

Motivating Student Learning Policy (Inclusive of Managing Student Behaviour)

Reviewed and updated 2019

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Introduction

Rationale

A positive school tone and a focus on supporting the individual child to be responsible for their own attitudes and behaviours forms the basis of our approach at Ranford Primary. All aspects of this broad policy aim to maintain a learning environment that is safe, supportive and positive.

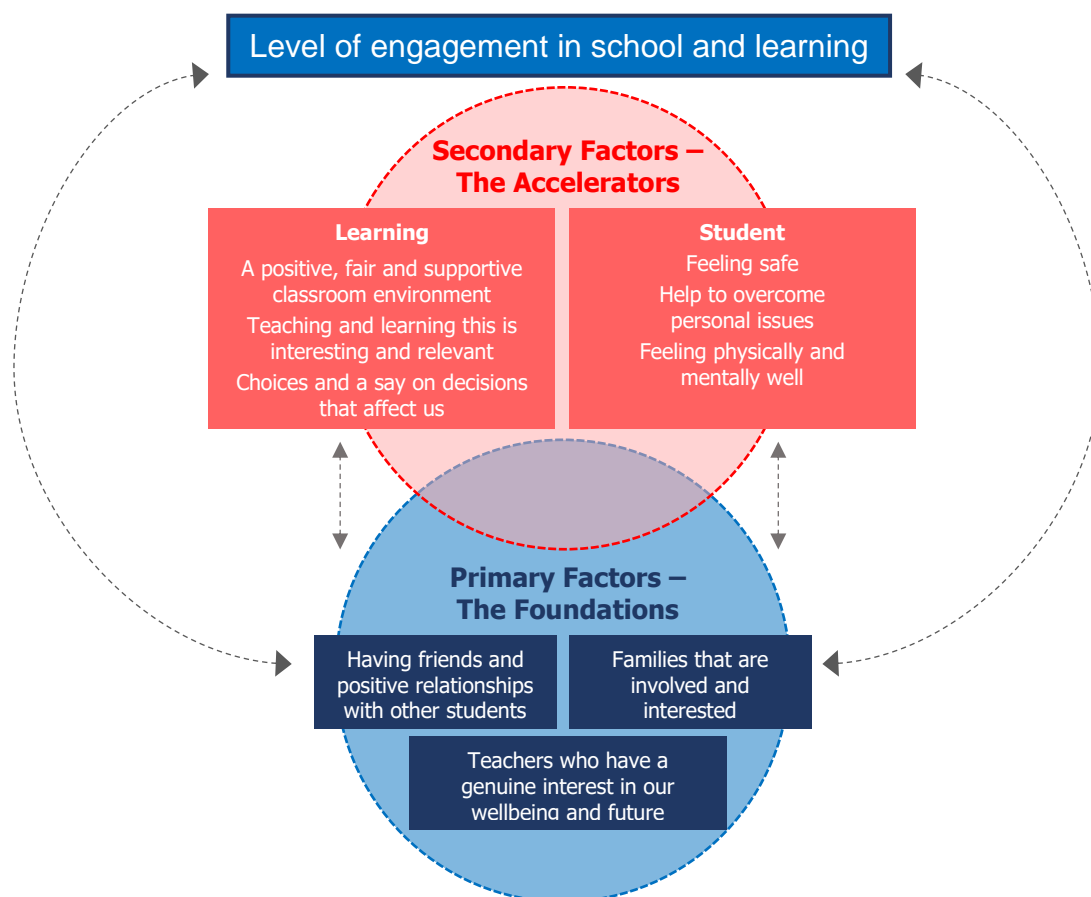
A consistent whole school approach to motivating student learning (MSL) is dependent upon a number of critical expectations and responsibilities.

As a community, our expectations of one another are based on our school Values and that everyone – staff, students and parents, will accept their responsibilities for maintaining the positive tone experienced day to day in our school. When our students observe the significant adults in their environment modelling and reinforcing appropriate respectful behaviours at all times, this this has a powerful and positive impact on their social/emotional development.

Engagement

A high level of engagement in learning programs will provide each child with the optimum opportunity for achieving their potential. The level of engagement in school and learning is also a determining factor in the overall well-being of a child.

This is expressed succinctly in the Student Engagement Framework developed by the Commissioner for Children and Young People in consultation with WA students.



Rights of the Child

The Commissioner for Children and Young People is committed to promoting the rights of all children and young people in WA.

All children have the right to be safe, healthy, happy and learning. Everyone has a responsibility, including family, carers, the broader community and children and young people, to work together to deliver these rights.

In making sure these rights are upheld, the Commissioner must give special consideration to those children who are Aboriginal and Torres Strait Islander, or vulnerable or disadvantaged for any reason.

The Statement of Commitment to Western Australia's children and young people formalises the Commissioner's obligation to monitor and promote the rights of children and young people in Western Australia.

It outlines nine key rights for all WA children and young people, including the right to:

Be safe and feel safe everywhere
Belong and be me
Be treated fairly and humanely
Contribute, make decisions and be listened to
Education and lifelong learning
Explore, express and create
A healthy life
Play, have fun and be active
Be loved

The Statement is intended to guide the Western Australian community's collective efforts to ensure the wellbeing of all children and young people in this state. It is based on the **United Nations Convention on the Rights of the Child** and informed by conversations with Western Australian children and young people.

"It's about your rights that you have, that you actually deserve. And people can't just take those things away from you."

Motivating Student Learning (MSL)

Overview

A number of key processes and strategies combine and intersect to maintain a positive school tone and develop in students a self-regulation of behaviour and positive attitude towards others and their learning.

Processes and strategies specific to the MSL policy are supported by an embedded well-being and pastoral care program (See policy).

The following components of the MSL policy provide staff and students with the support to manage whole school, class and individual social/emotional development that enhances well-being and opportunity. It also provides for individual recognition to acknowledge positive attitudes and behaviours as well as processes to address behaviours of concern which impact on self and others.

All sections of this policy recognise the importance of developmentally appropriate approaches to supporting students.



School Policies, Programs and Procedures That Intersect with Managing Student Learning

Policies

- Pastoral Care
- Child Protection
- Cyber Safety/Online Behaviours
- Attendance
- Individual Adjustment Plans
- Individual Behaviour Plans
- Care Plans
- Dress Code
- Bullying
- Violence in Schools
- Evacuation
- Code of Conduct

Programs

- Values
- Aussie Optimism
- Seasons
- Bounce Back
- Be You
- Western Australian Curriculum

Procedures

- Morning Routine
- Communication Diaries
- Home/school communication processes
- Wet Weather
- Yellow Card – Reflection and Recovery
- Inclusivity
- Interagency Communication and Liaison
- Staff and Student Well-Being
- Recognition and Celebration
- Well-Being and Workload Committee

Rights and Responsibilities

	Rights	Responsibilities
Students	<p>To be treated with respect and courtesy.</p> <p>To learn in an environment that is safe and supportive.</p> <p>To learn in an environment that is free from the disruptive behaviour of others.</p> <p>To work and play in safe and secure environments.</p> <p>To be provided with the opportunities to achieve their true potential.</p> <p>To be heard and supported in times of need.</p>	<p>To treat everyone with courtesy and respect.</p> <p>To uphold the Values of the school.</p> <p>To ensure their behaviour does not interrupt the learning or well-being of others.</p> <p>To ensure their behaviour contributes to the positive tone of the school.</p> <p>To respect and protect the environment, resources and safety of others.</p> <p>To engage with learning opportunities and commit to giving their best effort.</p> <p>To communicate issues and concerns.</p>
Staff	<p>To be treated with respect and courtesy.</p> <p>To teach in an environment that is safe and supportive.</p> <p>To teach in an environment that is free from disruptive behaviour.</p> <p>To have access to the range of resources required to provide appropriate learning opportunities.</p> <p>To have professional respect, opportunity and development.</p> <p>To open, respectful communication.</p>	<p>To treat everyone with courtesy and respect.</p> <p>To uphold the Values of the school and model respectful and courteous behaviour.</p> <p>To provide positive, well organised and managed classroom environments.</p> <p>To implement whole school programs and strategies in line with the School's Business Plan and policies.</p> <p>To comply with Departmental requirements.</p> <p>To collaborate with and contribute to the professional learning community of the school.</p> <p>To communicate in an open, respectful and timely manner with colleagues, the parent community and other agencies as required.</p>
Parents	<p>To be treated with respect and courtesy.</p> <p>To be informed of their child's progress and achievement.</p> <p>To be informed of concerns regarding their child's development, health and well-being.</p>	<p>To treat everyone with courtesy and respect.</p> <p>To uphold the Values of the school and model respectful and courteous behaviour.</p>

Ranford Values

Respect

Valuing ourselves, others and property

Perseverance

Being determined to achieve your goals

Tolerance

Recognising and accepting differences in others, their needs, beliefs and situations

Honesty

Being open, fair, trustworthy and truthful

Friendship

Having a positive relationship or connection with others

Sharing

Giving of yourself to others in an unselfish way

Co-operation

Working together for the good of everyone and to achieve our goals

Responsibility

Others can depend on you and can be trusted to do the right thing

Self-Discipline

Taking charge of yourself

Compassion

Caring about others and how they feel and what happens to them

Commitment

Giving your best to everything you set out to do

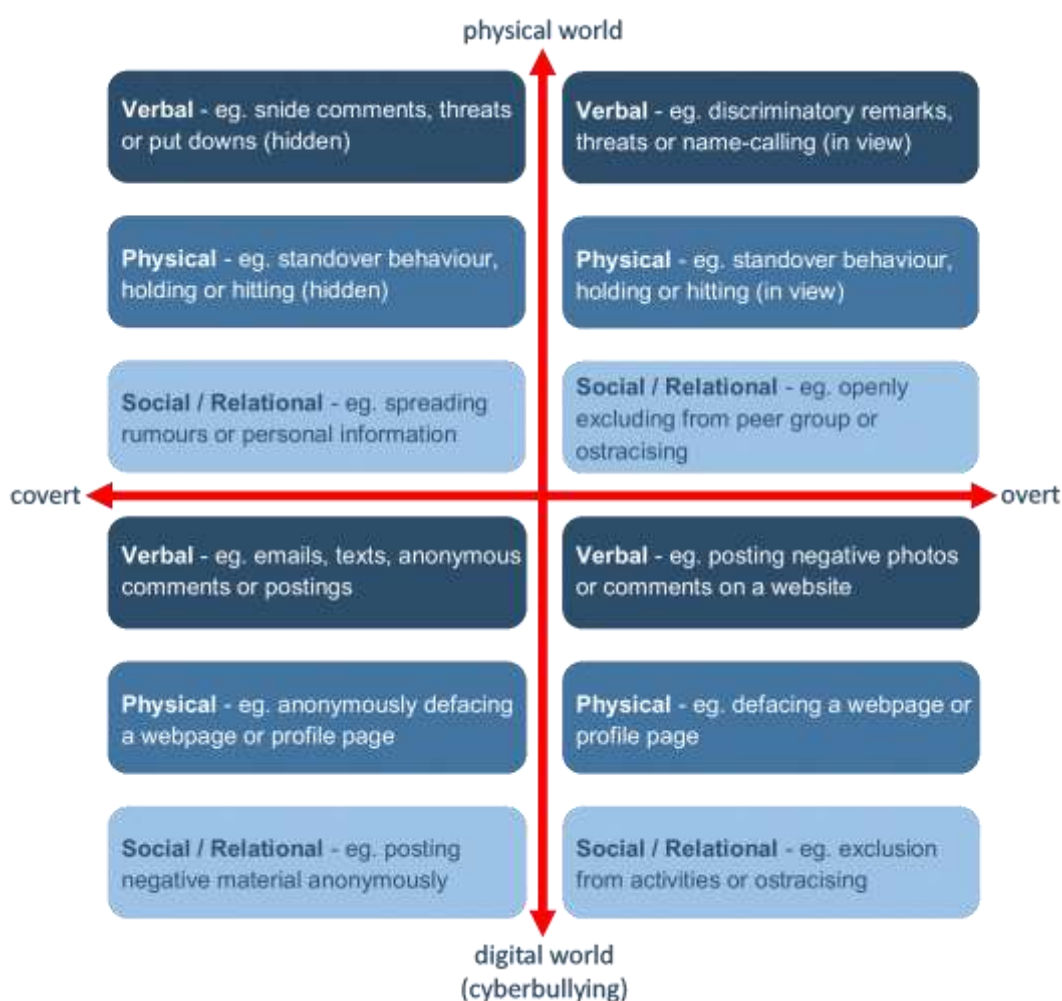
Bullying Policy

By focusing on a proactive and preventative model based on the school values, it is expected that incidents of bullying will be managed positively, in a supportive way, to change behaviours through understanding the impact of individual behaviour on others. Ranford Primary takes an educative approach to managing and preventing bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive environments. We are all responsible for creating an environment that is safe and inclusive. Ranford Primary has zero tolerance towards bullying.

Definition

Bullying is an **ongoing** and **deliberate** misuse of power in relationships through **repeated** verbal, physical and/or anti-social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group being hurtful or aggressive, and repeating behaviour that aims to embarrass, threaten or intimidate another person.

Bullying can happen in person or online, via various digital platforms and devices. It can be obvious (overt) or hidden (covert).



Reference:bullyingfree.nz

Types of bullying (Source: Education Department WA)

Verbal Bullying is the repeated use of words to hurt or humiliate another individual or group. Verbal bullying can include using put-downs, insulting language, name-calling, swearing and inappropriate homophobic, racist or sexist comments.

Emotional/Psychological Bullying is the repeated stalking, threats or implied threats, unwanted email or text messaging, websites being used as a platform for abuse, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

Relational Bullying is the repeated ostracising of others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.

Physical Bullying is repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious once off/ isolated violent behaviours are not necessarily treated as bullying and will be managed through the school's discipline processes.

Cyber Bullying is the use of information and communication technologies such as email, text messages, instant messaging, photographs, online gaming platforms and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Bystanders are those who are aware of, or witnesses to, bullying. They may not be directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

What Bullying Isn't (Source: BeYou.edu.au)

Behaviours that don't constitute bullying include:

- mutual arguments and disagreements (where there's 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.
- isolated incidents where property is damaged

Incidents where these behaviours occur will be managed through our *Good Standing Policy*.

Intervention and Prevention

At Ranford Primary, we identify and respond to bullying behaviours as soon as informed or identified. Communication with all stakeholders ensures early identification and effective responses, reducing the associated risks and potential long-term harm caused by bullying.

Prevention of bullying behaviours can include:

- Explicit teaching of the Ranford Values
- Explicit teaching of specific types of bullying
- Explicit teaching of differences between bullying and behaviours that are not bullying
- Explicit teaching of The Zones of Regulation
- Explicit teaching of relevant whole school programs
- Identifying individuals at risk of engaging in bullying or of becoming a victim to bullying that require targeted programs
- Explicit teaching of positive and assertive bystander behaviour

Intervention for bullying behaviours can include:

- Restorative interviewing for all parties involved
- Promoting the inclusion of stakeholders to assist the school in identifying and addressing bullying behaviours
- Ensure the inclusion of stakeholders to assist the school in identifying and supporting students who have experienced bullying

Consequences

At Ranford Primary we treat allegations and sustained instances of bullying seriously and undertake to act upon them accordingly, in line with Ranford Primary's *Good Standing Policy*.

Consequences for bullying behaviour may include:

- Teacher intervention
- Informing stakeholders
- Reflection with Deputies/Principal
- Withdrawal from class or play situation
- Restorative practice
- Ongoing monitoring and tracking of behaviours
- Behaviour plan if required
- Loss of privileges (loss of extra-curricular activities e.g. camp, interschool events).
- Suspension in line with Good Standing and Department Policy

Good Standing

What is Good Standing?

Good Standing is part of, and works in conjunction with, the whole school MSL policy and the Department of Education's Keeping our Workplace Safe initiative. Good Standing is the expected demonstration of positive and respectful behaviours that align with the Ranford Primary Values. All students commence with Good Standing and retain Good Standing while exhibiting these behaviours. All school events, privileges and opportunities are open to those students demonstrating behaviours consistent with Good Standing.

How is Good Standing Maintained?

By demonstrating the school Values in all activities and interactions, students will maintain Good Standing. It is the responsibility of each student to maintain their Good Standing in order to be included in extra-curricular activities and events.

Loss of Good Standing

Loss of Good Standing will occur following a series of behaviours that require intervention and additional support or single more serious breaches of school safety, Values or rules.

At Ranford Primary a reflection and recovery process (Yellow Card) occurs for behaviours that intentionally disregard the school Values.

Loss of Good Standing occurs automatically following any form of violence or a suspension.

A suspension will occur, if a student:

- Starts a fight
- Makes physical contact with the intent to cause harm to another student or staff member
- Videos a fight in the grounds of the school or off-site where there is a reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Engages in behaviour that is a serious breach of respect or safety.

Parents/carers will be informed if a student is "at risk" of losing their Good Standing. Loss of Good Standing will involve a discussion with the student and their parent/carer to highlight the issues that led to the loss of Good Standing.

Consequences of Loss of Good Standing

Students who lose their Good Standing will lose the privilege to participate in various events throughout the year such as, but not limited to, excursions, incursions, camps and inter-school events.

Restoring Good Standing

Following a Yellow Card

A student will be required to demonstrate appropriate behaviours for a period of time as determined by the severity of the behaviour and as developmentally appropriate.

Following a Suspension

Good Standing will be re-instated once a student is able to maintain expected standards of behaviour for a period of four weeks and following participation in support intervention and reflection processes. During this period, the loss of extra-curricular activities and events will remain.

Students will be supported through their time of loss of Good Standing and advised when it is restored.

Note: It is important to note that exceptions to these guidelines and processes may occur if there are extenuating circumstances impacting on a student's behaviour and well-being.

Communications Diary

The diary is an important document as it assists and promotes communication between home and school.

All students from Years PP to 6 will be issued with a Communications Diary.

At each level the diary will take on many forms as appropriate. At the junior level it may be a simple "memory jogger", including things like home reading, sport days, and the like. At more senior levels it may include homework grids and information about other class requirements, with greater ownership of diary entries being taken by the students themselves.

As well as this, **it is a line of communication between parents and teachers** as the needs arises.

On Fridays, parents will be informed about how positively their child has demonstrated the focus Value over the past week. This Value will be highlighted. The Value of Respect will remain permanently highlighted as this forms the basis for all interactions in classrooms and the school grounds. This process will be further explained to parents at the class parent teacher meetings in Week 2 of Term 1.

It is important that parents sign their child's diary at the end of each week. This acknowledges that they have seen the level of Values being shown by their child and the school maintains these records as a form of reporting to parents. Of course, should parents wish, the diary may be used at other times as a line of communication with the teacher. To assist communication, please do not remove pages from diaries.

It is our aim to continue the school's positive expectations of the behaviour and values demonstrated by all students. Students are encouraged and supported to monitor their own behaviour and demonstrate the core values with increasing regularity and independence.

Teachers will discuss with students and parents, the routines associated with the Communications Diary and the requirement for it to travel between home and school each day. Parents are requested to ensure that this occurs, giving support to younger children as they develop independent routines and responsibilities.

Awards and Recognition

All awards are given on a merit basis. There is no requirement to provide every child with a Certificate of Excellence or a Values Certificate. This maintains the true value of the nature of the awards and the positive and proud impact they have on those who receive them and their families.

Certificates of Excellence

Awards of Excellence are given in recognition of individual children achieving and maintaining outstanding levels of citizenship, attitude and application to work and academic performance in relation to **individual potential**.

Awards of Excellence are the highest level of recognition and are received at public presentations (whole school assemblies).

A range of other awards acknowledge aspects of achievement and citizenship and these are classroom based.

- One Award of Excellence is presented at whole school assemblies twice per term. Once half way through the term and again towards the end. These assemblies are indicated on the term planner.
- Certificates of Excellence are presented by the Administration team.
- Teachers selecting the award, should contact the child's parents to advise the date and time of the presentation at assembly.
- Students also receive an invitation to attend a morning tea with a family member on the following Thursday morning. Members of the Admin team are present at this morning tea along with any teachers who may have DOTT time and can attend.
- A list of students presented with Awards of Excellence is published in the following newsletter.
- The developmental level of students is considered when developing the criteria for receiving all Awards of Excellence. The criteria should not only be transparent to all students, but can involve students in creating appropriate and meaningful criteria through classroom discussions.

Values Certificates

- Values Certificates are presented to students at the in-house assemblies held on alternate weeks to the formal class assemblies.
- One student per class who has demonstrated a school Value consistently is presented at each in-house assembly.
- A citation is included on the Values Certificate explaining the context for the student's selection to receive an award.
- Students stand to receive their award and are congratulated as a group by all students.
- Following the assembly Values Certificates are delivered to classes.
- Values certificates may be given by classroom teachers in weeks where there is no in-house assembly or at other times when students may be particularly deserving of this recognition.

Classroom Recognition

- There remains a series of other reward and recognition strategies used by teachers throughout the school. These are appropriately implemented at all different levels and for a variety of reasons that may differ from class to class.
- These acknowledgments are also in addition to MSL policy statements regarding Communication Diaries and values acknowledgements.

Presentation Spirit Awards

These awards are for students who consistently apply the Ranford Values to all their interactions with staff, students, visitors and parents. Someone who is willing to take on any task and can be relied upon to complete it quickly and to the best of their ability every time. Awarded across phases of learning:

- Junior – Kindy to Year 2 – 1 student
- Middle – Years 3 to 4 – 1 student
- Upper – Years 5 to 6 – 1 student
- Year 6 – 1 student (donated Citizenship Award)

Presentation Achievement Award - Class

This award is to recognise a student who has consistently applied a positive attitude towards their learning taking responsibility and, at their level, continuously striving to do their best. This award is to be seen in the context of each individual child's potential no matter what that might be ie. an EAL/D learner, a special needs child, a child with learning difficulties and/or a talented child.

Presentation Citizenship Award - Class

This award is to acknowledge a student who consistently demonstrates those qualities that reflect the core values of respect, courtesy, care and consideration in their interactions with others. This should be evident in a variety of contexts in the classroom, the playground, sporting activities, excursions, etc.

Medal of Excellence (School DUX)

Awarded to the top Year 6 student who has demonstrated academic excellence.

Presentation Specialists' Awards

Presented by the specialist teachers to a selected student from across the school:

- Science
- PE (Sports)
- Languages (Italian)
- Media Arts
- EAL/D

Presentation Additional Awards

- Woodside Scitech Science Awards – 2 students in Year 6
- CVC Creating Futures Award – 1 student in Year 6
- Past Students' Awards – 1 student in Year 5
- Student Councillors – Year 5
- Faction Captains – Year 5

Dress Code

Rationale

At Ranford Primary we have established a dress code for all students (PP to Year 6) attending the school. A school dress code:

- fosters and enhances the public image of the school
- assists in building school and team spirit
- ensures students are safely dressed for specific school activities
- encourages equity by removing competitive "fashion" items among students; and
- prepares students for school and work, as dress and safety codes are a requirement.

Guidelines and Major Strategies

- Uniforms will include a range of items. These are available from Uniform Concepts, Willetton. The size range will cater for a wide variation in sizes, including adult.
- Students will be able to wear neat navy blue pants, provided there is no large maker's Logo visible.
- Students will be encouraged to wear white or navy socks.
- Appropriate footwear must be worn. Students are expected to take part in regular physical activity, so joggers and trainers are the most appropriate footwear.
- Faction shirts will be encouraged for physical education and sports carnivals.
- Students must wear wide brimmed hats or bucket style hats in line with school Sunsmart policy. These are available from Uniform Concepts, Willetton.
- Hair needs to be neat and tidy. Hair that is past collar length needs to be tied up for health and safety reasons - preferably using school colours and simple ribbons or elastic. This applies to both boys and girls.
- A watch and either studs or sleepers can be worn. Other items of jewellery may not be worn for safety reasons. Items of religious significance can be worn with communication to the school.
- Nail polish, make up, hair pieces and tattoos are not to be worn.
- Students may be granted an exemption from the dress code requirements on religious or health grounds, or at the Principal's discretion. Exemptions must be applied for through the office.
- When leaving the school grounds on excursion and when representing the school, a uniform is required.

If a student does not meet the requirements of the Ranford dress code these steps will be followed:

1. The class teacher will explain to the student the need to be in uniform.
2. If the student is still out of uniform the class teacher will again remind them of the school dress code requirements and communicate this to parents via the Communication Diary.
3. If the student is still out of uniform a copy of the dress code requirements and information about how to purchase uniforms will be sent home to the family. Part of this will include an acknowledgement of receipt of the information.
4. Problems regarding non-compliance, or requests for exemptions from the dress code will be referred to the Principal.
5. Students will be required to comply with the dress code of Ranford Primary when leaving the schools grounds for excursions or special events. This is a safety and identification requirement.
6. The P&C Association, via their Facebook site, advertise second hand uniform availability and sales.

Conclusion

All students are part of the Ranford team and work together to achieve common goals. Part of this is the identification of students as belonging to Ranford Primary through the wearing of the school uniform.

Sample of note to go home to parents regarding the Dress Code:

Dear Parent

The wearing of school uniform is part of belonging to our school community and has links to aspects of student safety.

If you are waiting for a uniform order, please advise the class teacher. If your child is unable to wear the designated uniform, please contact the school office to apply for an exemption from the dress code. Exemptions from the Dress Code may be granted on religious or health grounds and are at the Principal's discretion.

Attached please find a copy of the school Dress Code policy and a school uniform shop order form for your use if needed.

Date

.....

Please sign and return to class teacher

I acknowledge receipt of the letter re (name) non-observance of the Ranford Primary School Dress Code.

Signed Parent Dated.....

Morning Routines

The following graphic is placed on the door of each classroom to reinforce a consistent morning routine for all classes.

Kindergarten and Pre-Primary classes invite parents into the room to engage with their child in an activity and assist them to set up for the day. When the siren is sounded to begin the day, parents leave the classroom.



Morning Routines

A calm and organised start to the day sets us up for success. Students develop independence for learning and life by having the opportunity to organise their space and belongings ready to start the day. These skills transfer to all other learning.

We appreciate communication with parents, however, we are asking that unless the message is of an urgent nature, please use the Communication Diary to make a time to share your thoughts or concerns with the class teacher. This will allow students the space to prepare for the day.

Thank you for supporting our students and staff.

Wet and Hot Weather Procedures

Wet Weather Procedures

Wet weather procedures apply when it is raining. The basic principle is that classes are either all in or all out. This allows the duty roster and student supervision to be manageable.

When it is raining, students do not go outside. They get their lunch or recess from their bags and eat in the classroom.

Staff with adjoining classrooms open the doors and arrange joint supervision for each other to allow a break time. Admin, specialist and support staff are allocated to blocks to release teachers for break time.

To avoid congestion in the toilets, teachers send out individual students as required.

Lunch basket pick-ups from the canteen should occur in pairs, one with a class umbrella.

Purchases from the canteen can be made on an individual basis, weather permitting.

When Rain Starts During the Break

If rain appears to be imminent but clear to go outside, remind students to play close to the buildings, returning to cover immediately if it begins to rain. This might be the Undercover Area, verandas or their classroom. Duty teachers would move to these areas, closest to the duty area they came from. Students then make their way to their classrooms in an orderly way.

When appropriate, duty teachers return to their classroom to supervise their own class.

Sporting equipment is not to be given out if it is raining or if rain is imminent.

Playground equipment is not to be used if it is wet. This includes the dome, adventure playground, fitness track on the oval, Pre-Primary and Kindergarten equipment.

The PE Specialist has priority use of the Undercover Area in wet or hot weather.

Hot Weather

When the forecast temperature is 37 degrees or above, there will be no play on the oval or basketball courts at lunch time.

The Library will be opened to allow students to enter.

Duty teachers (2) from the oval will supervise in the Undercover Area or the Library.

ACCEPTABLE COMPUTER AND INTERNET USAGE AGREEMENT FOR RANFORD PRIMARY STUDENTS K – 3

On-line Rules

I agree to follow the on-line rules set out below when I use the Internet or a log-on account:

- I understand that the Ranford Primary Values also apply to use of school computers and all work completed using computers.
- I will follow all instructions from teachers and teacher's assistants when using school computers.
- I will not give my password out to others.
- I will not let other people log-on to my account without checking with the teacher first.
- I will tell the teacher if I think someone is using my log-on account.
- I will tell the teacher if I see anything that makes me feel uncomfortable.
- I will only use work from the Internet if I have asked the teacher.
- If I download work or pictures from the Internet I will say where it comes from.
- I will not give out my name, phone number, address, name of the school, photographs or other details about myself or others without checking with the teacher first.
- I will take care when using the computer equipment and will not change the computer settings.
- I will not use the school computers to be mean, rude or unkind about other people.

I understand that:

- If I use the Internet or my log-on account in a way that I shouldn't I may not be able to use these in the future.
- I may be legally liable for misuse of the computer and the police may be contacted.

I agree to abide by the acceptable usage agreement for school students.

I understand that if I am given an online services account and break any of the rules in the agreement, it may result in disciplinary action, determined by the principal in accordance with the Department's *Behaviour Management in Schools* policy. My parents/guardians will be informed of the misuse.

Name of Parent: _____ **Signature of Parent:** _____

Name of student: _____

Signature of student: _____ **Date:** _____

Office use only: Date processed: / / Processed by (initials):

Note: *This Agreement should be filed by the teacher and a copy provided to both the parent and the student.*

ACCEPTABLE COMPUTER AND INTERNET USAGE AGREEMENT FOR RANFORD PRIMARY STUDENTS YEARS 4 – 6

If you use the online services of the Department of Education you must agree to the following rules:

- I will display the Ranford Values of responsibility, respect and caring at all times. I will not be rude, mean or unkind about other people and I will make sure that any email that I send, comments that I post or any work that I wish to have published is polite, carefully written and well presented.
- I will use the school computer only with the permission of a teacher.
- I will only use the Internet when supervised by a teacher or teacher's assistant.
- I will follow all instructions from teachers and teacher's assistants when using school computers.
- I will not let anybody else know my password.
- I will not let others use my online services account unless it is with the teacher's permission.
- I will not access other people's online services accounts.
- I know that I am responsible for anything that happens when my online services account is used.
- I will tell my teacher if I think someone is using my online services account.
- I know that the Department of Education, the principal and my teacher may see anything I send or receive using the email service. I also understand spot checks can be carried out to ensure that I am following the acceptable usage agreement.
- I will only browse or search appropriate websites provided to me by the teacher or that I have had approved by the teacher before using.
- I will use material from Internet sites or other sources only if I have permission to do so.
- If I download material or pictures that I have found on the Internet, I will say where it comes from acknowledging the source.
- If I see any information on the computer that makes me feel uncomfortable I will tell my teacher straight away.
- I will not reveal personal information, including names, addresses, photographs, email addresses, mobile phones and telephone numbers of others or myself.
- I will not interfere with other people's work, which may result in it being changed, vandalised, lost or deleted.
- I will take care when using the computer equipment and will not change any computer settings (including changing wallpapers, themes and screensavers).
- I will not damage or disable the computers, computer systems or computer networks of the school, the Department of Education or any other organisation.

I understand that

- I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online services account.
- The misuse of online services may result in the withdrawal of access to services in the future and other consequences dictated in Schools policy.
- I may be held legally liable for offences committed using online services.
- I may be legally liable for misuse of the computer and the police may be contacted.

I agree to abide by the acceptable usage agreement for school students.

I understand that if I am given an online services account and break any of the rules in the agreement, it may result in disciplinary action, determined by the principal in accordance with the Department's *Behaviour Management in Schools* policy. My parents/guardians will be informed of the misuse.

Name of Parent: _____ **Signature of Parent:** _____

Name of Student: _____ **Signature of Student:** _____ **Date:** _____

Office use only: Date processed: / / Processed by (initials):

Note: This Agreement should be filed by the teacher and a copy provided to both the parent and the student.

Yellow Card Reflection Sheet 1



Name: _____ Date: _____

The Ranford Values are:






- | | | | |
|----------------|------------|-----------------|------------|
| Friendship | Tolerance | Perseverance | Honesty |
| Responsibility | Respect | Sharing | Commitment |
| Cooperation | Compassion | Self-Discipline | |

The values which I have not shown are:

--	--	--

The reason I received a yellow card is:

I made another person feel...

				
angry <input type="checkbox"/>	sad <input type="checkbox"/>	worried <input type="checkbox"/>	scared <input type="checkbox"/>	happy <input type="checkbox"/>

I have learnt:

My consequence is:

Loss of Good Standing will be reinstated:

Admin Signature:

Caregiver's Signature:

(Please sign and return to the class teacher)

Yellow Card Reflection Sheet 2



Name: _____ Date: _____

The Ranford Values are:

- | | | | |
|----------------|------------|-----------------|------------|
| Friendship | Tolerance | Perseverance | Honesty |
| Responsibility | Respect | Sharing | Commitment |
| Cooperation | Compassion | Self-Discipline | |

The values which I have not shown are:

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The reason I received a yellow card is:

The people affected by my actions are:

The way it affected them is:

At the time of the incident, I was thinking about...

The impact this has had on me is...

To make things right I need to...

To prevent this happening again, I will....

The consequence for my loss of Good Standing is:

Good Standing will be reinstated on: _____

Admin Signature: _____

Parent Signature: _____

Parent Comment:
