

Positive Student Behaviour Support Parent Handbook 2026



Positive Student Behaviour Support



Positive Behaviour Support at Craigie Heights Primary School

At Craigie Heights Primary School we strive to create a respectful community where every student is engaged, feels a sense of belonging, and excels through resilience and achievement.

Every student matters. Every moment counts.

Positive Behaviour Support (PBS) is a school-wide approach to guiding behaviour. It builds on, and integrates, a range of existing strategies to improve behaviour, learning and safety. It's a proactive approach where expected behaviours are explicitly taught and support is provided for students to make better choices. PBS views inappropriate behaviour in the same way that problems in reading or mathematics are viewed as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. PBS is an evidence-based approach which focuses on high standards, early intervention and self-discipline.

Staff at Craigie Heights Primary School are trained in "Classroom Management Strategies" (CMS). CMS provides staff with strategies to deal with inappropriate behaviours using a process of actions that begin with low key responses, redirection and reteaching, providing choices, and defusing any power struggle that may arise. Through these strategies, most major behaviour incidents can be avoided. If a major incident does occur, staff follow the 'CHPS Student Behaviour Referral Process'.

The purpose of the Positive Behaviour Support team is to support the school vision and encourage ownership from the whole school community to develop:

- A positive, respectful culture, which supports a safe learning community;
- A common, shared language to encourage expected behaviour, that is explicitly taught and monitored;
- Clear expectations and a consistent approach to support achievable goals valued by the wider community; and
- Citizens who are equipped to make positive and confident choices now and in the future.

Through the PBS system, Craigie Heights Primary School has a set of core expectations. From these expectations, a whole school behaviour matrix was developed, forming the content of an explicit teaching and learning behaviour curriculum. These behaviours are explicitly taught to all students. An ongoing collection of data and positive behaviour acknowledgement system, outlines to staff which expectations are being successfully met and which will require further teaching and learning.

Positive Student Behaviour Support

Provide Multi-tiered Systems of Support

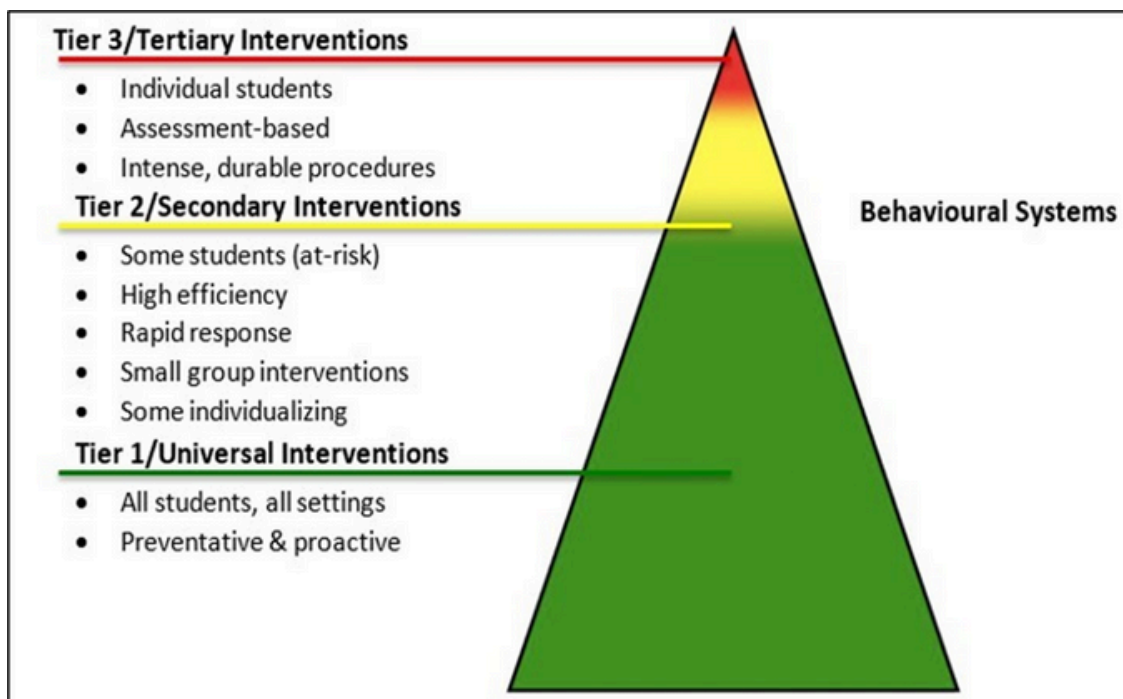
The Craigie Heights Primary School positive student behaviour policy and guidelines provides for a multi-tiered system of support.

A positive behaviour support RTI comprises of three tiers:

Tier 1: The school promotes positive behaviours for all students and maintains safe, respectful learning environments with preventive, whole-school systems and practices, including Good Standing. All students are engaged in a social behaviour curriculum.

Tier 2: The school develops a supplementary range of response strategies to support students displaying emerging, low-level behaviours of concern.

Tier 3: Individualised support is provided alongside effective case management for students with complex behaviour support needs.



Positive Student Behaviour Support

Procedures

At Craigie Heights our schools' procedures are outlined in our Behaviour Matrix and categorised into the areas of in the classroom, outside the classroom and in the community. These procedures are explicitly taught to students during Set-Up week in the first week of each term and reviewed during Reset week and at point of need.

Procedures that are explicitly taught at Craigie Heights:

<p>IN THE CLASSROOM WE ARE</p> <h3>RESPONSIBLE</h3> <ul style="list-style-type: none">WE ARE ORGANISED AND PREPAREDWE ARE PUNCTUALWE STAY ON TASKWE ARE HONESTWE CONSIDER THE CONSEQUENCES OF OUR BEHAVIOURWE TAKE PRIDE IN OUR WORKWE ASK FOR HELP WHEN NEEDED <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE CLASSROOM WE ARE</p> <h3>ACHIEVERS</h3> <ul style="list-style-type: none">WE ALWAYS DO OUR BESTWE ARE ENTHUSIASTIC ABOUT LEARNINGWE ASK QUESTIONS AND SEEK FEEDBACKWE ARE PERSISTENTWE STAY FOCUSED AND ENGAGEDWE SET AND WORK TOWARDS OUR GOALS <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE CLASSROOM WE ARE</p> <h3>RESPECTFUL</h3> <ul style="list-style-type: none">WE FOLLOW INSTRUCTIONSWE ARE WHOLE BODY LISTENERSWE CARE FOR ALL EQUIPMENTWE INCLUDE EVERYONEWE ARE KIND AND ENCOURAGING TO OTHERSWE USE OUR MANNERSWE RAISE OUR HAND AND WAIT <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE CLASSROOM WE ARE</p> <h3>SAFE</h3> <ul style="list-style-type: none">WE KEEP OUR HANDS AND FEET TO OURSELVES AND WALK IN LEARNING AREASWE ARE CYBER SAFEWE REPORT UNSAFE BEHAVIOUR <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>
<p>OUTSIDE THE CLASSROOM WE ARE</p> <h3>RESPONSIBLE</h3> <ul style="list-style-type: none">WE STAY WITHIN BOUNDARIESWE REPORT UNSAFE BEHAVIOURWE WEAR THE CORRECT UNIFORMWE THINK ABOUT OTHERS BEFORE WE ACTWE ARE ACCOUNTABLE FOR OUR ACTIONSWE DISPOSE OF RUBBISH USING LANDFILL, WORM AND PAPER BINSWE USE TOILETS RESPONSIBLY <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>OUTSIDE THE CLASSROOM WE ARE</p> <h3>ACHIEVERS</h3> <ul style="list-style-type: none">WE LISTEN TO AND FOLLOW TEACHERS' DIRECTIONWE ARE GOOD ROLE MODELS TO OTHERSWE RESPECT DIFFERENCESWE TAKE RISKS WITH OUR LEARNING <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>OUTSIDE THE CLASSROOM WE ARE</p> <h3>RESPECTFUL</h3> <ul style="list-style-type: none">WE INCLUDE OTHERS IN OUR GAMESWE RESPECT ALL PROPERTYWE THINK OF OTHER PEOPLE'S FEELINGSWE CONSIDER OTHERS PERSONAL SPACEWE USE MANNERSWE TIDY UP AFTER OURSELVES <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>OUTSIDE THE CLASSROOM WE ARE</p> <h3>SAFE</h3> <ul style="list-style-type: none">WE KEEP OUR HANDS AND FEET TO OURSELVESWE PLAY WITH ALL EQUIPMENT IN A SAFE MANNERWE LOOK OUT FOR OTHERSWE MAKE SAFE CHOICESWE REPORT BULLYING TO AN ADULT <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>
<p>IN THE COMMUNITY WE ARE</p> <h3>RESPONSIBLE</h3> <ul style="list-style-type: none">WE WEAR OUR SCHOOL UNIFORM WITH PRIDEWE ARE ROLE MODELSWE DO THE RIGHT THING, EVEN WHEN NO ONE IS WATCHING <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE COMMUNITY WE ARE</p> <h3>ACHIEVERS</h3> <ul style="list-style-type: none">WE SHARE IDEASWE PROMOTE AND SUPPORT FUNDRAISING ACTIVITIES AND COMMUNITY EVENTSWE HELP AND INCLUDE OTHERSWE MODEL EXPECTED BEHAVIOURSWE FORGIVE OTHERS AND OURSELVES <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE COMMUNITY WE ARE</p> <h3>RESPECTFUL</h3> <ul style="list-style-type: none">WE ARE POLITE AND WELL MANNEREDWE SHOW GOOD SPORTSMANSHIPWE TREAT OTHERS OF THE COMMUNITY WITH RESPECT AND KINDNESS <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE COMMUNITY WE ARE</p> <h3>SAFE</h3> <ul style="list-style-type: none">WE FOLLOW COMMUNITY RULES AND EXPECTATIONSWE TALK TO AN ADULT WE TRUST ABOUT THINGS THAT DON'T FEEL RIGHTWE HELP OTHERS WHEN THEY ARE IN NEEDWE MAKE SAFE CHOICESWE ARE ROAD WISEWE ARE CYBER SAFE <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>

Positive Student Behaviour Support

Behaviour Matrix



BEHAVIOUR MATRIX

	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE	BE AN ACHIEVER
IN THE CLASSROOM	<ul style="list-style-type: none"> We follow instructions We are whole body listeners We care for all equipment We include everyone We are kind and encouraging to others We use our manners We raise our hand and wait 	<ul style="list-style-type: none"> We are organised and prepared We are punctual We stay on task We are honest We consider the consequences of our behaviour We take pride in our work We ask for help when needed 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves and walk in learning areas We are cyber safe We report unsafe behaviour 	<ul style="list-style-type: none"> We always do our best We are enthusiastic about learning We ask questions and seek feedback We are persistent We stay focused and engaged We set and work towards our goals
OUTSIDE THE CLASSROOM	<ul style="list-style-type: none"> We include others in our games We respect all property We think of other people's feelings We consider others personal space We use manners We tidy up after ourselves 	<ul style="list-style-type: none"> We stay within boundaries We report unsafe behaviour We wear the correct uniform We think about others before we act We are accountable for our actions We dispose of rubbish using landfill, worm and paper bins We use toilets responsibly 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves We play with all equipment in a safe manner We look out for others We make safe choices We report bullying to an adult 	<ul style="list-style-type: none"> We listen to and follow teachers' direction We are good role models to others We respect differences We take risks with our learning
IN THE COMMUNITY	<ul style="list-style-type: none"> We are polite and well mannered We show good sportsmanship We treat others of the community with respect and kindness 	<ul style="list-style-type: none"> We wear our school uniform with pride We are role models We do the right thing, even when no one is watching 	<ul style="list-style-type: none"> We follow community rules and expectations We talk to an adult we trust about things that don't feel right We help others when they are in need We make safe choices We are road wise We are cyber safe 	<ul style="list-style-type: none"> We share ideas We promote and support fundraising activities and community events We help and include others We model expected behaviours We forgive others and ourselves

Positive Student Behaviour Support

Encouragement Systems

The PBS fundamental message is to promote positive behaviours. These behaviours need to be monitored and acknowledged accordingly.

Faction Reward: Students earn points for their faction by exhibiting our expected behaviours. Points are collated from the collection of Dojo points (free & frequent tokens), being awarded an Honour Certificate and wearing your faction t-shirt on their Physical Education Day. When a faction has accumulated 30,000 points, they receive extra bonus play time, 65,000 points results in a prize chosen by the PBS Committee, 95,000 points results in a prize chosen by the PBS Committee and 130,000 points for a Term 4 reward activity.

Dojo Points & Acknowledgement Systems: Dojo Points are used as our whole school acknowledgement system and are distributed to students using tokens when they're exhibiting our expected behaviours, both inside and outside of the classroom. These are collected on the Class Dojo website within the classroom accounts and are counted towards the Faction points each week. Each term, students will have the chance to win an invitation to a 'Pizza with the Principal' lunch. Students will receive invitations based on their Dojo points for focus areas selected by the PBS Team, and by selection from their classroom teacher. Each term, students with exceptional and consistent positive behaviour will be selected by their classroom teacher, inducted into the PBS Hall of Fame for the year & their name will be displayed in the Hall of Fame window. At the end of the year, all Hall of Fame members will be presented with a certificate & prize at the final assembly, and invited to a lunch with the executive team.

Certificate of Commendation: At the end of each term, all students will receive a Certificate of Commendation to acknowledge their total Dojo point score. These certificates are presented by a member of the executive team to students in class at the end of each term.

Honour Certificates: Assembly honour certificates handed out each fortnight at the assembly needs to reflect one of the key expectations.

Chaplain's Champion: Each year, classroom teachers will select one student to receive the Chaplain's Champion award at assembly. The student selected for this award, is acknowledged for consistently demonstrating the Craigie Heights, embody the school vision and be a leader within the school community. This award can only be awarded to a student once throughout their time at Craigie Heights Primary school.

Set-Up and Reset Week: In Week 1 and Week 5 of each term, teachers will explicitly teach the expected behaviours and PBS procedures to ensure a safe and supportive classroom environment. Teachers will display Set-Up week posters in Week 1 and Reset week posters in Week 5 on classroom doors. Teachers will teach the procedures, outlined in our Behaviour Matrix, for each expected behaviour for inside the classroom, outside the classroom and in the community at point of need. During these weeks the value of Dojo points will triple and classrooms from both Junior and Upper primary who have had the most points awarded during those weeks will receive a prize for their class.

Fortnightly Focuses: Each fortnight, teachers will explicitly teach one the focus behaviour to their classes. Activities for this will be provided by the PBS Committee, feature in the weekly Morning Meeting PowerPoint, and will be found on Teams in the PBS folder. Students will be rewarded with PBS tokens when they demonstrate the PBS Fortnightly Focus behaviour. The tokens are collected, counted towards students Dojo points and then placed in a randomizer for drawing. At each assembly two students are drawn out, these two people receive a prize and have their name published in the newsletter.

Positive Student Behaviour Support

Student Behaviour Referral Process

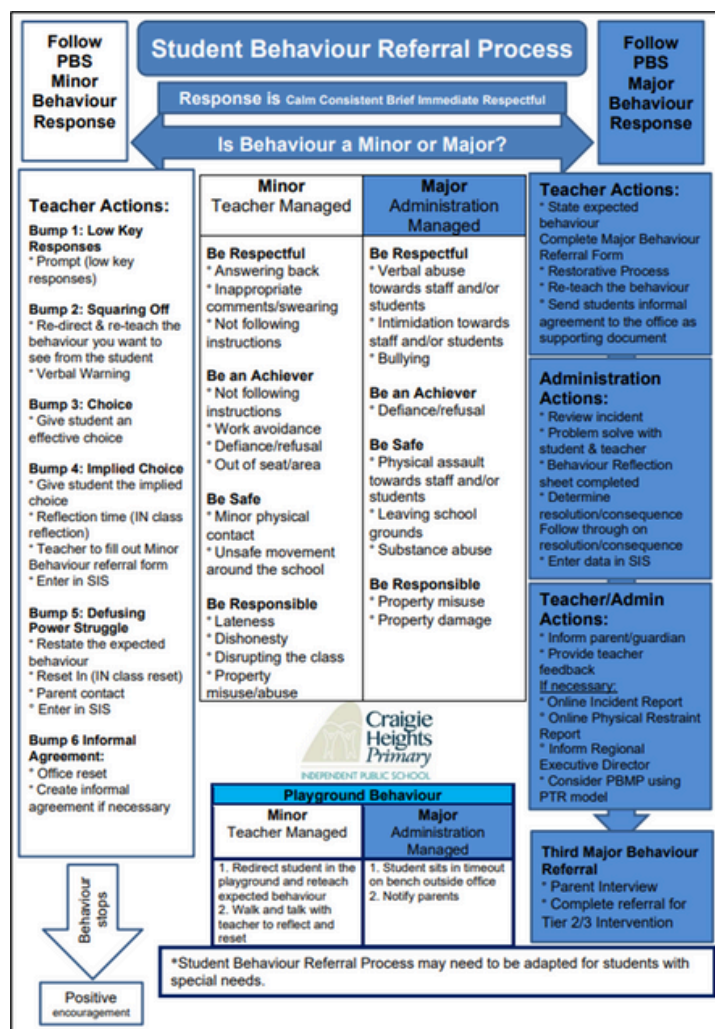
Unproductive behaviour requires feedback and should be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. Responses, such as prompt, re-direct, re-teach, provide choice, counselling and educative consequences, will effectively address student misbehaviour.

Minor Behaviour Referral Form

A Minor Behaviour Referral Form will be issued to a student who continues to display inappropriate behaviour, after a variety of strategies have been implemented. A white form will be filled out for students in their home classrooms. Green forms will be issued in specialist classes. This form is not a punitive device; it is used to track student behaviour and will be used for data collection purposes.

Major Behaviour Referral Form

This is a blue form and will indicate an Office Discipline Referral. Major behaviours will be dealt with by administration staff. A continuum of responses to misbehaviour provides administration staff with the tools, including a 3-3-3 minute restorative reflective process, to effectively respond to and change student misbehaviour.



Positive Student Behaviour Support

Incorporate restorative principles, systems and approaches

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

Past, Present, Future – A restorative strategy.

In the case of a ‘major’ behaviour incident, administration staff will manage the situation using a restorative process called ‘Past, Present, Future’ developed by Real Schools.

During this process, the admin staff provide three minutes for students to share what happened in the past, three minutes to talk about the present and how they and others might be feeling, and then three minutes to discuss what will happen in the future.

This is an effective and time efficient way of getting to the crux of the issue, take into account how the behaviour affects other people, and then focus on a resolution in a restorative way.

In using this strategy, students are more self-reflective, easier able to see the impact of their behaviour on others, and are able to take responsibility for the part they played in the conflict.



Whole school approach to student “Good Standing”

Learning is enhanced in a welcoming, inclusive and collaborative environment which emphasises the importance of students taking responsibility for the choices they make on a daily basis. These choices impact academically and socially on themselves and others.

The Craigie Heights Primary School Good Standing Policy is part of, and works in conjunction with, the whole school Behaviour Policy. Craigie Heights Primary School’s Good Standing Policy provides a framework for the community to help students meet the expected behaviours.

Good Standing Policy

Rationale

In 2023, a directive was published by the Minister for Education on student behaviour and violence, "Standing Together against Violence". Subsequent 'Connect and Respect' resources have been made public. The development of a Good Standing Policy is a mandatory requirement for all public schools in response to the increasing incidents of violence in schools.

Policy

We believe that learning is enhanced in a welcoming, inclusive and collaborative environment which emphasises the importance of students taking responsibility for the choices they make on a daily basis. These choices impact academically and socially on themselves and others.

The Good Standing Policy is part of, and works in conjunction with, the whole school Behaviour Policy. Craigie Heights Primary School's Good Standing Policy provides a framework for the community to help students meet the expected behaviours. Together we can help our students become outstanding members of society.

The process embedded within good standing requirements are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

Craigie Heights Primary School staff believe we all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence. It is vital that the school community builds a culture of positive behaviour that values students' strengths, abilities and diversity. Staff use a restorative approach that focuses on building a culture of positive behaviour and values the safety of all members of its community. The school aims to build student empathy, support self-regulation and encourage choice.

Considerations

The school has systematic plans and implements reasonable adjustments to teach and support positive behaviours for all students, including students with complex needs. Staff are trained in CMS and Positive Behaviours and the school seeks available regional and system-level specialist services and supports as required.

Maintaining Good Standing

All students start with Good Standing. Good Standing recognises and rewards the efforts of individual students who consistently embrace the values of respect, responsibility, being safe and caring, and being an achiever.

This is maintained by:

- Following the Craigie Heights Primary School expected behaviours in accordance with the CHPS Behaviour Policy
- not being involved in any major breaches, including but not limited to:
 - - threatening, intimidating or any verbal abuse of other students or staff
 - - physical abuse of other students
 - - physical abuse of staff
- not be involved in the misuse of technology, including but not limited to: engaging in cyberbullying, incorrect usage of an explicit nature
- unintentional property damage
- not showing persistent defiance or refusal
- not disrupting the good order of the school

Good Standing Policy

Loss of Good Standing

A student loses Good Standing after a breach, or series of breaches of the school behaviour expectations, including but not limited to those above.

A student automatically loses Good Standing as part of their suspension.

Regaining Good Standing

Students will regain their Good Standing on a case-by-case basis, typically after negotiation with Administration. A preliminary period of 10 school days is given but may be adjusted by the principal.

As part of the process to regain Good Standing, the Craigie Heights Primary School "Return to Good Standing Monitoring Sheet" will be used to track student progress during this time. If students breach the behaviour expectations during the 10-day school attended period, the time may be added on the period to ensure the ten days are completed, free from infractions.

Regaining Good Standing supports students to:

- rebuild and repair relationships
- reflect on their actions and choices, and consider the perspectives of others
- reduce a recurrence of the behaviours of concern
- follow a clear and achievable pathway to regain good standing

Parent Contact Regarding Good Standing

All parents/guardians will be informed about Good Standing through our school website, school Connect page and through newsletters. The policy is available to parents/guardians at all times.

Students who lose their Good Standing will have their parents/guardians contacted to discuss their loss, how to regain it, and what specifically their child will miss out on as result. When a student regains their Good Standing, their parents/guardians will be notified.

Loss of Activities/Privileges

During the 10-day period (or period decided by the principal), the student will lose the ability to participate in non-curricular activities.

Non-curricula activities include, but are not limited to: incursions, excursions, class-based or whole-school reward activities, interschool events, special clubs, camps, P&C events, and other social activities as determined by the principal.

If a Year 6 Leader (student councillor, faction captain, choir captain, paths ranger, reconciliation leader etc) loses their Good Standing, they will lose the privilege to represent their school and complete their role until their Good Standing is regained.

Any decision to withdraw or maintain Good Standing will be at the discretion of the principal.

As part of the Craigie Heights Primary School Behaviour Policy, Good Standing was endorsed by the Craigie Heights Primary School Board on 8th November 2023 and again on 27 November 2024

Behaviour Agreement

Good Standing

Student Name: _____ Year: _____ Room: _____

Teacher: _____

Period of loss of Good Standing (inclusive): _____

This behaviour agreement is in place as the above student has lost their Good Standing as a result of a significant behaviour. The behaviour was not following the expected behaviours of being safe, respectful, responsible or an achiever.

At Craigie Heights Primary School we expect all students to strive to achieve their person best through learning, living and playing in harmony.

The loss of Good Standing is for ____ school days. If the student breaches this behaviour agreement the period of Good Standing increases until a total of ____ days of Good Standing has been earned.

The student's positive behaviour will be tracked on a Positive Choices chart.

Loss of Good Standing means the student will not be able to participate in:

Special Clubs; eg. Running Club.

Any incursions or excursions; eg. Noongar Boodja Birak Excursion, PBS Faction Reward, Kongks Sleepout.

Any special days/events; eg Lap-A-Thon, P&C Welcome Picnic, P&C Movie Night

Leadership roles; eg Student Councillor, Faction Captain, AV Monitor, Choir Captain, Student Reconciliation Team, Library Monitor, PATHs Ranger.

This list is not exhaustive, other events may be included as they arise.

Student signed: _____ Date: _____

Parent signed: _____ Date: _____

Teacher signed: _____ Date: _____

Administrator signed: _____ Date: _____

Mobile Electronic Devices Policy

Purpose

The Department of Education does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purpose.

The Student Mobile Phones in Public Schools policy bans students from using mobile phones from the time they enter school grounds to the conclusion of the school day. This includes smart watches and listening accessories, such as headphones and earbuds.

The policy supports staff and students to:

- reduce the potential for learning distraction
- protect the privacy of staff and students
- improve health and wellbeing
- reduce the chance of students bringing external issues to school through technology.

For the purpose of this policy, Mobile Electronic Devices (MED) refer to devices such as mobile phones, iPads, tablets, laptops, smart watches etc.

Guidelines

Craigie Heights Primary School students:

- are not permitted to have an MED in their possession during the school day, or whilst on a school sanctioned activity or excursion.
- are to turn off MEDs and hand them into the office at the beginning of the school day and then collect at the end.
- are not permitted to turn MEDs back on until after they have left school grounds.

Exemptions apply for:

- students to monitor a health condition as part of a school approved documented health care plan
- specific purposes directed by the teacher.

All communication between parents and students during school hours should be through school administration. In the case of emergency students have access to school phones.

In order for a student to bring a MED to school, parents and carers need to complete the Request for Mobile Electronic Device form. This form will be filed with the class teacher and the office, as proof of permission.

No student may use a MED to record images or sound of other students on the school grounds.

Under no circumstances will the school accept responsibility for the loss, theft or damage to a student's mobile phone and/or electronic device.

As a matter of courtesy, it is expected that mobile devices belonging to visiting high school students be 'off and away all day'. Mobile devices belonging to staff, parents and visitors will be silent during class, duty, meetings and performances.

Students not complying with this policy will have their MED confiscated and their parents contacted to collect it.

Mobile Electronic Devices Policy

Parent/Guardian Permission

I have read and understand the policy regarding MEDS at Craigie Heights Primary School and I understand that this form will be kept on file at the school.

I give my child permission to carry a mobile phone to school and understand that my child will be responsible for ensuring that the mobile phone is used appropriately at school.

Parent's name (print) _____

Parent's signature _____

Date _____

Student's name (print) _____

Mobile phone number _____

Student's signature _____

Date _____

Teacher's name (print) _____

Teacher's signature _____

Date _____

Students Online Policy and Procedures

The Department of Education provides online services to students in public schools only for learning-related activities and makes every reasonable effort to educate and protect students from exposure to inappropriate online material and activities.

Policy

Students only have access to Department online services after the school has received an Acceptable Use Agreement signed by the student and/or parent.

The school will issue and maintain student passwords in accordance with the Information Communication Technologies Security policy.

Students will receive education about the risks and their responsibilities accessing the Department's online services and associated online activities

Craigie Heights Primary School staff will provide appropriate supervision for students using online services for learning-related activities.

The requirements of this policy and procedures also applies when using Third Party Service Providers.

Staff must immediately take action in line with Craigie Heights Primary School Positive Student Behaviour Support Policy and Guidelines, and inform parents, if students notify them of inappropriate or unwelcome online activity by fellow students or members of the public.

Procedures

Acceptable Use Agreement

Students only have access to Department online services after the school has received an Acceptable Use Agreement signed by the student and/or parent. See Appendix A and Appendix B

Publishing student images and information

The principal must confirm that permission to publish work or images of students has been received; and approve any material planned for publication on the internet or intranets and confirm it has appropriate copyright and privacy clearance.

Logon reminder notice

The notice below should be displayed to all students when accessing the internet through the Department's network.

Appropriate Use of Online Services

When using any of the WA Department of Education's online services you agree;

- *to the rules set out in the Acceptable Use Agreement*
- *to give consent to the Department monitoring these services*
- *that any misuse of these services could result in disciplinary action*

Breach of Acceptable Use

The principal or nominated staff member will take appropriate action in accordance with the Student Behaviour in Public Schools Policy and Procedures where there is a breach of acceptable use.

Inappropriate content is content that is considered unsuitable or harmful to students. It includes material that is pornographic, racist, sexist, inflammatory, threatening, hateful, obscene or abusive in nature or which promotes or encourages illegal activities or violence.

Students Online Policy and Procedures

Third Party Service Providers

Third Party Service Providers of online applications are any organisations, consultants, or independent contractors who render an online service or product to the Department/ Schools.

The principal must assess the risk of the Third Party Service Provider.

- identify third party services which hold personal information for students
- check the Third Party Services Catalogue on Ikon for an appropriate online service. Review the risk assessment of the Third Party Service Provider (staff only) and manage online third party services at your school
- implement the appropriate notification or consent option for an individual or their parent as specified in the Third Party Service Risk Report;
- implement actionable treatments from the Risk Assessment Report for the chosen online services
- implement an annual parental notification/consent process with provisions to optout from using specific applications.

Student Education

Staff will educate students of the risks associated with any online activities and how to adopt protective online behaviour to avoid exposure to inappropriate online content or activities.

Such behaviours could include:

- understanding their rights as a child for safety, respect and privacy
- identifying behaviours online from adults or students which are inappropriate or unsafe
- seeking help from people within their trusted adult network
- knowing where to find support when they are being cyberbullied or receiving unwanted contact
- using appropriate practices for the physical and logical storage and security of digital information such as not storing private information on public websites
- applying appropriate protocols when using ICT to safely create, communicate or share information such as posting to social media
- never publishing or disclosing the email address of a staff member or student without that person's explicit permission
- taking care when revealing personal information including names, addresses, photographs, credit card details and telephone numbers of themselves or others.

Acceptable Use Agreement K-2

Online Services Acceptable Use Agreement (K-Year 2)

I agree to follow the rules set out below when I use the Department-provided online services:

- I will keep my password private and not share with other students.
- I will not let other people logon and/or use my online account.
- I will tell the teacher if I think someone is using my online account.
- I will tell the teacher if I see anything that makes me feel uncomfortable or unsafe that I know I should not access or view at school.
- I will say where other people's pictures or words come from if I copy them from the internet.
- I will check with the teacher before giving information about myself or anyone else when using online services.
- I will take care when using the school's computer equipment.
- I will not use any online service to be mean, rude or unkind about other people.

I understand that if I use the internet or my online account in a way that I should not, then I may not be able to use these in the future.

Name of student: _____

Signature of parent: _____

Date: _____

Office use only:

Processed on: / / by (initials):

Note: This agreement should be filed by the school and a copy kept by the student.

Acceptable Use Agreement 3-6

Online Services Acceptable Use Agreement (Year 3-6)

I agree to follow the rules set out below when I use the Department-provided online services:

- I will keep my password private and not share with other students.
- I will not let other people logon and/or use my online account.
- I will tell the teacher if I think someone is using my online account.
- If I find any information that is inappropriate or makes me feel upset or confused I will tell a teacher about it. Some of these things may include violence, racism, pornography, or content that is offensive, intimidating or encourages dangerous or illegal things.
- I understand the school and the Department of Education can monitor my use of online services.
- I will use appropriate language in all internet communications.
- If I use other people's work taken from the internet as part of my own research and study I will acknowledge them as the owner.
- I will check with the teacher before sharing images or giving information about myself or anyone else when using online services.
- I will take care of the computers, computer systems or computer networks of the school, the Department of Education or any other organisation.

I understand that

- I am responsible for my actions while using online services and may be held responsible for any breaches caused if I allow any other person to use my online account;
- If I misuse any online services, I may be held liable and the principal may take further action.

Name of student: _____

Signature of parent: _____

Date: _____

Office use only:

Processed on: / / by (initials):

Note: This agreement should be filed by the school and a copy kept by the student.