

Roma State College

Responsible Behaviour Plan for Students

1. Purpose

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

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

2. Consultation and data review

Roma State College developed this plan in collaboration with our school community through consultation with parents, staff and students was undertaken through community / group meetings / workshops. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents took place to inform this process.

The Plan has been endorsed by the Principal, the President of the P&C Association and the Regional Director and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

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

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

Our college community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Be committed to learning**
- **Be safe**
- **Be responsible**
- **Be respectful**

These 4 expectations are on display in all areas of the school. Staff are encouraged to use these rules for the development of their classroom expectations in consultation with their students.

Our college expectations have been agreed upon and endorsed by all staff and our college P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland

At Roma State College our values align with the five values which the Department of Education Training and the Arts is committed to: Professionalism, Excellence, Diversity and Inclusiveness, Innovation and Creativity and Accountability.

- **R**espect
- **S**trive
- **C**ontribute

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Positive Behaviour for Learning

Three levels of implementation A Continuum of Support for All

Academic Systems

Tier Three

- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All students
- Preventive, proactive

Behavioural Systems

Tier Three – 1-5%

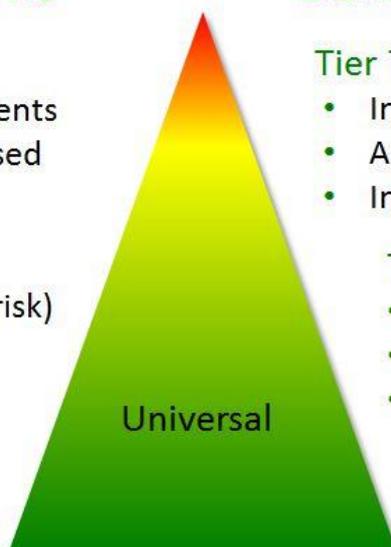
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two 5 -15%

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One 80 – 90%

- All settings, all students
- Preventive, proactive



Roma State College uses **Positive Behaviour for Learning** as an evidence-based framework for establishing the social culture needed for the college to be an effective learning environment for all students.

It is an organisational framework for identifying, adopting and applying evidence based practices for building and supporting academic and social success for all students.

PBL ensures that all students have the social and emotional skills needed to succeed in school and beyond.

PBL assists Roma State College to teach students expected social behaviours. This is the most effective response for preventing school-based behaviour problems including school violence and bullying. Teaching and supporting social behavioural skills to students creates student behavioural health and also contributes to academic support systems.

PBL applies data-based decision-making to discipline, academics and social and emotional learning.

4.1 Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Roma State College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school, using the 4 Be statements as the focus area and the matrix for the expected behaviour. This is also emphasised in our role as a Positive Behaviour for Learning School. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School -Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE LEARNING EXPECTATIONS FOR STUDENTS

This matrix details the learning behaviours expected of students at Roma State College. The first step in facilitating learning is teaching students the behaviours that will help them to engage with all school activities. The learning behaviours are detailed in specific settings for each of the College rules.

		ALL SCHOOL ASSOCIATED ACTIVITIES	CLASSROOM	PLAYGROUND and UNDERCOVER AREAS	STAIRWELL/HALLWAYS	TOILETS	BUS LINES/BIKE RACKS	TRANSITION TO / FROM SCHOOL / BETWEEN CAMPUS ACTIVITIES
BE COMMITTED TO LEARNING	BE RESPECTFUL	<ul style="list-style-type: none"> I use polite language I follow instructions straight away I wear my College uniform correctly I offer assistance to others I greet others appropriately I respect others' personal space and property I am tolerant I am co-operative 	<ul style="list-style-type: none"> I am an active listener I enter and exit rooms in an orderly manner I talk when it is my turn I respect others' right to learn I raise my hand and wait to be invited to speak I am honest I remove my hat indoors 	<ul style="list-style-type: none"> I play fairly – taking turns, inviting others to join in and following rules 	<ul style="list-style-type: none"> I keep to the left I walk quietly so that others are not disturbed I use designated entries/exits I speak quietly 	<ul style="list-style-type: none"> I respect the privacy of others 	<ul style="list-style-type: none"> I use my own bike/scooter/transport only I walk my bike, scooter, transport in the school grounds 	<ul style="list-style-type: none"> I demonstrate appropriate behaviour I use pedestrian crossings as directed I represent my school positively
	BE RESPONSIBLE	<ul style="list-style-type: none"> I am in the right place at the right time I bring personal items to school at my own risk I use electronic devices/mobile phones as per RSC policy 	<ul style="list-style-type: none"> I am prepared and complete set tasks I am an active learner I keep work spaces tidy I set myself goals and strive to achieve them 	<ul style="list-style-type: none"> I am a problem solver I return equipment to the appropriate place I put litter in the bin I participate in school approved games I care for the environment 	<ul style="list-style-type: none"> I line up quietly outside the classroom I use the lift only with permission I report damage or problems to adults 	<ul style="list-style-type: none"> I use toilets during breaks I keep the area clean 	<ul style="list-style-type: none"> I secure my bike in the cage/rack I check in with the bus duty teacher I leave school promptly I keep my belongings with me 	<ul style="list-style-type: none"> I move sensibly I move quietly so that others are not disturbed
	BE SAFE	<ul style="list-style-type: none"> I clean up after myself I keep myself clean and healthy I care for equipment and use it appropriately I keep my hands, feet and other objects to myself I treat others so they feel safe I use social networking media safely and appropriately I follow the rules of R S C and the laws of society 	<ul style="list-style-type: none"> I walk in the classroom I ask for permission to leave the classroom I am alert for bells/sirens/safety signals I keep my chair flat on the floor I am only in the classroom when a teacher is present 	<ul style="list-style-type: none"> I wear shoes and socks at all times I stay in the right area I eat only my own food I am sun safe 	<ul style="list-style-type: none"> I carry items safely I keep passage ways clear at all times I move in an orderly manner I move up and down stairs safely - one stair at a time, keeping left and using rails for support 	<ul style="list-style-type: none"> I wash my hands I walk I report maintenance issues 	<ul style="list-style-type: none"> I wear protective equipment I wait my turn I wait in the bus area until the bus has stopped and the door is opened I leave a clear walkway in bus areas I allow exiting passengers to move off the bus first 	<ul style="list-style-type: none"> I follow the traffic rules I follow campus pedestrian rules for movement between campuses

SCHOOLWIDE LEARNING EXPECTATIONS FOR STUDENTS

These expectations are communicated to students via a number of strategies, including:

- Specific rules and expectations will be taught to each class across the college each week.
- Reinforcement of learning from behaviour lessons on Year Level Assemblies, College Assemblies and during active supervision by staff in class and non-classroom activities.

Roma State College implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter (prepared by members of the SWPB Team and Student Support & Intervention Teacher/s), enabling parents to be actively and positively involved in school behaviour expectations.
- Regular sharing of successful practices with staff and parents
- New students and staff receive induction of the Roma State College's Responsible Behaviour Plan
- Individual Support Plans, re-entry plans or behaviour contracts to be developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Regular re-visiting of school policies, including Appropriate Use of Technology Policy, Procedures for Preventing and Responding to Incidents of Bullying and School Dress Code, as per weekly behaviour focus (see RSC Student Diary)

POSITIVE BEHAVIOUR SUPPORT

The vast majority of effort must go into building positive relationships and reinforcing desirable behaviours in all school settings. The code of behaviour must be used as a reference tool to model and reinforce correct behaviours in the school. A variety of positive reinforcers should be in place ranging from short-term to long-term in their consistency of application.

See attached "Positive Consequences" flowchart.

SHORT-TERM (In class every day) Free & Frequent

- Verbal praise
- Opportunities are provided for children to give instructions, demonstrations & lead activities.
- Token rewards system (i.e. star chart, money chart, ticket in a draw, tuckshop vouchers)
Tokens such as points or money can be awarded to students for displays of positive behaviour. These tokens can be displayed on a poster or chart and exchanged for material or tangible rewards. Material rewards may include stickers or other desirable prizes. Tangible rewards can be free activities, computer time, time to study in the library, class or lunchtime privileges.
- Gotchas/ Rippers (Staff members hand Gotchas out each day to students they observe following school expectations in both classroom and non-classroom areas.)
- Student behaviour data displayed

MEDIUM-TERM (Every week on assembly)

- Class/individual work displays for whole school praise.
- Lunchtime inter-house sporting competitions.
- Student of the week awards, specific to year level and/or subject areas.
- Postcards –send the 4B's or Attendance support to encourage positive behaviour and spread the positive word
- Gotchas/ Ripper Awards
- Year Level Parade

LONG-TERM (Once a Term/Semester)

- Gold and Silver Award Ceremonies with effort and behaviour results from semester report cards. Positive Behaviour Functions in year levels (Off-site activity such as movies, BBQ, water-games, pool).

Positive Acknowledgement Levels (Bronze, Silver and Gold)

Level	Behaviour Exhibited in All School Settings		Possible Acknowledgements
	Behaviour	Effort	
Gold <i>Independently and consistently follows the 4 Be statements</i>	<ul style="list-style-type: none"> • Cooperates within a group in any school setting • Shows respect and consideration to others • Shows empathy to others • Actively discourages bullying behaviours • Uses humour appropriately • Does not use put-downs • Encourages all team members • Seeks to include everybody • Respects property • Reacts to situations appropriately 	<ul style="list-style-type: none"> • Works independently when required without distracting others • Remains focused • Completes set tasks • Assignments submitted on time • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Contributes to class discussions • Attempts difficult/ new tasks • Starts tasks promptly • Has subject specific equipment ready to use • Is punctual • Presents bookwork neatly • Manages time effectively • Attends school Regularly 	<ul style="list-style-type: none"> • Students and parents notified in writing on official school letterhead • Receive a Gold or Silver Certificate • Recognition via School Newsletter and parade • Eligible to be a school representative, as per RSC Representation Policy • Eligible for election to positions of responsibility • Able to participate in co-curricular activities
Silver <i>Generally, with occasional prompting, follows the 4 Be statements</i>			
Bronze <i>With prompting, students show a willingness to follow the 4 Be statements</i>			

All students enter at Bronze level at the beginning of every year or upon enrolment.

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

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

Physical Intervention

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

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Roma State College's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

- property destruction;

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

6. Consequences for unacceptable behaviour

Roma State College has a systematic approach when managing issues in the classroom or non-classroom settings. Students who fail to make appropriate behaviour choices are given opportunities to correct their behaviour before further action is required. However, if inappropriate behaviour choices are made, a series of Tracking Cards based on our level system will be utilised. These include Yellow Card (minor breaches of RSC Expectations), Orange Card (returning from 1-10 days suspension) and Red Card (returning from 11-20 day suspension).

The student is responsible for his/her own behaviour. Students requiring targeted behaviour support are regularly engaging in low level or repeated inappropriate behaviours frequently and are at risk of engaging in more serious behaviour. All teaching staff follow the “Minor Behaviour Consequences” flowchart as a first response

See attached “Minor Behaviour Consequences” flowchart

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 breaches 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.

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside 	
	Other	<ul style="list-style-type: none"> • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time • Truancy 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> • Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> • Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> • Mobile phone switched on and in sight during Form class or lessons 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / victimisation/ harassment • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Major bullying / victimisation /harassment • Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

RSC Student Support Levels (Yellow, Orange, Red)

Targeted Behaviour Support		
	Behaviour	Possible Supports
Yellow	Minor and/or repeated: <ul style="list-style-type: none"> • Verbal misconduct • Truant/skip class • Threat to others • Substance misconduct involving tobacco and other legal substances • Refusal to participate in program of instruction • Property misconduct • Possessing prohibited items • Physical Misconduct • Non-compliant with routine • Other conduct prejudicial to the good order and management of school • Misconduct involving object • Lying/cheating • IT misconduct • Disruptive • Defiant threat to adult/s • Bullying/ harassment • Other 	Teacher + YLC/HOD/HOSES Tracking Card Process Daily check-in with YLC Explicit teaching Differentiation Mentoring Chaplain Youth support co-ordinator Guidance Officer Adopt-A-Cop Community Education Counsellor
Orange (1-10 days suspension)	Major and/or repeated: <ul style="list-style-type: none"> • Verbal misconduct • Truant/skip class • Threat to others • Substance misconduct involving tobacco and other legal substances • Substance misconduct involving illicit substance • Refusal to participate in program of instruction • Property misconduct • Possessing prohibited items • Physical Misconduct • Non-compliant with routine • Other conduct prejudicial to the good order and management of school • Misconduct involving object • Lying/cheating • IT misconduct • Disruptive • Defiant threat to adult/s • Bullying/ harassment • Other 	Teacher + YLC + HOD / HOC/HOSES Tracking Card Process Daily check-in with YLC Explicit teaching Differentiation Mentoring SSS Referral Chaplain Youth support co-ordinator Guidance Officer Adopt-A-Cop Community Education Counsellor External agencies Individual Support Plan
Red (11-20 days suspension)	Repeated Major and/or Gross Breach of RSC Responsible Behaviour Plan	HOC/ Principal Individualised Support Plan BIC

Student Movement Through Levels (moving back to Bronze level):

Following suspension (Orange or Red level), students are required to complete all of the following:

1. Re-entry appointment with the relevant HOD/ HOC and a completion of a re-entry plan
2. Successful completion of behaviour tracking for the same duration of the suspension e.g. 2 day suspension = 2 day tracking on this level.
3. A) for Middle & Junior Campus students:
Red Level – for students to work back up to Bronze level, the student will need to successfully complete 5 days on orange behaviour tracking, followed by 3 days on yellow behaviour tracking
Orange level - for students to work back up to Bronze level, the student will need to successfully complete 3 days on yellow behaviour tracking

B) For Senior Campus students:
Red Level - for students to work back up to Bronze level, the student will need wait 10 school days after the completion of their behaviour tracking before applying to their YLC to complete the “Return to Bronze Level” process
Orange Level - for students to work back up to Bronze level, the student will need wait 5 school days after the completion of their behaviour tracking before applying to their YLC to complete the “Return to Bronze Level” process

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

Students also receive training 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.

7. Network of student support

Students at Roma State College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports including, but not limited to:

- Parents/carers
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Adopt-a-Cops
- School Based Youth Health Nurse
- Year Level Coordinator
- Youth Support Coordinator
- Head of Special Education

8. Consideration of individual circumstances

Roma State College considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related policies & procedures

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- **Bullying. No way!**
- Take a Stand Together
- Safe Schools Hub
- Roma State College Student Learning Journal

Endorsement

Principal

P&C President or
Chair, School Council

Regional Director

Date effective:

from to

Junior Campus – Minor Behaviour Consequence Flowchart



Roma State College Minor Behaviour Consequences

 Giving a Choice

Follow Through 

 Formal warning
= name on board

Second Warning 

 Buddy Class

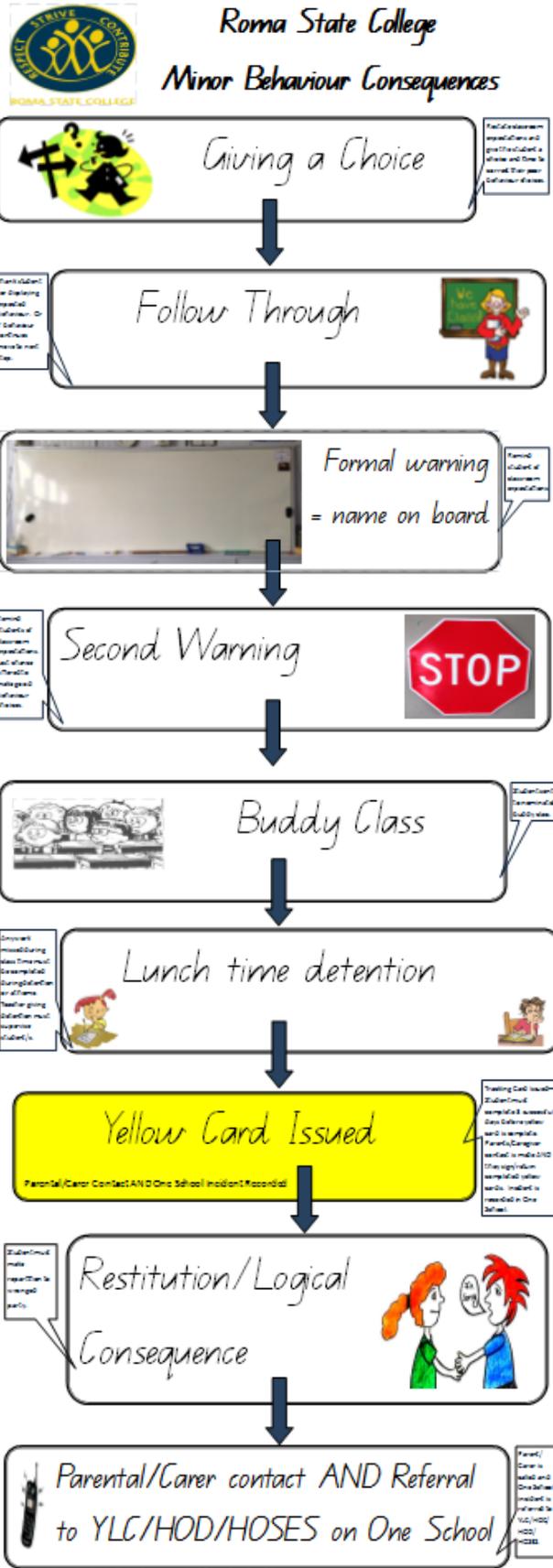
Lunch time detention 

Yellow Card Issued
Parental/Carer Contact AND One School Incident Record

Make Amends /
Receive a Consequence 

 Parental/Carer contact AND Referral
to YLC/HOD/HOSES on One School

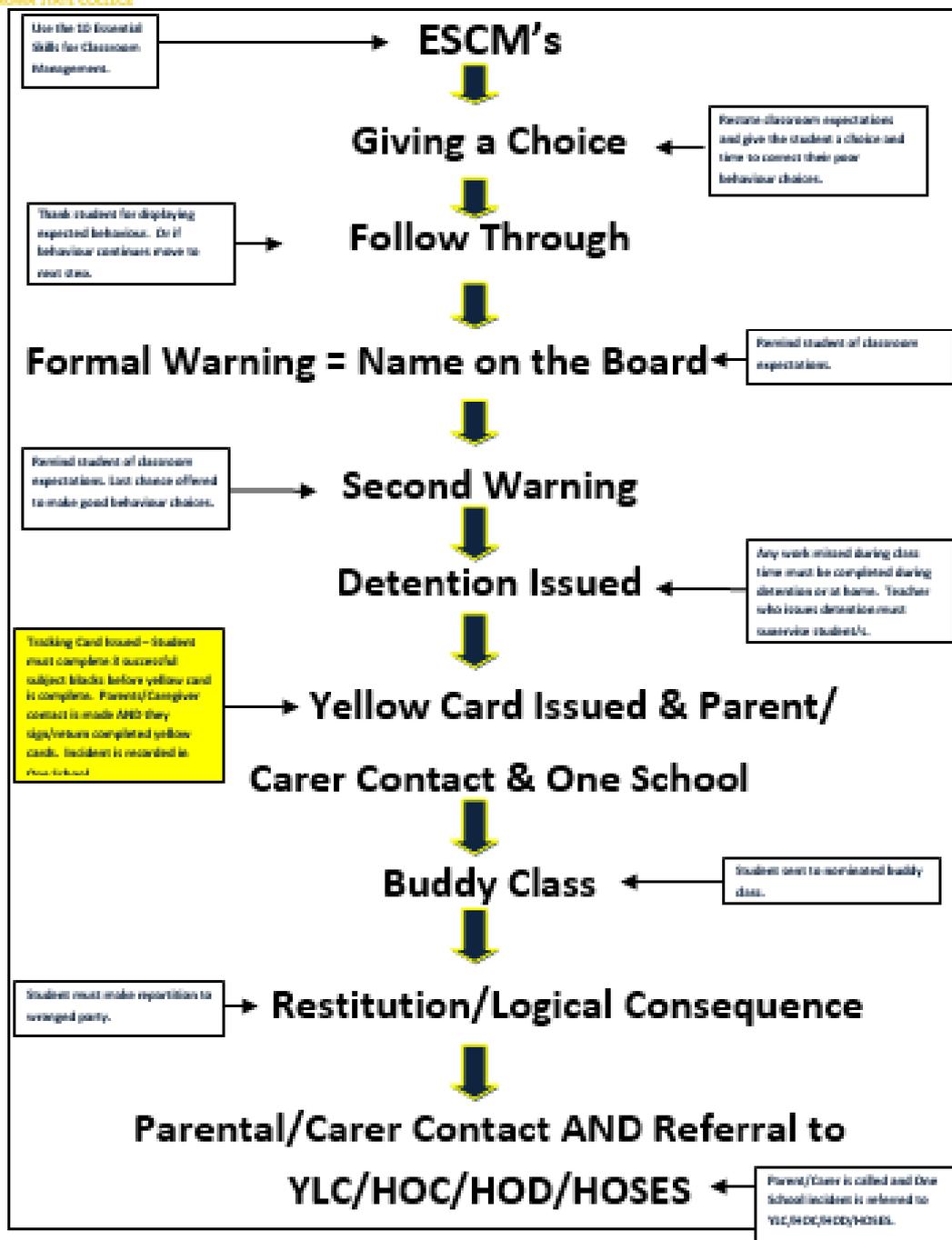
Middle Campus – Minor Behaviour Consequence Flowchart



Senior Campus – Minor Behaviour Consequence Flowchart



Roma State College Minor Behaviour Consequences



Positive Consequence Chart – Junior Campus



Roma State College
Positive Consequences

Better Behaviour = Better Learning

Reward Positive Behaviour

Well Done!

Teacher Rewards
Free and Frequent

Great work!

Stickers

Teacher Rewards

Games

Free Time

Prizes

Tickets



Be Respectful

Gotchas



Be Safe

Be Responsible



Be Committed to Learning



Positive Consequence Chart – Middle & Senior Campus



Roma State College Positive Consequences

Better Behaviour - Better Learning

