students to be successful (e.g. ILPs, PLPs, TLPs etc)• Provide time to develop skills in conflict resolution, problem solving, social skills etc• Use a variety of teaching strategies (Cooperative Learning, integration of ICT, etc.)• Be explicit with honest and timely feedback• Consult with students to negotiate curriculum and assessment items (e.g resubmits, conferencing, drafting etc)• Assessment is ongoing and provides for rehearsal prior to final assessment tasks. Assessment tasks are modified for students with additional needs• Chunk large tasks into manageable goals• Use formative assessment strategies to inform planning• Provide opportunities for student directed learning• Provision of extra time in class to complete tasks• Explicit teaching of social and emotional learning.

Physical Environment	<ul style="list-style-type: none"> • Consideration is given to the organisation, comfort and attractiveness of the physical environment (e.g. furniture layout, displays, cleanliness etc) • Catering to BYOD to ensure student screens are visible to the teacher and that students have access to charging facilities in the room • Grouping of students is done strategically to optimise learning • Use a variety of grouping strategies e.g. randomised student selection for groupings • Clearly display daily routines, classroom expectations and timetables • Flexible learning provision (formal / informal, whole class / small group / individual/cross Terrace or Gallery) • Student belongings have designated space and storage in their learning environment • Display of quality student work and their links to curriculum • Teaching materials / stimulus materials readily accessible for student use around the room • Provide a spot where students can go to work / sit to think about their behaviour and how they might change it to better meet their needs and the needs of their class • Equipment is always on hand to ensure student participation in the lesson.
-----------------------------	--

Behaviour as a Choice	<ul style="list-style-type: none"> • Work with students to discuss what an ideal classroom and school is and how we will work towards this • Negotiate class/school expectations • Utilise the 10 Essential Skills • Focus on the behaviour, not the child • Emphasise behaviour as a choice • Display expectations and revisit them often ensuring you celebrate positive behaviour choices • Negotiate and apply logical and reasonable consequences that lead to reconciliation and/or restitution • Be consistent • Provide a space in your classroom in your classroom where students can go to cool off or think about their choices • Remind students of appropriate behaviour choices and use a warning/reminder system • Acknowledge and reinforce positive behaviour.
Playground	<ul style="list-style-type: none"> • Play Programs – structured activities offered by staff • Play equipment – equipment loaned out by student monitors for use during break times across some sectors of the school • Opportunity for different age groups to have use of outside courts, hill, fixed playground equipment and handball areas • Inspire Centre – open for different year groups to use in B1 and B2 • Staff actively supervise students in break times and follow up on incidents as they occur • Playground passports used for some students • Environment is maintained to encourage students to be engaged in break times • Teachers are easily identifiable on the playground by florescent hats (including indoor duties).

Across the school	<ul style="list-style-type: none"> • Buddy class activities are scheduled across the year to facilitate cross school relationships • Use of Friendly Schools Plus to scope and sequence social and emotional learning across the school • Whole school and sector assemblies • Whole school events (Have You Got Game, Amaroo's Got Talent, Handball competition, Multi Cultural Day, fund raising events etc) • Pastoral Care and support programs • Professional development/conferences/courses offered to staff as they align with the school plan/goals • Referral of 'at risk students' at <i>Student Focus</i> meetings with Executive staff, Counsellor, Pastoral Care team and interested teaching staff. At these meetings the options of extra support from within the school, the Education and Training Directorate and outside agencies may be explored • Work collaboratively within teaching teams • Collaborative coaching • Structured PLCs with school wide focus • Strategic timetabling to maximise opportunities for staff collaboration • New educators and mentors program • Opportunities provided for keeping parents informed of school practice: e.g. Information Nights, seminars for parents, newsletter articles • Community connections and engagements with external agencies to support student learning and personal development goals of individual staff members.
-------------------	--

POSITIVE BEHAVIOUR SUPPORT

Relationships are at the heart of effective behaviour support.

PROTOCOLS FOR LEARNING ENVIRONMENTS

	PHASE 1 - AMAROO PROTOCOLS
PHASE 1 In class	<ul style="list-style-type: none">• Low level interventions (e.g. humour, a quiet word, non-verbal cues, redirected with positive statements)• Use of Essential Skills• Reminders given in reference to classroom expectations<ul style="list-style-type: none">○ What are you doing?○ What should you be doing?• Three warning system• In class thinking spot (this is the third reminder). Use of behaviour reflection sheet if appropriate at this stage• Counsel student if ready to re-join the group• If the student is not taking in-class timeout seriously, move to Phase 2• Record repetitive/ongoing incidents on MAZE <p>Remember to use the universal strategies (page 6) to support a positive teaching and learning environment for all students.</p>

Support Process

It is vital that all members of staff work together to implement these procedures. Work with your colleagues to explore solutions to classroom management issues, curriculum debates, concerns over meeting student needs or finding a work/life balance

	PHASE 2 – AMAROO PROTOCOLS
PHASE 2 Support Class	<ul style="list-style-type: none"> Each teacher identifies a 'support class' (or classes – a teacher may identify one class within their Terrace or Gallery, and one beyond their immediate Terrace or Gallery) that students may be sent to if classroom strategies are not effective Students are sent to the support class with a note and work stating clear instructions and for a specific period of time The teacher in the support class receiving the student is required to set the child up in an appropriate place (e.g. thinking spot) and ensure they stay the required amount of time. They are not required to counsel the child On return to class the student's teacher needs to counsel the student to negotiate re-entry to the class. Different sectors may use different agreements e.g. Secondary School use a white card – see appendix The class teacher will formally track their behaviour using MAZE. This documentation is needed to support applications for further intervention A further consequence may be decided upon by teacher/student conference. For example, missing break time depending on the severity of the incident. (Refer to triangle of behaviours/consequences) Work with the students to rebuild the relationships. (Restorative Practices/Glasser Questioning) If student refuses to go to support class please refer to Executive for support Any work not completed during this time should be completed during supervised break time. Parent contact made if deemed necessary (e.g. based on the frequency and severity of incident).

Executive Support and Consultation

If there are still issues/concerns after implementing a range of strategies as listed above then Executive support may be required. This can take many forms:

	PHASE 3 – AMAROO PROTOCOLS
PHASE 3 - Executive Support	<ul style="list-style-type: none"> Executive staff can cover the class so the class teacher may counsel students from their class. Provide time out of the classroom for students to 'cool off' and/or be counselled, after which re-entry is negotiated Students referred to Executive with a note and other student to briefly explain the incident (use reflection sheet) Work is supplied to Executive. At this stage Executive will develop a plan with the student e.g. a yellow card is developed in Secondary School, negotiated re-entry to class or behaviour plan – see appendix Teacher/Executive to contact parents If the student refuses to leave or go to Executive go to Phase 4 (it may be necessary to remove the class if the student threatens the safety of others) Behaviour trackers, check sheets, playground passes etc can be developed.

Executive Intervention

There may be occasions or incidents which require stronger or more immediate measures. These incidents and actions are not taken lightly, and action is taken after careful consideration of each case and the range of strategies already implemented. These actions may only be implemented by the Executive Team and require close liaison with parents and the teaching team.

PHASE 4 – AMAROO PROTOCOLS	
PHASE 4 - Executive Intervention	<ul style="list-style-type: none"> • In school suspension • Student to be sent home (must be negotiated between parents and Executive teacher) • Suspension (Director to be notified) • Part time attendance at school (parents to complete exemption certificate/must have the approval of the Director) • Transfer to another class • Provision of alternative program (this could be programs run over a short time frame). • Implementation of Safe Schools Framework (Anti-Bullying, Anti-Racism and Sexual Harassment) policies and procedures. • Attendance at Pastoral Care and student engagement programs. • Referral to Network Student Engagement Team or Targeted Support Team

POSITIVE BEHAVIOUR SUPPORT

Relationships are at the heart of effective behaviour support.

PROTOCOLS FOR THE PLAYGROUND

ALL STUDENTS – PHASE 1 – AMAROO PROTOCOLS	
Playground Incidents	<ul style="list-style-type: none"> • On the spot problem solving where the duty teacher helps resolve the conflict. This can take the form of a brief discussion with the students involved • An Executive member is roving during every break throughout the week for on the spot issues with students. They are normally found in the playground duty areas for Years 3-10. • Brief 'time out' in a designated area on the playground (e.g. sitting on the wall near the playground equipment, walking next to the teacher on duty). Restorative practices. • Students not wearing a hat should be directed to the shade • If concerned the duty teacher should pass information on to the classroom teacher/executive teacher via email, through a responsible student or via a note if the incident is medium or high level behaviours (refer to the Student Behaviour Triangle) and record on MAZE. If further support is needed seek executive teacher support • Please note that if an incident happens towards the end of your duty it is still your responsibility to follow it up • If the issue/behaviour is repetitive the teacher on duty will record it on MAZE and get witness statements regardless of which area of the school the student is from • If the issue/behaviour is serious send a student to get Executive support.

K – 5 PHASE 2 – AMAROO PROTOCOLS

Playground /Thinking Centre – K-5 STUDENTS	<ul style="list-style-type: none"> • The Thinking Centre (TC) is staffed by an Executive teacher during B2 as part of their playground duty load. • Students who are unable to resolve an issue/are continual offenders are referred here for counselling • Students are sent to the TC with a referral form (forms to be kept in your bum bag). Executive teachers at the TC may also complete a letter to be sent home to parents informing them of the incident and that their child was sent to the TC. This letter has an attachment that must be signed by the parent and returned to the TC. • TC Executive work with the students to develop a plan using Choice Theory/Restorative Practice strategies. • If necessary, students are placed on a Playground Passport to help them manage their behaviour (see guidelines for Playground Passports in the Appendix). • All referrals are entered on MAZE by the TC Executive. • TC data is tracked and mapped to identify 'hot spots' by Executive • Executive staff work with PI@y program leaders to refer students who may benefit from the program • Referrals may be made at <i>Student Focus</i> meetings to discuss methods of supporting students experiencing difficulties on the playground • Parents contacted by telephone by TC staff if inappropriate behaviour continues or if the incident involved violent behaviour.
--	--

YEAR 6 – 10 PHASE 2 – AMAROO PROTOCOLS

Playground Year 6 - 10	<ul style="list-style-type: none"> • An Executive teacher is roving during every break throughout the week. • If there is an incident which cannot be resolved or is concerning please liaise with an executive teacher. Executive teachers will work with the teacher on duty to resolve the incident. • If this is not possible the Executive teacher will follow up with the student, classroom teacher and obtain witness statements. • Referrals may be made to Student Focus or playground passports implemented (needs basis) • Parents may be contacted by Executive staff if inappropriate behaviour continues or if the incident is of a severe nature
------------------------	---

Executive Intervention

There may be occasions or incidents which require stronger or more immediate measures. These incidents and actions are not taken lightly, and action is taken after careful consideration of each case and the range of strategies already implemented. These actions may only be implemented by the Executive Team and require close liaison with parents and the teaching team.

ALL STUDENTS - PHASE 3 – AMAROO PROTOCOLS

PHASE 3 - Executive Intervention – Playground	<ul style="list-style-type: none"> • Removal from playground • In school suspension • Student to be sent home (must be negotiated between parents and Executive teacher) • Suspension (DP and/or Principal discretion, Director to be notified) • Part time attendance at school (parents to complete exemption certificate/must have the approval of the Director) • Transfer to another class • Provision of alternative program • Implementation of Anti-Bullying, Anti-Racism and Anti-Sexual Harassment policies and procedures • Attendance at Pastoral Care and student engagement programs. • Referral to Network Student Engagement Team or Targeted Support Team.
--	---

BULLYING

WHAT IS BULLYING?

Under the Safe and Supportive Schools Framework bullying is defined as behavior which is:

- Repeated and unjustified
- Intended to frighten, distress and/or harm
- Physical, verbal, psychological, relational/social, cyber
- By a more powerful person or group
- Against a person who is unable to effectively resist.

WHAT BULLYING IS NOT

WHAT BULLYING IS NOT.

Bullying is different from ordinary teasing, rough-and-tumble or schoolyard fights. What makes it different is that the incidents are ongoing, and there is usually an imbalance of size, strength and power between the children involved.

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher and or parent intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution of the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

At Amaroo School we focus on BUILDING QUALITY RELATIONSHIPS, which involves fostering and maintaining respectful relationships.

PROCEDURES FOR DEALING WITH BULLYING AND HARASSMENT

At Amaroo School we encourage students and staff to report bullying and harassment (including physical, verbal, sexual, racial, homophobic, transphobic, social and cyber) and we address incidents on an individual basis. This may include evaluating:

- The severity of the incident.
- The repetition of the incident.
- The impact of the incident on self and others.

REPORTING an INCIDENT

It is important that our school community is proactive in dealing with bullying and harassment so we encourage incidents to be reported.

- Students can talk to a teacher or Pastoral Care staff, email staff or write down the concern and give it to the Front Office or Fishbowl staff to forward to an Executive teacher
- Parents can email Executive teachers, contact them by phone, or arrange an appointment
- Staff can contact the Respect, Equity and Diversity Contact Officer (REDCO).

INVESTIGATE INCIDENT

Investigate the incident from all perspectives:

- Get written statements from students involved
- Get written witness statements from bystanders
- Ensure records are collated and kept confidential, passing them on to Deputy Principal for storage

IMMEDIATE SUPPORT AND ONGOING MANAGEMENT

1. Include victims and perpetrators who have been part of this process.
2. Discuss the incident with an Executive staff member and make a plan of actions. Ensure everybody has a thorough understanding of the incident and the role of those involved.
3. Record the event details in MAZE for all students involved.
4. Liaise with families/parents (meetings may be required).
5. Develop an appropriate intervention plan. This might include:
 - a) Student focus referral
 - b) Counselor intervention
 - c) Pastoral care involvement
 - d) Alternative programs/external agencies
 - e) Disciplinary action (e.g. suspensions, police involvement etc)
 - f) Mediation between students
6. Keep open and ongoing communication with relevant staff.
7. Implement the plan and review it.
8. Follow the Directorate's policies and procedures.
9. Update MAZE records.

PROCEDURES FOR MOBILE PHONES

Amaroo School acknowledges that technology is a significant part of a young person's lifestyle and that, for safety reasons, parents often support their children having mobile phones at school. Student responsibility for the appropriate use of personal mobile phones at Amaroo School is required at all times and is based on the respect and consideration of others.

Using mobile phones to listen to music, watch videos, play games, access the internet and social media, taking photos or videos or text during class is not acceptable and negatively impacts on the teaching and learning process.

General guidelines and expectations

- Mobile phones may not be used in class, assembly and on incursions/excursions. Permission may be granted by the teacher in exceptional circumstances.
- Students at Amaroo School are to keep these devices in their bags, and switched off during class time.
- If a student has their phone in view during class time it will be confiscated by a member of staff. It will then be returned at the end of the lesson.
- If students refuse to hand their phone to the staff member, the phone will be confiscated by an executive member of staff and we will be asking parents to collect the phone on behalf of their child.
- Students who have personal phones at school may use them at recess, lunch and before and after school only.
- Students may not film, photograph or video others without permission.
- Bullying and harassment through text messaging, photographing and videoing on devices are unacceptable and subject to privacy legislation, harassment laws and acceptable use of ICT guidelines.
- Students may use the front office phone for emergencies.
- Mobile phones are brought to school at the student's own risk. The school will not accept responsibility for the loss, theft, or damage to these items which has occurred at school. This is consistent with the Education Directorate document: Guidelines on appropriate use of mobile telephones 2005.

Teacher Role

- Teachers are required to support the school policy. Teachers are to be explicit in their lesson expectations in regards to acceptable use of mobile phones
- Repeat incidents should be reported to Executive staff for follow up.

Procedures

- Students at Amaroo School are to keep these devices in their bags, and switched off during class time.
- If a student has their phone in view during class time it will be confiscated by a member of staff. If students refuse to hand their phone to the staff member, the phone will be confiscated by an executive member of staff and we will be asking parents to collect the phone on behalf of their child.

Persistent non-compliance in relation to Amaroo School's phone policy will be handled on an individual basis and in consultation with parents/caregivers.

Procedures for Bring Your Own Device (BYOD)

Students in Years 5 – 10 are required to have their own device (Chromebook being Amaroo School's preferred option) for use in all classes. Students will be expected to follow the guidelines below.

If you use the online services of the Education Directorate, and any devices (either supplied by the student or the school) you must agree to the following rules:

1. I will follow all instructions from teachers when using my PMLD or the school network
2. I will not let anybody else use my PMLD, unless teacher permission is granted
3. I will not let anybody else know my password
4. I will not use 'proxies' or any other means to bypass security or safety software
5. I know that I am responsible for anything that happens when my password is used.
6. I will tell my teacher immediately if I think someone is using my password
7. I know that the school and the Education Directorate may see and access anything I send or receive using email or online teaching and learning services whilst at school or anything else on the school network
8. I will not use the school network or any device to be mean, rude, gossip or be unkind to other people.
9. I will not create nor encourage others to create discourteous or abusive content.
10. I will not view anything inappropriate online (including, but not limited to, violent, explicit or offensive material)
11. I will not take photos/video of anyone without their permission, and will not publish or transmit this without permission
12. I will not download music, games and videos from the school network unless directed to do so by a teacher
13. If I use material in my work that I have found on the Internet, I will properly reference where it comes from
14. I will not give out personal information, including names, addresses, photographs, and telephone numbers
15. I will take care when using the school's ICT equipment and will not change the settings.
16. I will be personally responsible for my PMLD and will look after it appropriately.
17. I will use appropriate language when using emails, journals, wikis, blogs, or any other forms of online communication
18. I understand that the school can inspect my PMLD for inappropriate content and behaviour.
19. I understand that if I borrow a device, and return it late, **I will have Late Minutes added to my total**
20. It is **My responsibility** to ensure that my device is fully charged at the start of each day, and I will make sure I manage my battery life throughout the day.

PROCEDURES FOR INCIDENTS OF SMOKING

Amaroo School is committed to fulfilling its Occupational, Health and Safety responsibilities to provide a safe and healthy working environment for its staff and students. As a result, Amaroo School is a smoke free environment and encourages all members of the school to embrace healthy choices by educating students and offering support through our Pastoral Care team and external agencies.

Under ACT government legislation, smoking on the grounds of any ACT public school is prohibited.

- Amaroo students are not permitted to smoke or be in possession of cigarettes while at school, during school hours and/or on school grounds.

Our procedure adopts an educational and deterrent approach.

First offence

- One day suspension (internal or external depending on circumstances) and parents will be contacted.
- Students offered counselling and referral to programs.
- Recorded on MAZE.

Further offences

- External suspension of one or more days and parents will be contacted.
- Students offered counselling and referral to programs.
- Recorded on MAZE.

PROHIBITED ITEMS AT AMAROO SCHOOL

The following items are prohibited at Amaroo School:

- Cigarettes
 - Alcohol
 - Drugs
 - Chewing gum
 - Weapons
 - Energy drinks
 - Aerosol sprays
 - Nuts
1. There will be various consequences for bringing these items to school based on individual circumstances.
 2. Please refer to the pyramid of consequences for examples, however, please note that issues regarding weapons, drugs and alcohol could result in police involvement.

Some Useful References

Glasser, William (1998). *Choice Theory: A New psychology of personal freedom*. Harper Collins, NY. [TR 150 GLA]

Glasser, William (1988) *Choice Theory in the classroom*. Harper Collins. NY. [TR 371.1024 GLA]

Glasser, William (1998) *The Quality School: Managing students without coercion*. Harper Collins. NY. [TR 371.2 GLA]

Glasser, William (1998) *The Quality School Teacher*. Harper Collins. NY. [TR 371.102 GLA]

Bennett, B & Smilanich, P (1994) *Classroom Management: A Thinking and Caring Approach*, Bookation Inc, Toronto

McGrath, H & Francey, S (1993) *Friendly Kids, Friendly Classrooms*, Longman Cheshire, Melbourne

Rogers, Bill (1995) *A Whole School Approach Behaviour Management*, Ashton Scholastic, Melbourne

Sunshine Beach State School <http://sunshinebeachss.eq.edu.au/>

ACT Dept of Education & Training, (2010) *Everyone Matters, Behaviour Support Protocols*

http://www.det.act.gov.au/_data/assets/pdf_file/0005/19499/Providing_Safe_Schools_updated.pdf

http://www.det.act.gov.au/_data/assets/pdf_file/0004/17608/Countering_Bullying_and_Harassment_updated.pdf

Appendix

- **Behaviour Triangle**
- **Consequences triangle**
- **Pyramid of interventions**
- **School Behaviour Process**
- **On the playground**
- **In the Learning Environment**
- **How's Your Chair and the Five Basic Needs**
- **Playground Passport**
- **Values Reflection**
- **Behaviour cards**

Examples of Student Behaviour – Low/Medium/High Levels

At Amaroo School we do not apply a "one size fits all" approach to dealing with concerns and issues. We look at each situation and student individually and identify the specific components of each situation to determine the most appropriate course of action with the student (and their parents if required).

HIGH LEVEL

- ❖ Physical violence
- ❖ Swearing directed at Staff or with intention to offend
- ❖ Bullying behaviour (physical/sexual/verbal)
- ❖ Alcohol, drugs, smoking
- ❖ Non-attendance (truancy)
- ❖ Gender/Sexual harassment behaviour
- ❖ Vandalism
- ❖ Cyber bullying
- ❖ Dangerous behaviour/Intimidating behaviour
- ❖ Stealing/theft
- ❖ Threatening behaviour
- ❖ Racism
- ❖ Graffiti/defacing school property
- ❖ Weapons at school

MEDIUM LEVEL

- ❖ Swearing in conversation with intent to provoke
- ❖ Frequently out of uniform/inappropriate dress
- ❖ Repeated low level behaviours
- ❖ Defiance/non compliance
- ❖ Intimidating behaviour/following staff
- ❖ Out of bounds - off school grounds
- ❖ Unsafe behaviour
- ❖ Refusal to do work
- ❖ Disrespectful and disruptive behaviour
- ❖ Persistent lateness to school
- ❖ Leaving class without permission
- ❖ Inappropriate repeated use of electronic devices

LOW LEVEL

- ❖ Littering
- ❖ Calling out
- ❖ Eating in class
- ❖ Infrequently out of uniform
- ❖ Personal disorganisation/not prepared/no equipment
- ❖ Hats in class
- ❖ Out of seats
- ❖ Unpleasant personal habits
- ❖ Off task use of electronic device
- ❖ Late to school
- ❖ Talking over teachers/others
- ❖ Public displays of affection
- ❖ Riding scooter/skate boards/bikes on school grounds
- ❖ Rudeness and bad manners
- ❖ Incidental swearing (social groups no malice)
- ❖ Chewing gum
- ❖ No hats outside
- ❖ Running inside
- ❖ Out of bounds
- ❖ Swinging on chair

Examples of Support/Consequences for Low/Medium/High Behaviour

HIGH LEVEL – EXECUTIVE INTERVENTION

- ❖ Maze Records
- ❖ In-school suspension (longer duration)
- ❖ Suspension
- ❖ Student focus referral/ILP/Behavioural Plan
- ❖ Transfer to another class (Senior Executive)
- ❖ Alternative program - external referrals
- ❖ Part-time attendance
- ❖ Working with parents
- ❖ NSET Referral
- ❖ Counselling
- ❖ Pastoral Care Programs
- ❖ Reconnect with engagement leadership opportunities
- ❖ Smarter Thinking Program

PHASE 4

MEDIUM LEVEL – EXECUTIVE CONSULTATION AND SUPPORT

- ❖ In-school suspension (short term)
- ❖ Complete work in own time
- ❖ Time off playground (playground passports)
- ❖ Student sent home (informal/negotiated - for student's safety/ well-being)
- ❖ Phone call home
- ❖ Time-out for longer sessions
- ❖ Student focus referral at staff discretion
- ❖ Modified work/assessment
- ❖ Communication books
- ❖ Thinking Centre

PHASE 3

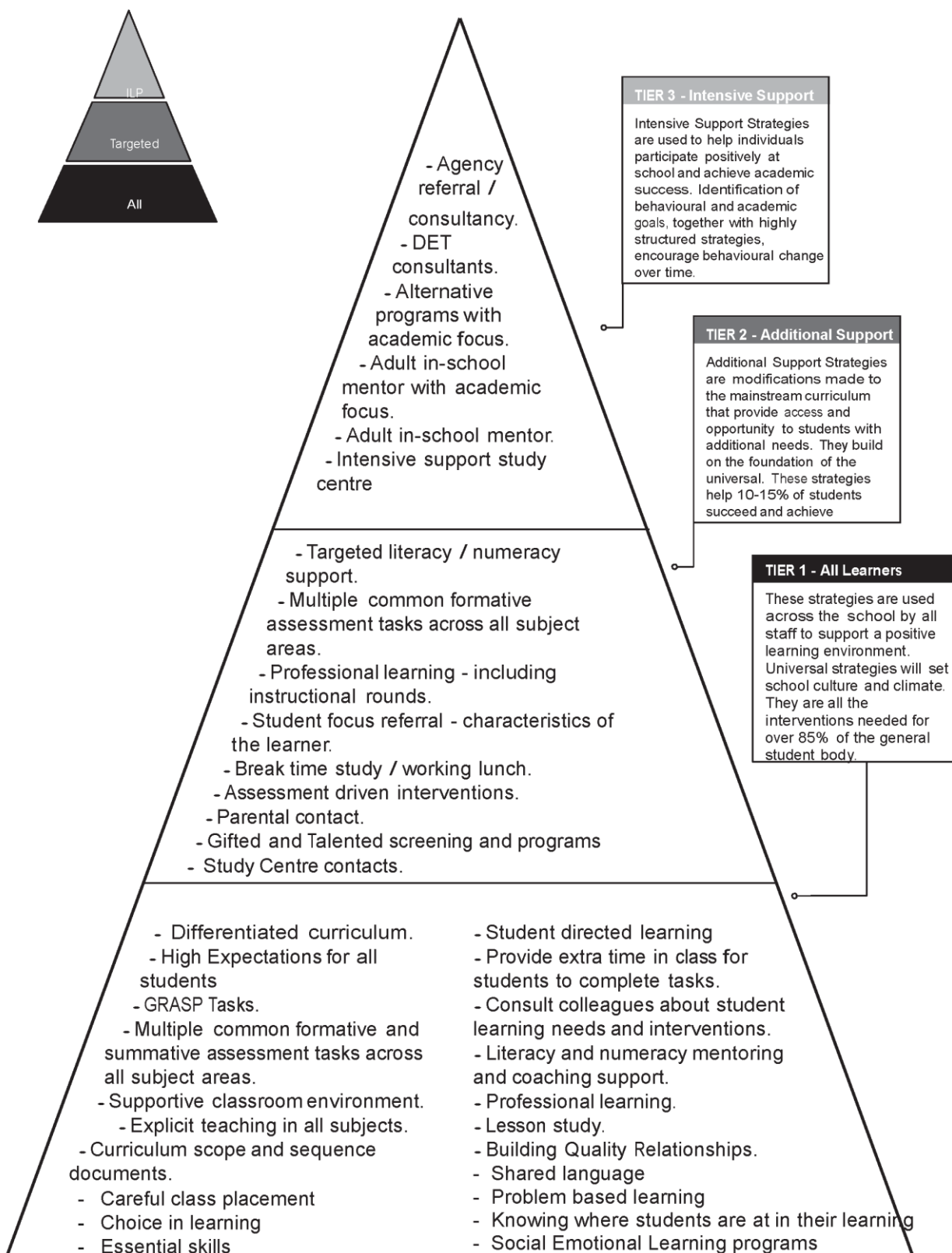
PHASE 2

LOW LEVEL – CLASSROOM SUPPORT

- ❖ Warning system
- ❖ Time out of class (move to another seat)
- ❖ Buddy class
- ❖ Rule reminders (reinstate classroom expectations)
- ❖ Debrief with student
- ❖ Catching when they are good - positive reinforcement
- ❖ Selective attending
- ❖ Re-stating learning intention
- ❖ Special circumstances - exit cards etc.
- ❖ Restorative Practice Corridor Conference
- ✓ "What did you want?"
- ✓ "What happened?"
- ✓ "What should you have done?"

PHASE 1

AMAROO SCHOOL PYRAMID OF INTERVENTIONS (WHOLE SCHOOL)



Amaroo School Behaviour Process

If the student is failing to adhere to expectations.

First reminder: Clearly articulate the behaviour of concern.

Second reminder: Clearly articulate the behaviour of concern; they are at their second reminder; and a third reminder will result in

Third reminder: They are now directed to the designated 'time out/thinking spot' area within the classroom.

Student remains in class and completes work.

Exit areas: Support classes or study centre if appropriate.

Student completes work and returns to class when appropriate. After three exits the teacher must phone home. White card completed in Secondary School.

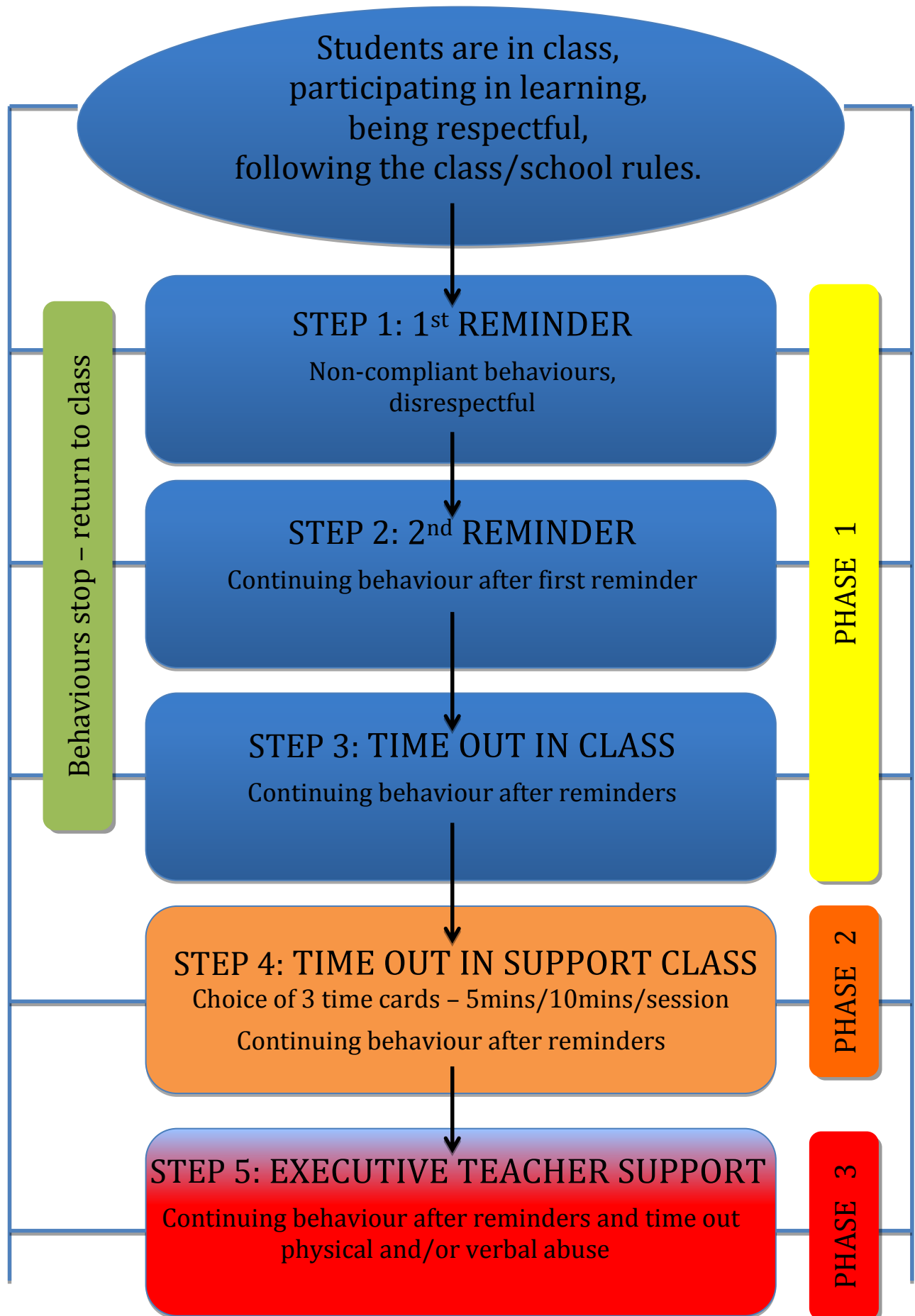
Refusal to comply: Send to Executive Teacher. Student and Executive Teacher negotiate an agreed process for improvement.

Student follows agreed plan and returns to class when appropriate. Yellow card completed in Secondary School.

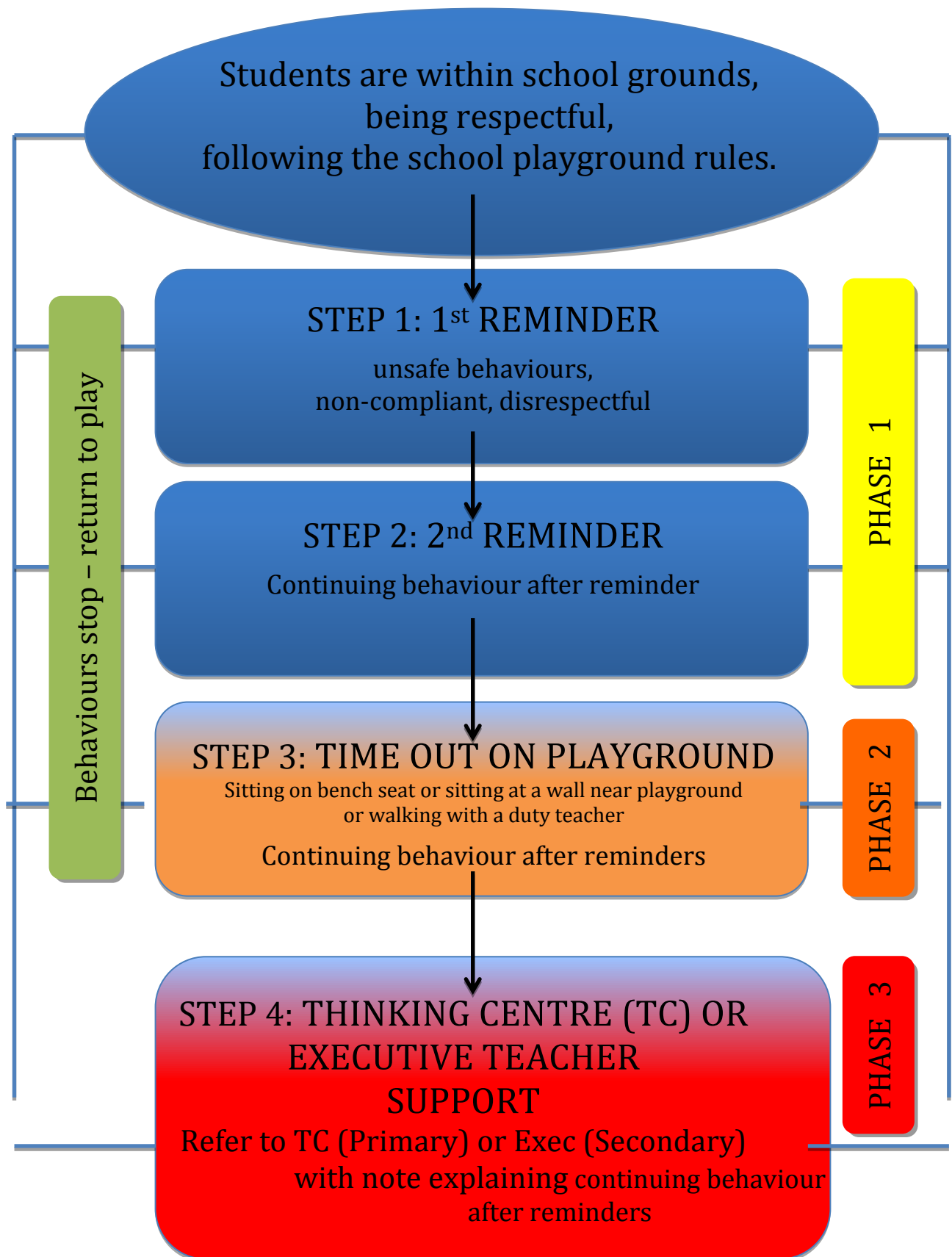
Refusal to comply: Student referred to Deputy Principal or Principal

Student follows agreed plan and returns to class when appropriate. Red card completed in Secondary School.

In the LEARNING ENVIRONMENT



On the PLAYGROUND



How's your chair?



SURVIVAL

**LOVE and
BELONGING**

FREEDOM

EMPOWERMENT

**FUN and
ENJOYMENT**

The Five Basic Needs

1. If your chair becomes unbalanced, what does it mean?

2. Identify one thing for each need that could make your chair unbalanced.

Survival:

Freedom:

Fun:

Love:

Empowerment:

3. How does your unbalanced chair affect yourself and others?

4. How does your balanced chair affect yourself and others?

DUTY TEACHER SIGN OFF

Day		Duty Teacher
1 Eating B1 Eating B2	B1 1 st half	
	B1 2 nd half	
	B2 1 st half	
	B2 2 nd half	
2 Eating B1 Eating B2	B1 1 st half	
	B1 2 nd half	
	B2 1 st half	
	B2 2 nd half	
3 Eating B1 Eating B2	B1 1 st half	
	B1 2 nd half	
	B2 1 st half	
	B2 2 nd half	
4 Eating B1 Eating B2	B1 1 st half	
	B1 2 nd half	
	B2 1 st half	
	B2 2 nd half	
5 Eating B1 Eating B2	B1 1 st half	
	B1 2 nd half	
	B2 1 st half	
	B2 2 nd half	

Playground Passport

Name: _____ Class: _____

First day on passport: _____ Last day: _____

You are only allowed to play in the area marked below:

B1	B2
<input type="checkbox"/> Playground equipment <input type="checkbox"/> Terrace courtyard (near Hall) <input type="checkbox"/> Terrace courtyard (handball courts) <input type="checkbox"/> The Lawns <input type="checkbox"/> Library <input type="checkbox"/> Promenade <input type="checkbox"/> The Hill <input type="checkbox"/> The Courts <input type="checkbox"/> The Oval	<input type="checkbox"/> Playground equipment <input type="checkbox"/> Terrace courtyard (near Hall) <input type="checkbox"/> Terrace courtyard (handball courts) <input type="checkbox"/> The Lawns <input type="checkbox"/> Library <input type="checkbox"/> Promenade <input type="checkbox"/> The Hill <input type="checkbox"/> The Courts <input type="checkbox"/> The Oval

When you go out to play you must go to this area and ask the teacher on duty to sign the space for that duty.

The teacher will initial the box and put a tick if you have played well or a cross if there has been a problem. If you do not get the signature of the teacher on duty an Executive Teacher will need to speak with you.

At the end of each break you must collect your Passport from the teacher on duty and return it to the Thinking Centre for safekeeping. If you do not do this you will need to spend more time on a passport.

Playground goals:

While I am on my passport my goals are to:

1.

2.

3.

What will we see as you play?

What will we hear?

How will you feel?

What will you be thinking?

Draw a picture of yourself on the playground.



Amaroo School- White Card

<p>Name:</p> <p>Homeroom:</p> <p>Teacher:</p> <p>Subject:</p> <p>Date:</p>	<p>The teacher can support me by:</p> <p>This White card agreement will be reviewed after 5 lessons:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Lesson 1</td> <td style="padding: 5px;">Lesson 2</td> <td style="padding: 5px;">Lesson 3</td> <td style="padding: 5px;">Lesson 4</td> <td style="padding: 5px;">Lesson 5</td> </tr> </table> <p>If my behaviour continues I understand I will progress to a Yellow Card, which is implemented by the Executive Teacher and will involve me catching up with my work in my own time.</p>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5		
<p>I have disrupted the learning environment by:</p> <p>I will change my behaviour by:</p>	<p>Signed: _____ Date: _____</p> <p style="text-align: center;">(Student)</p> <p>_____</p> <p style="text-align: center;">(Teacher)</p> <p>Date parent contacted: _____</p> <p>Date recorded on MAZE: _____</p>					

Amaroo School- Yellow Card

<p>Name:</p> <p>Homeroom:</p> <p>Teacher:</p> <p>Subject:</p> <p>Date:</p>	<p>This behaviour is continuing because:</p> <p>I will change my behaviour by:</p>					
<p>I have continued to disrupt the learning environment by:</p> <p>My behaviour is affecting others because:</p>	<p>This Yellow Card agreement will be reviewed after 5 lessons:</p> <table border="1" style="margin: 10px auto; width: 80%; text-align: center;"> <tr> <td style="width: 20%;">Lesson 1</td> <td style="width: 20%;">Lesson 2</td> <td style="width: 20%;">Lesson 3</td> <td style="width: 20%;">Lesson 4</td> <td style="width: 20%;">Lesson 5</td> </tr> </table> <p>If my behaviour continues I understand I will progress to a Red Card, which is implemented by the Pastoral Care SLC/Deputy Principal, and I will be unable to attend extracurricular activities e.g. zone sporting competitions, end of year fun days etc.</p> <p>Signed: _____ Date: _____</p> <p style="text-align: center;">(Student)</p> <p>_____</p> <p style="text-align: center;">(Teacher)</p> <p>Date parent contacted: _____</p> <p>Date recorded on MAZE: _____</p>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5		

Amaroo School- Red Card

<p>Name:</p> <p>Homeroom:</p> <p>Teacher:</p> <p>Subject:</p> <p>Date:</p>	<p>Whilst on this Red Card I understand I will be unable to attend any extracurricular activities e.g. Zone sports competitions, end of year fun days etc.</p> <p>A behaviour tracker will be issued, where I have to have every lesson signed for the week. This Red Card agreement will be reviewed after 1 week. I understand that if there are negative behaviour comments recorded then I will be required to spend time off the playground.</p>
<p>The behaviour I have not changed is:</p> <p>The support I have already received is:</p> <p>The responsibilities I have are:</p>	<div style="display: flex; justify-content: space-between;"> <p>Signed:</p> <p>Date:</p> </div> <div style="border-top: 1px solid black; text-align: center; margin-top: 10px;"> (Student) </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border-top: 1px solid black; width: 45%; text-align: center;"> (Deputy Principal) </div> <div style="border-top: 1px solid black; width: 45%; text-align: center;"> (Parent/s) </div> </div> <p>Date parent contacted: _____</p> <p>Date recorded on MAZE: _____</p>



Amaroo School Values Reflection Sheet

Date: _____

Student Name: _____

Class: _____

Teacher Name: _____

At Amaroo School I...

- Participate in the learning program by attending school, being on time and being prepared for class.
- Complete tasks to the best of my ability and behave appropriately.
- Seek and accept assistance as required.
- Am positive, truthful and honest.
- Respect and uphold school values, expectations and care for our environments.
- Act in a safe manner.
- Submit original work.
- Listen respectfully to others and their ideas and opinions.
- Am friendly, polite and kind to all members of our school community.
- Include and help others.
- Share ideas and fulfil my role when working with others.
- Respect the property of the school and others.
- Am friendly, polite and kind to all members of our school community.
- Share ideas and fulfil my role when working with others.

I did not follow the Amaroo School values of: _____

I disrupted the Learning Environment by: _____

I have taken other student's rights away by: _____

I will change my behaviour by: _____
