

Student Code of Conduct

2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

Bororen State School is committed to providing a safe, respectful and supportive learning environment where every student is valued, every voice matters, and every child is given the opportunity to succeed.

Grounded in our belief that *Our kids are worth whatever it takes*, our Student Code of Conduct reflects the high expectations we hold for behaviour, learning and relationships across our school community.

This Code is designed to support consistent, fair and inclusive practices that enable quality teaching, engaged learning, and a strong sense of belonging, ensuring every child can thrive socially, emotionally and academically.

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Endorsement

Principal Name: Kim-Maree Lambert

Principal Signature:

Date: 1 September 2025

P/C President and-or School
Council Chair Name: Katie Clayton

P/C President and-or School
Council Chair Signature:

Date: 1 September 2025

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Principal's Foreword

At Bororen State School, we believe that every child has the right to learn in a safe, respectful and supportive environment and every adult has the responsibility to make that happen. Guided by our Positive Behaviour for Learning (PBL) values, Be Safe, Be Responsible, Be Respectful we are committed to fostering a culture of care, consistency and high expectations.

These three simple yet powerful values are embedded in everything we do, from our classroom learning to our playground interactions, and are proudly modelled by Booster the Kangaroo, our school mascot. Booster helps our students remember the importance of bouncing back from mistakes, standing tall with pride, and always looking out for others.

We take an *educative* approach to behaviour. Just like reading or maths, we know that behaviour must be explicitly taught, modelled, and supported. We recognise that mistakes are part of learning, and every misstep is an opportunity for growth, not just for students, but for all of us as a learning community.

Our Student Code of Conduct outlines:

- How students are explicitly taught our behavioural expectations;
- Our consistent approach to managing behaviour;
- The supportive strategies we use to guide student choices;
- Our stance on mobile phone use and technology;
- The processes in place to prevent and respond to conflict;
- And how property and personal safety are respected within our school.

We are proud of the contributions made by staff, students, parents and the wider community in shaping this document. Your feedback and insights have helped us develop a Code of Conduct that reflects who we are as a school and who we want our children to become. At Bororen, we don't just teach academics, we grow kind, capable, and connected young people. This Code of Conduct is a reflection of that commitment, and a guide for helping every child shine.



Whole School Approach to Discipline

At Bororen State School, we believe every child has the right to learn and grow in a safe, respectful and supportive environment. We are a small school with a big heart, and we understand that positive behaviour is essential for success, not just in the classroom, but in life.

Our approach to discipline is proactive, consistent and educative. We view discipline not as punishment, but as an opportunity to teach, guide and support students to make positive, respectful choices. We help students build the habits and routines that allow them to Be Safe, Be Respectful, and Be Responsible, the three core values that underpin all we do.

We believe that:

- Everyone is responsible for their own behaviour, and capable of making better choices.
- Behaviour is everyone's business; staff, students, families and community members all play a role in creating a calm and connected learning environment.
- Mistakes are a normal part of learning, and students should be supported to reflect, reset and grow from them.
- Positive, open communication between staff, students and parents helps build trust and strong partnerships.
- All staff support student wellbeing, with classroom teachers being the key point of contact and the reportable officers for behaviour matters.

At Bororen State School, our goal is not only to correct behaviour but to understand the *why* behind it and respond with care, consistency and fairness. Our behaviour expectations are explicitly taught, practised and reinforced daily through learning experiences, school-wide routines, and Booster the Kangaroo's guidance.

Rights and Responsibilities

To maintain our calm, caring and disciplined learning environment, every member of the Bororen State School community has both rights and responsibilities:

Students have the right to:

- Learn in a safe and supportive space
- Be treated with respect
- Be heard and understood

Students have the responsibility to:

- Follow our school expectations

- Respect the rights of others
- Take ownership of their behaviour and learning

Staff have the right to:

- Teach in an orderly and respectful environment
- Be supported in managing behaviour consistently
- Work in partnership with families and community

Staff have the responsibility to:

- Model and teach expected behaviours
- Build positive relationships with students
- Respond fairly and consistently to behaviour

Parents have the right to:

- Be informed about their child's behaviour and learning
- Be listened to and respected as partners in education
- Be involved in a school that supports the whole child

Parents have the responsibility to:

- Support the school's values and expectations
- Communicate respectfully with staff
- Work together to support their child's learning and wellbeing

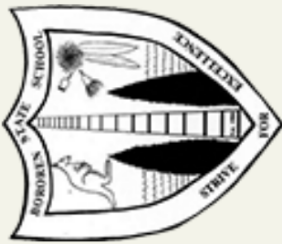
Together, we ensure that Bororen State School is a place where every child is known, supported and set up for success where positive behaviour is not only expected, but *explicitly taught and celebrated*.

BE SAFE



BE RESPECTFUL

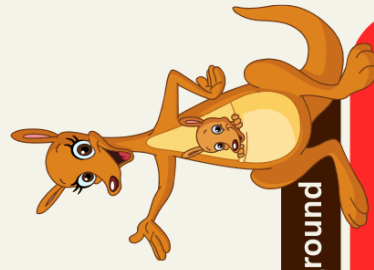
BE RESPONSIBLE



Bororen State School

Behaviour Expectations

BE SAFE - BE RESPECTFUL - BE RESPONSIBLE



All Locations

SAFE means

We make good choices to keep ourselves and others free from harm.
We follow rules, use equipment properly, and think before we act.
Being safe means asking for help when we need it.

RESPECTFUL means

We use kind words and actions.
We listen when others are speaking and treat everyone the way we want to be treated.
Being respectful means valuing differences and showing care for people, property, and the environment.

RESPONSIBLE means

We do the right thing, even when no one is watching.
We take care of our belongings and school equipment.
Being responsible means being honest, making good choices, and trying our best every day.

Playground

- School approved games only
- Use equipment as intended
- Be sunsafe! No Hat - No Play!
- Play fair - taking turns and following rules

- Care for the environment
- Leave eating area clean by putting rubbish in the bin
- Be mindful of other people's game

- Take care of the environment. Plants in gardens, wildlife.
- Be inclusive when playing

- Make friendly choices
- Use your Bridge to resolve conflict
- Being in the right place - at right time
- Only enter a room when teacher is present
- Move safely around the school - walking
- Use equipment as intended

- Wear school uniform with pride
- Travel quietly through the school during learning time
- Respect others' right to learn or teach
- Be a good listener
- Respect the privacy of others
- Tell the truth and solve problems with words.
- Word Matter - use respectful:
 - Encouraging words
 - Polite Words
 - Use manners

- Stairs and verandas are used for travel not play.
- use toilets, hand basins, soap and paper towel appropriately.
- Leave all areas tidy and clean

Facilitating Standards of Positive Behaviour

At Bororen State School, we know that positive behaviour doesn't just happen, it is explicitly taught, consistently modelled, and purposefully reinforced across every part of our school day. As a small school that places strong relationships at the heart of everything we do, we are committed to teaching students the strategies they need to navigate everyday challenges, manage conflict, and grow into respectful, resilient individuals.

Underpinning best practice at Bororen State School is the modelling and explicit teaching of positive, acceptable behaviour. At Bororen, we explicitly teach strategies that equip students to manage everyday conflict, make positive choices, and develop confidence in their social interactions. This approach supports not only academic success but also the social and emotional wellbeing of every student.

Our whole school behaviour support processes remain the foundation for preventing inappropriate behaviour, including bullying. These universal practices ensure consistency across our classrooms and playgrounds, creating a safe, respectful and supportive environment where students can thrive.

Families are valued partners in promoting and maintaining positive behaviour. When the expectations of school are mirrored at home, children thrive and the impact is powerful.

Parents and carers support our behaviour approach most effectively when they:

- Use and reinforce the language of Be Safe, Be Responsible, Be Respectful at home;
- Support and trust the professional decisions made by school staff;
- Engage positively with staff to work together when challenges arise;
- Encourage children to reflect on their behaviour and celebrate their growth.

It is by working together as a team, students, staff and families, we build the strong, consistent messages and partnerships that help every child succeed. At Bororen, we re proud to say that it takes a village and our village is strong, supportive, and deeply committed to helping every child succeed. With Booster the Kangaroo leading the way, we teach our students not just how to behave, but how to grow into capable, caring citizens of the future.

Bridge Builders®

Bridge Builders® is a school-wide proactive program aligned to the Australian Curriculum (Personal and Social Capabilities), implemented sequentially from Prep–Year 6. Students are explicitly taught to apply conflict resolution strategies, communicate using a common language and build their confidence to solve interpersonal problems.

Bridge Builders® at Bororen State School is a whole school approach that promotes resilience and self-worth. It encourages students to respond appropriately and challenge conflict behaviours and to develop positive and safe relationships. It is embedded into the everyday life of the school.

Bridge Builder Mediators

As a component of the student leadership program, Bridge Builder Mediators are trained in conflict resolution skills to help younger students (Prep – Year 2) to resolve conflicts in the playground. Highly skilled mediators also support individual students in the playground as Bridge Buddies.

Pause Program

Bridge Builders strategies - Bridge Builder Mediators - Facilitated Play & Game On - Individual Playground Management Plans Bororen Star of the Month The Bororen Star of the Month award acknowledges positive behaviour at the cohort level. This is awarded to one student per year level, per month. It is presented at a whole-school assembly and published in the school newsletter.

Classroom Management Plan

Teachers and students will develop, document and implement a Classroom Management Plan which reflects the Bororen Way. The plan details class expectations, proactive and reactive strategies and consequences for inappropriate behaviour. It is distributed to all parents by Class Teachers at the start of the school year.

Playground Management Plan

Staff on playground duty will implement strategies and routines contained in the Playground Management Plan. Strategies are both proactive and reactive.

Bridge Builders strategies
Bridge Builder Mediators
Individual Playground Management Plans

Bororen Bridge Builders Award

The Bororen Bridge Builders award acknowledges positive behaviour. This is awarded to one student per class per fortnight. It is presented at a whole-school assembly and published on the school webpage.

Parents will be notified by their classroom teacher.

Classroom Reward Systems

Classroom teachers implement reward systems appropriate to the learners before them.

Student Wellbeing and Support Network

At Bororen State School, the following personnel in partnership with the Classroom Teacher provide behaviour support to students:

- Principal
- Student Support Team – The Student Support Team (SST) coordinates the provision of support services for students.
- Educator Support – Additional educator support can be provided in the classroom and/or the playground as determined by the Student Support Team.
- Guidance Officer, Wellbeing Social Worker and School Chaplain - Individual support can be accessed by completing referrals to the Student Support Team.
- Parents – Are important partners in a student's holistic network of support.
- Interagency Support - Where appropriate, support is sought from other government agencies, such as Community Child Health Services.

Consideration of Individual Circumstances

At Bororen State School, we are committed to applying behaviour support strategies and consequences in a fair, respectful, and consistent manner that aligns with our Student Code of Conduct. When responding to behaviour, we always consider the individual circumstances and actions of the student, as well as the needs and rights of others in our school community.

We do this by:

- Creating a supportive and inclusive environment that responds to the diverse needs of our students;
- Following clear procedures that ensure consequences are applied fairly and proportionately, from the least intrusive supports through to more formal actions when required
- Taking into account a student's age, developmental level, disability, cultural background, socio-economic context, and emotional wellbeing when making decisions;

Respecting and supporting the rights of all students to:

- Share their voice in an appropriate time and manner;
- Learn and play in a safe and respectful environment;
- Receive reasonable adjustments aligned with their learning needs and individual circumstances.

Our staff are legally and ethically required to protect the privacy of all students and families. While we understand that parents and students may be curious about the outcomes of certain situations, we do not share the details of individual behaviour matters with anyone other than the student involved and their family.

Please be assured that we take every reported concern seriously and respond in a way that supports both accountability and growth. We ask that all parents and carers respect our school's processes and the privacy of others.

If you have any concerns about the behaviour of another student or how a matter has been managed, we encourage you to make an appointment with the Principal to discuss it respectfully and confidentially.

Together, we are building a school where every child is known, supported and set up for success, both in the classroom and in life.

Differentiated and Explicit Teaching

Bororen State School is a safe, supportive and respectful learning environment that takes a proactive and differentiated approach to behaviour. Just as we differentiate our teaching to meet academic needs, we also differentiate our behaviour support to ensure every student has the opportunity to succeed.

This includes:

- The explicit and ongoing teaching of expected behaviours aligned with our school-wide expectations: Be Safe, Be Responsible, Be Respectful;
- Providing regular opportunities for students to practise, reflect on and refine these behaviours in real-life contexts;
- Recognising and affirming positive behaviour, while also giving clear, constructive feedback and support when behaviour needs to be redirected.

At Bororen State School, our educators vary what is taught, how it is taught, and how students are supported in responding to behavioural expectations. These decisions are based on a combination of school-wide data, classroom observations and our knowledge of individual students' needs.

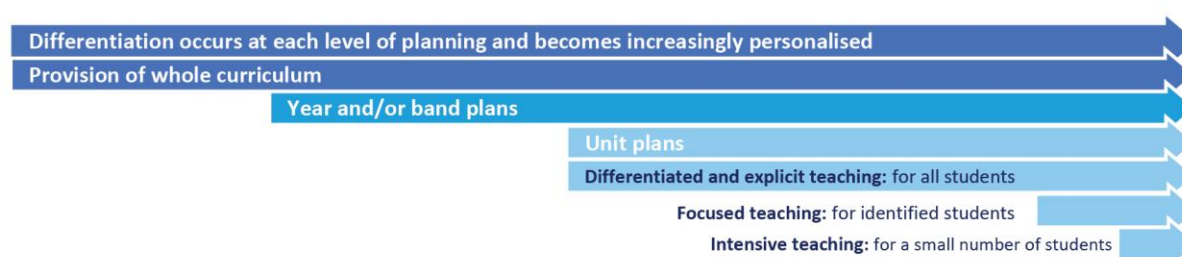
We understand that behaviour, like any other area of learning, develops over time and requires intentional planning and personalised support. Our staff actively plan different ways to:

- Engage students in behaviour learning;
- Provide targeted support when needed;
- And help students demonstrate growth in self-regulation, responsibility and respect for others.

We use a three-tiered model of support—the same approach we use for academic and pedagogical differentiation:

1. **Universal Support (Tier 1):** Behaviour expectations are taught to all students through whole-school routines and lessons. Booster the Kangaroo helps reinforce these messages daily.
2. **Targeted Support (Tier 2):** Additional support is provided to small groups of students who need more practise, structure or reminders to meet expectations.
3. **Intensive Support (Tier 3):** Individualised strategies and plans are used for students requiring more focused, one-on-one support to develop appropriate behaviours and coping skills.

At Bororen State School, we believe that behaviour is learned, and it is our job to teach, support and guide every student as they grow. Our commitment to differentiated behaviour support reflects our core belief that *“Our kids are worth whatever it takes.”*



Focused Teaching

At Bororen State School, we understand that some students may need additional support to meet behaviour expectations, even after receiving high-quality, differentiated and explicit teaching. These

students might experience difficulty during particular times of the day, in specific learning areas, or when faced with transitions or social challenges.

In these cases, we provide focused behaviour teaching to support student success.

Focused teaching involves:

- Revisiting key behaviour skills and expectations through structured and intentional instruction;
- Breaking down behaviours into smaller, teachable steps;
- Providing students with extra opportunities to practise, reflect and apply these skills in a supported environment;
- Using clear language, visuals, routines and feedback to build student confidence and consistency.

Staff continually monitor behaviour across the classroom and playground. When appropriate, behaviour incidents are recorded in OneSchool to help track patterns and guide support decisions.

When a student consistently displays behaviours that impact their learning or the learning of others, their Class Teacher, in collaboration with the student, family, and school leadership, will develop an Individual Behaviour Support Plan (IBSP). This plan includes:

- Clear, achievable behaviour goals;
- Proactive and personalised strategies to support success;
- Explicit consequences and rewards;
- Regular monitoring and review to ensure progress and adapt strategies as needed.

At Bororen, we believe all behaviour is a form of communication and all students deserve the support and guidance to grow. Our goal is to teach the skills students need to be successful, responsible and respectful members of our school community.

Intensive Teaching

At Bororen State School, we recognise that some students may require intensive teaching and support to build specific behaviour skills. For some students, this support may be short-term and focused. For others, it may be more ongoing, depending on their individual needs. These decisions are always guided by behaviour data, professional judgement, and consultation with the student's family.

When a student presents with highly complex or persistent behaviour needs, they may be referred to the Student Support Team (SST) for a coordinated, wraparound response. At this level, staff work closely with families and other stakeholders to develop tailored support documents, which may include:

- An Individual Support Plan (ISP)

- A Risk Management Plan (RMP)
- An Individual Behaviour Support Plan (IBSP)
- Additional documented adjustments or provisions based on the student's needs

These plans outline clear goals, proactive strategies, and agreed responses to help students feel safe, supported, and successful.

Additional supports may include:

- Referral to the Guidance Officer
- Referral to a Social Worker
- Support from the School Chaplain
- Internal school supports, including differentiated teaching and educator assistance
- Access to regional support services
- Collaboration with external agencies to ensure a team approach

At Bororen State School, we believe behaviour is best supported through strong partnerships, open communication, and consistent, compassionate practice. We are committed to doing whatever it takes to help every student feel known, valued, and able to succeed.



Legislative Delegations

Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Delegations

At Bororen State School, decisions around student behaviour are made with care, consistency, and in alignment with Department of Education policies and procedures.

The Principal is the delegated authority for:

- Short Suspensions (1–10 school days)
- Long Suspensions (11–20 school days)
- Suspension with a Recommendation for Exclusion

The Principal also has the delegated authority to temporarily remove student property, in accordance with departmental guidelines.

Classroom Teachers and other staff are responsible for managing everyday behaviour within their learning spaces and have delegated authority to apply appropriate consequences, up to and including a Reset Break, when required. A Reset Break is a planned opportunity for students to step away from the situation, reflect on their behaviour, and return ready to re-engage with learning.

All responses are guided by our school values:
Be Safe, Be Responsible, Be Respectful

At Bororen, we are committed to teaching students the skills they need to make positive choices, build strong relationships, and succeed both in and beyond the classroom.

Disciplinary Consequences

At Bororen State School, we are committed to creating a safe, supportive, and respectful environment where students are explicitly taught the behaviours that help them succeed both in learning and in life.

To support this, we take a whole-school, proactive approach to behaviour. Across Kindergarten to Year 6, we explicitly teach and reinforce our school-wide expectations: Be Safe, Be Responsible, Be Respectful. This is supported through structured behaviour lessons, classroom routines, and programs such as Bridge Builders, which focus on emotional regulation, conflict resolution and positive peer relationships.

Unacceptable behaviour at Bororen is defined as any behaviour that does not align with our shared values or the Department of Education's standards for safe, inclusive and respectful school communities.

When unacceptable behaviour does occur, students experience predictable and proportionate consequences, tailored to their individual context and developmental level. Our aim is to respond in ways that are fair, consistent, and that help students learn from their choices.

We consider:

- The individual circumstances and actions of the student;
- The impact on others and the learning environment;
- And the needs and rights of all students and staff to work and learn in a safe and supportive space.

Consequences used at Bororen State School are in line with the Department of Education's Student Code of Conduct framework and may include, but are not limited to:

- Natural Consequences (e.g. cleaning up after oneself, repairing damage)
- Restorative Conversations or Restorative Practices
- Community Service Tasks
- Reset Breaks (structured reflection time)
- Detention
- Temporary removal from non-curricular or privilege-based activities
- Suspension (Short: 1–10 school days)
- Suspension (Long: 11–20 school days)
- Suspension with Recommendation for Exclusion

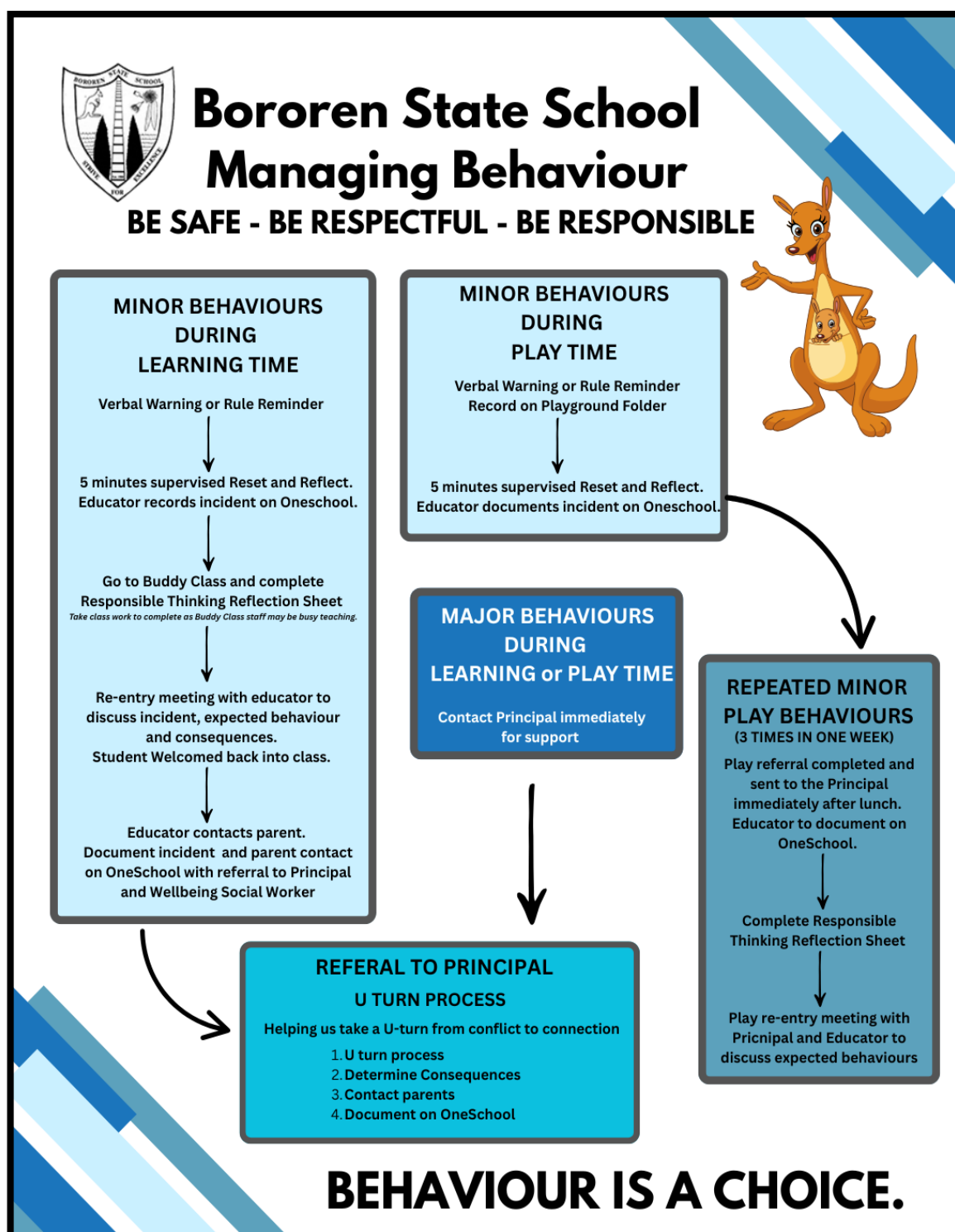
Re-Entry Following Suspension

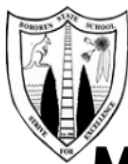
Students returning from suspension may be invited to attend a re-entry meeting on their first day back at school. This meeting is an opportunity to:

- Welcome the student back to the school community;

- Re-establish expectations and provide clarity around school routines;
- Support the student's re-engagement with learning and peer relationships.

A parent or caregiver is encouraged to attend this meeting with their child to strengthen the partnership between home and school. While re-entry meetings are not mandatory, they are offered as a positive support to ensure the student is set up for success following time away from school. At Bororen, our approach to behaviour reflects our belief that all students are capable of growth and change and that every child is worth the effort it takes to help them succeed.





Bororen State School

Minor and Major Behaviours Matrix BE SAFE - BE RESPECTFUL - BE RESPONSIBLE



The following table outlines examples of minor and major behaviours.

Please note that this is not an exhaustive list.

Other behaviours will be managed in accordance with the Bororen State School "Student Code of Conduct"

AREA	MINOR	MAJOR
Movement around the school	<ul style="list-style-type: none"> Running on concrete, around buildings or in gardens Running on stairs and verandas Not walking personal bike in school grounds 	<ul style="list-style-type: none"> Climbing on the roof of buildings or walkways Repeated unsafe movement after multiple reminders and consequences Injury caused to another person due to unsafe movement
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 with harmful intent Using objects as a weapon to inflict harm
Physical Contact	<ul style="list-style-type: none"> Minor physical contact (eg pushing and shoving) Grabbing a ball or object from someone without permission Playing too roughly in a game after reminders Light kicking under a desk or in a group setting Touching another student's belongings or body without asking Minor horseplay (e.g. playful wrestling, mucking around) Unwanted hugging or physical contact not meant to harm Not respecting personal space after being asked 	<ul style="list-style-type: none"> Serious physical aggression (towards others, property or self) Physically intimidating or threatening another student Throwing objects or using aggressive gestures to scare others Fighting
Behaviour choices that may hurt, harm, or exclude	<ul style="list-style-type: none"> Ignoring someone who asks to join in a game Making unkind or teasing comments (not repeated or targeted) Pushing in line or refusing to wait a turn Rolling eyes, sighing loudly, or making faces at others Walking away when spoken to by a peer or teacher Whispering and excluding others in a group activity Grabbing or snatching an item from someone Complaining loudly about group partners or team selections Spreading minor rumours or gossip Telling someone they can't play "just because" Not playing fairly Minor defiance Minor behaviours that create conflict 	<ul style="list-style-type: none"> Inappropriate use of personal technology or social media, which impacts the good order and management of the school. Repeated and targeted teasing, name-calling, or mockery Deliberately excluding a student over time to isolate them Encouraging others to ignore, reject, or bully someone Spreading harmful rumours or lies with intent to hurt Retaliating with aggression or encouraging others to do so Deliberate social manipulation (e.g. turning friends against each other) Possession or selling of drugs Weapons including knives and other items which could be considered a weapon being taken to school Major behaviours that create conflict Repeated behaviours that create conflict Major defiance
Looking Smart, Feeling Proud	<ul style="list-style-type: none"> Not wearing hat when outside Not wearing shoes outside Not in correct school uniform 	<ul style="list-style-type: none"> Failed to respond to a directive regarding unsuitable attire
Being in the Right Place at the Right Time	<ul style="list-style-type: none"> Not being punctual (eg lateness after breaks) Not being in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
Learning Time Choices	<ul style="list-style-type: none"> Not completing set work that is at an appropriate level Refusing to complete work Minor disruption to learning 	<ul style="list-style-type: none"> Major disruption to learning Unresponsive to support offered
Following Directions	<ul style="list-style-type: none"> Low intensity failure to respond to adult direction Non-compliance with direction given Unco-operative behaviour 	<ul style="list-style-type: none"> Challenges authority or expectations Demonstrates resistance to feedback Unresponsive to redirection or support
Words Matter	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Displays a dismissive approach Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal Abuse/ directed profanity
Respecting Property	<ul style="list-style-type: none"> Petty Theft Lack of care for the school environment Lack of care for the school equipment 	<ul style="list-style-type: none"> Stealing and major theft Wifil property damage Vandalism
Take responsibility for choices and behaviour	<ul style="list-style-type: none"> Displays reluctance to accept responsibility for own actions when addressed by staff. Attempts to shift blame to others rather than acknowledging own choices. Avoids accountability by denying involvement in minor incidents. Does not take ownership of behaviour despite clear prompting or guidance. 	<ul style="list-style-type: none"> Provides misleading or untruthful responses when questioned about behaviour. Deliberately denies involvement in serious incidents despite clear evidence. Consistently refuses to engage in reflective conversations or behaviour plans. Blames others repeatedly to avoid accountability, leading to further conflict or harm. Escalates situations when asked to reflect or take ownership, including arguing or leaving the area. Disregards the impact of their actions on others, showing no intent to repair or make amends.

BEHAVIOUR IS A CHOICE!

Playground Referral

- ☐ Eating Area
- ☐ side Oval
- ☐ Multipurpose shed
- ☐ playground
- ☐ Makerspace
- ☐ Out of Bounds Area

Date: _____

Time: _____

Student's name: _____

Class: _____

Class Teacher: _____

Referring Teacher: _____

Staff member/Teacher supervising at the time when orange card was issued. Please provide details of the student behaviours and staff actions taken prior to issuing the orange card. Please send to the office immediately after the lunch break.

Details:

Details:

NOTE- Please return this orange card to the Class Teacher once entered into Oneschool

- ☐ Entry on Oneschool completed
- ☐ Follow-up from Admin

Buddy Class Referral

I have been given rule reminders and 5 minutes time out for my behaviour. I now need to complete a Responsible Behaviour Reflection sheet.

Take this PINK card to your Buddy Class ☐

Date: _____

1

Time:

Student's name: _____

1

Class: _____

Teacher:

1

Staff member/Teacher supervising at the time when PINK card was issued.

Please provide details of the student behaviours and staff actions taken prior to issuing the pink card. Please enter as a minor incident and if needed refer to Classroom Teacher on Oneschool by the end of day.

Details:

Details:

Class Teacher for entry onto Oneschool

School Policies

At Bororen State School, we are committed to ensuring that our school remains a safe, respectful and supportive environment for all students, staff and visitors. Our school discipline policies are designed to promote cooperation, responsibility and positive behaviour, so that everyone can learn and work together successfully.

We encourage all members of our school community to familiarise themselves with the following key policies, which outline the responsibilities and expectations for students, staff and visitors:

- Temporary Removal of Student Property
- Use of Mobile Phones and Other Devices by Students
- Preventing and Responding to Bullying
- Appropriate Use of Social Media

These policies help us maintain the calm, caring and consistent culture we value so highly at Bororen and reflect our shared commitment to the values of Be Safe, Be Responsible, Be Respectful.



Temporary Removal of Student Property

At Bororen State School, the temporary removal of property in a student's possession may be necessary to maintain a safe, supportive and respectful learning environment for all members of our school community.

This process is guided by the Department of Education's Temporary Removal of Student Property by School Staff Procedure, which outlines the responsibilities and conditions under which state school principals and staff may temporarily remove student property.

Key Considerations for Property Removal

When determining what constitutes a reasonable period to retain the property, the Principal or delegated staff member will consider the following:

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

The Principal or delegated staff member will determine when the property can be returned, unless the item has been passed on to the Queensland Police Service.

Prohibited Items

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

- Illegal items or weapons
- Imitation guns or weapons
- Potentially dangerous items (e.g. blades, ropes, sharp tools)
- Drugs, including tobacco, vapes and other controlled substances
- Alcohol
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- Poisons (e.g. insecticides, weed killer)
- Inappropriate or offensive material (e.g. racist content, pornograph)

Staff at Bororen State School:

- Do not require student consent to search school property (e.g. desks, laptops, lockers) that is supplied to the student by the school.
- May seize a student's bag if there is reasonable suspicion the student is in possession of a dangerous item (e.g. a knife), prior to contacting the student's parent or the police.
- Require consent from the student or their parent/carer to examine or otherwise deal with temporarily removed personal property.
Example: Staff who remove a mobile phone may not unlock it or access its contents (e.g. read, delete, or copy messages) without consent.
- Acknowledge that in emergency situations, it may be necessary to access a student's property without consent, for example, to access medication such as an EpiPen in a medical emergency.
- Require consent from the student or parent to physically search the student (e.g. pockets or shoes).
If consent is not given and a search is deemed necessary, the student's parents and the police will be contacted.

Parents/Carers at Bororen State School:

- Ensure their child does not bring property to school or other school-related settings (e.g. camps, excursions, sporting events) that:
 - Is prohibited under the Bororen State School Student Code of Conduct;
 - Is illegal;
 - May endanger the safety or wellbeing of others;
 - Does not support a caring, respectful, and inclusive learning environment;
 - Undermines the school's commitment to mutual respect and positive relationships.
- Collect any temporarily removed student property as soon as possible after being notified by the Principal or school staff that the item is ready for collection.

Students at Bororen State School:

- Must not bring property to school or school-related events that:
 - Is prohibited by the Bororen State School Student Code of Conduct;
 - Is illegal;
 - Puts others at risk;
 - Does not contribute to a safe, productive, and respectful learning environment;
 - Disrespects or harms others in the school community.
- Are expected to collect their property promptly when advised by the Principal or staff that it is available.

Use of Mobile Phones and other Devices by Students

At Bororen State School, we expect all students to display courtesy, consideration, and respect when it comes to the use of personal technology devices. Our policy ensures that the use of such devices does not disrupt learning, compromise safety, or affect the wellbeing of others.

Definition of Personal Technology Devices

Personal technology devices include, but are not limited to:

- Mobile phones
- Smartwatches (e.g. iWatches®)
- iPods®, MP3 players
- Laptop computers (other than school-approved 1:1 devices)
- Gaming devices (e.g. handheld consoles, Tamagotchis®)
- Tablets, PDAs, and voice recording devices
- Cameras or devices capable of recording sound or video

General Expectations

- All personal technology devices must be switched off and stored in the school office upon arrival and remain there during school hours, until collection at the end of the school day.
- The use of personal mobile devices for private communication or media is not permitted at any time on school grounds.

Banned Devices

Students must not bring devices that:

- Pose a risk of damage or theft
- Are used inappropriately or contrary to school expectations

Such devices will be confiscated by staff and held at the school office for collection at the end of the school day. Repeated breaches may result in disciplinary consequences.

Confiscation of Devices

- Any device used contrary to this policy may be confiscated by school staff.
- Confiscated items will usually be available for collection at the end of the school day unless:
 - Further investigation is required (e.g. breach of school policy or law), or
 - The device is required for disciplinary or legal purposes.

- In such cases, the device may only be returned in the presence of a parent or guardian.
- Devices potentially containing evidence of a criminal offence may be referred to the Queensland Police Service (QPS).

Students who have personal technology devices confiscated more than once may lose the privilege of bringing such devices to school for a minimum of one month, or longer, at the Principal's discretion.

Recording of Voice and Images

At Bororen, we uphold the values of privacy, respect and integrity. Students must not:

- Record staff, students or school activities without consent
- Use devices to record in private or sensitive areas (e.g. toilets, change rooms)
- Record any behaviour or event for the purpose of bullying, shaming or sharing online

Recording of school activities is only permitted with explicit consent and when connected to learning tasks.

Unauthorised recordings or the distribution of images or sound (including online sharing or messaging) that:

- Embarrass others
- Breach privacy
- Harass or bully
- Damage the reputation of the school or individuals

are considered serious breaches and may result in suspension or exclusion, and possible referral to police if the material involves illegal content.

Text Messaging and Communication

- Sending messages that are offensive, threatening or inappropriate may be considered bullying or harassment.
- Students who receive such messages are encouraged to:
 - Keep the message as evidence
 - Report it immediately to a staff member and their parent/caregiver

Use During Exams or Assessments

- Devices must not be brought into assessments or exams unless specifically authorised.
- Students found with devices during assessments will be assumed to be cheating, and disciplinary action will apply.

Legal Considerations – Invasion of Privacy Act 1971

Under Queensland law, it is illegal to:

- Use a listening device to record a private conversation without consent.
- Share or publish the contents of a private conversation without permission.

Students are expected to understand and follow the law and respect the privacy of others.

Special Circumstances

If a student requires a personal technology device at school due to:

- A medical condition
- A disability support requirement
- A learning or curriculum-related activity

They must arrange prior approval through the Principal. A Special Circumstances Agreement may be negotiated on a case-by-case basis.

At Bororen State School, we strive to ensure that all students can learn in an environment free from disruption, risk, and harm. Personal technology devices, while common in everyday life, must be managed carefully to protect the rights, safety and wellbeing of all members of our school community.

We thank parents and carers for supporting us in maintaining these expectations.

Understanding the Difference Between Conflict and Bullying

At Bororen State School, we believe in supporting every student to grow academically, socially, and emotionally. A common misunderstanding among students and parents is the belief that conflict and bullying are the same when they are not. While conflict is a normal part of growing up and learning how to navigate relationships, bullying is a repeated, targeted behaviour that involves a power imbalance and intent to cause harm.

That said, conflict can sometimes precede bullying, particularly if left unresolved. Helping students learn to manage conflict in healthy, respectful ways is a key part of our whole-school approach to behaviour and wellbeing.

How We Manage Conflict at Bororen

When incidents of conflict occur, Bororen State School takes a positive, solutions-focused approach, grounded in respectful communication and emotional regulation. We work hard to remain neutral and stay low on the ladder of inference, meaning we focus on facts and avoid assumptions.

We know that when conflict is discussed at home, it's easy to become caught up in the emotion of the moment, especially when hearing the perspective of a younger child. We ask families to trust that we are here to work *with* you and your child to achieve the best possible outcome for everyone involved.

How Parents Can Support Their Child Through Conflict

Drawing from **Chirnside (2015)**, we encourage families to consider the following steps when their child raises a concern about conflict at school:

- **Listen to your child**
Be available, patient, and open to hearing their feelings and version of events. Avoid jumping to conclusions or escalating the issue prematurely.
- **Communicate with the school**
Your child's classroom teacher is always the first point of contact. Come to the conversation with the facts and a willingness to hear another perspective.
- **Manage your emotions**
Stay calm and patient. Reacting in anger or frustration can unintentionally increase the emotional intensity of the situation.
- **Be mindful of your words**
Avoid speaking harshly or critically about the school, staff, or other students in front of your child. Your words have power and can affect how your child views school and handles conflict.
- **Talk to the right people from the start**
Avoid gossip or speculation. Contact the school directly to work together on finding a solution.

Building Resilience Through Guided Support

How we respond as adults plays a critical role in helping children build resilience and problem-solving skills. Supporting your child to manage everyday conflict calmly and respectfully is one of the most valuable lessons we can teach.

At Bororen, we have clear systems, structures, and processes in place to support students academically, socially and emotionally. We work with families, not against them. If a concern arises, please contact your child's teacher in the first instance. They know your child best and are best placed to work with you to address the issue.

Together, we can guide our children in navigating life's challenges with confidence, kindness, and clarity.

Reference:

Chirnside, J. (2015). *Empowered for Life: Equipping children to deal with everyday conflict and bullying*. Michael Hanrahan Publishing, Australia

Preventing and Responding to Bullying

At Bororen State School, we are committed to providing a safe, respectful, and inclusive learning environment for every student. Bullying is not tolerated at our school in any form, and we take a proactive, educative, and structured approach to prevention and response.

National Definition of Bullying

The national definition of bullying for Australian schools was developed by the Safe and Supportive School Communities Working Group, which includes representatives from all state, territory, and federal education departments, as well as national Catholic and independent schooling sectors.

As outlined in the National Safe Schools Framework, bullying is defined as:

An ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.

It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert)."

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents, conflict, or fights between equals, whether in person or online, are not considered bullying.

This definition can be accessed at the Australian Government's Student Wellbeing Hub:

<https://studentwellbeinghub.edu.au>

Bororen's School-Wide Commitment

Bororen State School aims to create a positive and predictable environment for all students, across all settings and times of day. We believe a disciplined learning environment is essential to:

- Raising student achievement and attendance;
- Ensuring effective student support processes;
- Promoting equity, inclusion, and diversity;
- Supporting the wellbeing and safety of every member of our school community.

There is no place for bullying at Bororen. Both students who experience bullying and those who engage in bullying behaviour are at risk of emotional, social, and academic difficulties. These outcomes are not in line with our school's vision and commitment to supporting all learners.

Bullying May Be Linked To:

- Race, religion, or cultural background
- Disability
- Appearance or health conditions
- Sexual orientation or gender identity



- Use of sexist or sexual language
- Students acting as carers
- Students in out-of-home care

Prevention of Bullying

We understand that addressing bullying is most effective when the general level of student behaviour across the school is consistently positive. Therefore, at Bororen, our school-wide behaviour support processes are always maintained.

We ensure that:

- Universal behaviour support remains our first strategy for preventing all forms of problem behaviour, including bullying;
- Students are explicitly taught our expectations aligned with the Bororen Values: Be Safe, Be Responsible, Be Respectful;
- Students participate in the Bridge Builders program, where they develop conflict resolution skills, emotional regulation, and resilience;
- Students are taught clear routines and expectations for non-classroom areas such as the playground, transition areas, and shared spaces;
- Students receive frequent and meaningful positive reinforcement for displaying expected behaviours;
- Active supervision is a priority. All duty staff are clearly identifiable and actively move, scan, and positively interact with students during breaks and transitions.

At Bororen, our anti-bullying efforts focus on active learning, where students learn by doing, not just by hearing or knowing.

Recording and Monitoring Behaviour

All inappropriate behaviour is documented and entered into OneSchool, the Department's behaviour database. This enables staff to:

- Track patterns and trends;
- Assess the effectiveness of anti-bullying strategies;
- Make data-informed decisions;
- Identify social or behavioural skills that require reteaching.

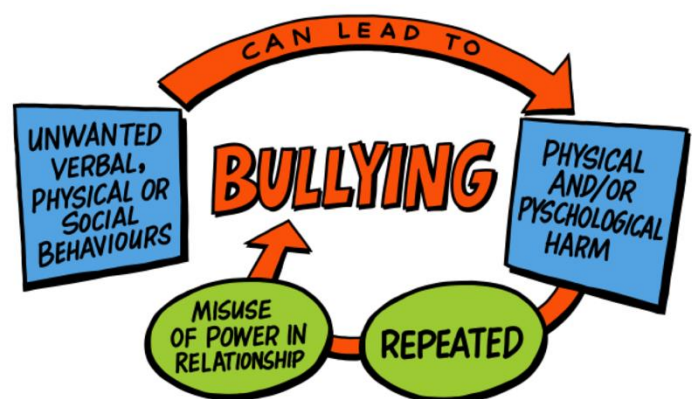
Responding to Bullying Reports

When reports of bullying or unresolved conflict are received, Bororen follows a clear, structured response process. The following steps guide our school's actions:

1. **Acknowledgement of the report** within 24–48 school hours. This may include sharing general information about the actions being taken.
2. **Fact Finding** by the classroom teacher or the Principal, depending on the nature of the incident. Investigations may include:
 - Gathering information from parents, students, staff, and school records;
 - Speaking with the students directly involved in the allegation;
 - Interviewing any witnesses or bystanders;
 - Focusing on specific, factual details (e.g. what was said, when, where), not hearsay.
3. **Decision-making** on the balance of probability to determine whether the definition of bullying has been met.
4. **Communication with parents** of the students involved, either throughout or at the conclusion of the investigation, as appropriate.
5. **Professional judgement** is used regarding the amount of information shared with parents, to respect privacy and maintain confidentiality.
6. **Intervention**, if bullying or inappropriate behaviour is substantiated, may include educative, monitoring, or disciplinary responses. In these cases, parents of all involved students will be informed.

Support Options for Students

- Students experiencing ongoing or unresolved interpersonal conflict may be offered a mediation process to work toward a resolution. Depending on the situation, parents may also be invited to participate.
- Students who have experienced bullying may be supported by classroom teachers, parents, and school staff to build confidence, resilience, and problem-solving skills. Additional support may be provided by the Guidance Officer, School Chaplain, or other staff.
- Students engaging in bullying behaviours may face disciplinary consequences (refer to page 9) and may require additional intervention to support behavioural change. Support may include referrals to the Guidance Officer, behaviour support programs, or external agencies. Parents are expected to actively engage with the school to support their child's behaviour improvement.



At Bororen State School, every student matters, and our approach to preventing and responding to bullying reflects our belief that all children deserve to feel safe, supported, and respected each and every day

Student Voice and Leadership at Bororen State School

At Bororen State School, we believe that student voice is not just heard, it's valued, respected, and acted upon. Our Student Council meets regularly with the school leadership to contribute meaningfully to a safe, inclusive and supportive learning environment. Their work reflects the five core elements of the **Australian Student Wellbeing Framework**, which underpin our school-wide approach to wellbeing and positive behaviour:

1. Leadership

School leaders play an active role in fostering a positive learning environment where all members of the Bororen community feel safe, respected, included, and connected.

2. Inclusion

Every student, staff member and family is encouraged to participate in building a welcoming school culture that values diversity and promotes respectful relationships.

3. Student Voice

Students are active partners in their own learning and wellbeing. They build strong social and emotional skills, take part in school decision-making, and help create a culture of respect, safety and resilience.

4. Partnerships

Bororen works hand-in-hand with families and the wider community to support each child's learning, wellbeing and safety. These partnerships help ensure our approach reflects the needs and values of the whole school community.

5. Support

Students, staff, and families share an understanding of wellbeing and positive behaviour — and how this directly supports effective teaching and learning across all year levels.



A Council with Purpose

A key priority of the Bororen Student Council is leading strategies that enhance wellbeing, promote safety, and counter violence, bullying, and abuse, both in-person and online.

The **Queensland Anti-Cyberbullying Taskforce Report** highlighted the importance of involving young people in the design of technology, information and education programs for parents. At Bororen, we take this to heart. Our students are empowered to:

Provide advice to staff and families on emerging issues affecting young people

- Promote practical solutions that are age-appropriate and context-specific
- Champion respectful, responsible and safe digital behaviour
- Lead awareness campaigns that support their peers in online and offline spaces

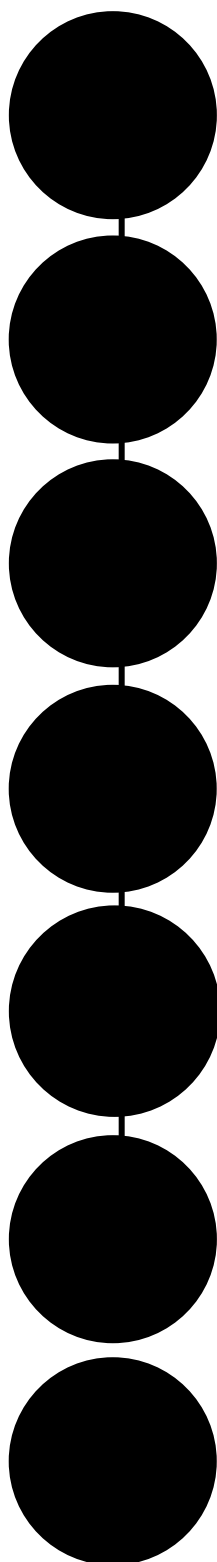
Through these contributions, our Student Council plays a vital role in making Bororen not just a school but a strong, connected, and forward-thinking community

Bullying response Flowchart for Teachers

Please note these timelines for this process are dependent on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Kindergarten to Year 6 – Class teacher



- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Appropriate Use of Social Media

Bororen State School acknowledges the many opportunities that technology and the internet provide students for learning, creativity, and social connection. Online communication and the use of social media sites and applications (apps) can support positive social development, providing students with opportunities to build friendships, share interests, and explore identity in a connected world.

Bororen State School is committed to promoting the responsible, respectful and positive use of technology, the internet, and apps. Students will not face disciplinary action simply for having a social media account.

However, as outlined in our Student Code of Conduct and policy on preventing and responding to bullying (including cyberbullying), it is unacceptable for students to use digital platforms to bully, harass or victimise others. This applies whether the behaviour occurs on school grounds or online, during or outside of school hours.

The Role of Social Media

Most young people use social media daily to communicate, learn, and socialise. While many interactions are positive, some students misuse social media, leading to cyberbullying or harmful behaviours.

Students must understand that by signing up to social media platforms, they are providing personal information, and the internet is a public space. Many social media sites and apps place limited restrictions on content and have inconsistent moderation processes.

Key points students should remember:

- Once something is shared online, it can spread widely and rapidly beyond their control.
- Deleting a post does not guarantee it is gone as archived versions and screenshots can still exist and may remain accessible into the future.
- What is shared online can impact personal reputation, relationships, and future opportunities—and may also reflect on the broader school community.

Inappropriate online behaviour can have lasting emotional, social, and academic consequences and, in some cases, may result in legal consequences.

School Response to Inappropriate Online Behaviour

If a student's online behaviour impacts the good order and management of Bororen State School, the school may respond with appropriate disciplinary action, regardless of when or where the behaviour occurred.

This may include:

- Behaviour support interventions
- Suspension (short or long)
- Exclusion (in serious cases)
- Referral to **Queensland Police Service (QPS)** for further investigation where appropriate

Examples of behaviour that may result in school disciplinary consequences include:

- Cyberbullying other students or staff
- Posting offensive or harmful content about others
- Sharing inappropriate photos or videos involving members of the school community
- Using technology to threaten, harass, or intimidate others

Limitations of School Involvement

Bororen State School will not intervene in matters of cyberbullying or online conflict if the incident does not impact the school's learning environment or operations.

For example, if a social media conflict occurs:

- Between students from different schools,
- Entirely outside school hours, and
- Without any impact on student relationships or behaviour at school,

Then the matter will be considered a parental or police responsibility, not a school matter.

Relevant Laws and Criminal Offences

Students and parents should be aware that inappropriate online behaviour may constitute a criminal offence under Australian law.

Commonwealth Criminal Code Act 1995

- Using a carriage service to menace, harass, or cause offence (e.g. sending threatening or abusive messages)

Queensland Criminal Code Act 1899

- Unlawful stalking
- Computer hacking and misuse
- Possession or distribution of child exploitation material
- Involving a child in making or distributing child exploitation material
- Criminal defamation

There are serious penalties associated with these offences, and where appropriate, the school will refer matters to the Queensland Police Service for investigation.

Cyberbullying

Cyberbullying is treated at Bororen State School with the same level of seriousness as in-person bullying. The major difference, however, is that unlike in-person bullying, cyberbullying can follow students beyond the school gates and into their homes, communities, and even their bedrooms. This can leave students with no opportunity to escape the harassment or abuse, especially during evenings, weekends, or school holidays.

Reporting Cyberbullying

In the first instance, students or parents who wish to report cyberbullying should speak with the class teacher. However, the Principal can also be approached directly by students, parents, or staff for support in preventing and responding to cyberbullying.

It is important for students, parents, and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or off school grounds, including cyberbullying.

Parents and students with concerns about cyberbullying incidents during school holidays should seek support through:

- The Office of the eSafety Commissioner: <https://www.esafety.gov.au>
- The Queensland Police Service

Disciplinary Action for Cyberbullying

Students enrolled at Bororen State School may face:

- In-school disciplinary action (e.g. detention, removal of privileges), or
- More serious consequences (as outlined on page 9 of the Student Code of Conduct)

if they engage in behaviour that adversely affects, or is likely to adversely affect, the good order and management of the school.

This includes:

- Cyberbullying that occurs outside school hours or during school holidays

- Inappropriate online behaviour directed toward other Bororen students, staff, or members of other school communities

Behaviour by Parents, Stakeholders, and Staff

- Parents or other community members who engage in inappropriate online behaviour towards students, staff, or other parents may be referred to the Office of the eSafety Commissioner and/or the Queensland Police Service.
- State school staff who engage in inappropriate online conduct will be referred for investigation to the Integrity and Employee Relations team within the Department of Education.

School Support and Further Information

Any questions or concerns about how Bororen State School manages or responds to cyberbullying should be directed to the Principal.

Cybersafety and Reputation Management (CRM)

The Department of Education provides a dedicated Cybersafety and Reputation Management (CRM) team, which supports Queensland state schools in maintaining safe, respectful online environments. This team:

- Leads the development and implementation of departmental cybersafety practices
- Provides direct support for schools responding to inappropriate online behaviour or misuse of digital technologies
- Shares helpful resources with parents and carers, including strategies for supporting children who may be experiencing or engaging in cyberbullying

To access these parent resources, visit:

<https://behaviour.education.qld.gov.au/supporting-student-behaviour/bullying-and-cyberbullying>

Our Commitment at Bororen State School

Bororen State School strives to create a positive, respectful, and safe environment for all students, both in person and online. We actively teach digital citizenship, responsible online behaviours, and strategies to respond to conflict and peer pressure in the digital world.

We encourage students and families to:

- Think before posting or sharing online;
- Use technology in ways that reflect our school values:
Be Safe, Be Responsible, Be Respectful;
- Report any online behaviour that causes harm, concern or breaches personal safety.

Working together, we can ensure that students are equipped to use technology positively and respectfully, today and into the future.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

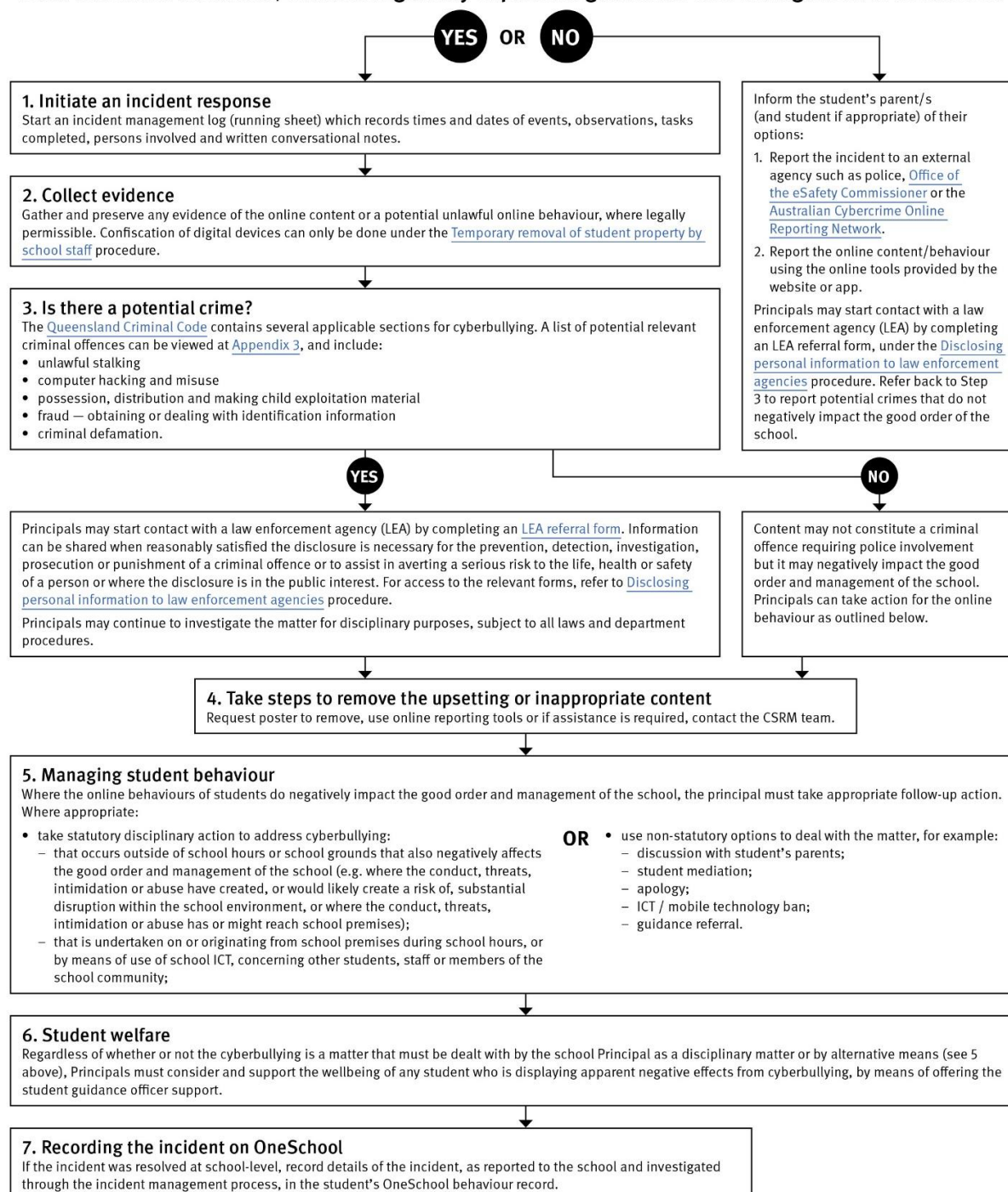
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Restrictive Practices

At Bororen State School, our priority is to ensure the safety and wellbeing of every student and staff member. From time to time, school staff may need to respond to behaviour that presents a risk of physical harm to the student themselves or to others.

While the majority of such situations can be de-escalated quickly through calm, supportive strategies, there may be rare instances where a student's behaviour continues to escalate. In these moments, staff will immediately implement positive, proactive strategies to help the student regulate their emotions and behaviour. These responses are guided by our commitment to creating a safe, respectful and inclusive environment, and reflect our belief that every behaviour is an opportunity to support, teach and connect.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

- Regard to the human rights of those students
- Safeguards students, staff and others from harm.
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- Aims to reduce or eliminate the use of restrictive practices.

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

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

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

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

Critical Incidents

At Bororen State School, it is essential that all staff share a consistent understanding of how to respond in emergency situations involving student behaviour that presents a serious risk to the student or others. This shared approach ensures that actions taken are safe, appropriate, and effective, helping to protect the wellbeing of both students and staff.

What is a Critical Incident?

A critical incident is defined as an event that is sudden, urgent, and often unexpected, or a situation that requires immediate action (e.g. serious behaviours in the classroom, playground, or during excursions).

The goal in these moments is to safely and quickly manage the behaviour—not to punish or discipline. These are crisis management situations, where the priority is de-escalation and safety.

Staff Responsibilities

- Staff should follow any documented support plan for students who are known to experience regular critical incidents. These plans are available in OneSchool for review and reference.
- Staff involved in critical incidents are encouraged to access appropriate health and wellbeing supports after the incident, recognising the potential emotional toll.

Responding to Unexpected Critical Incidents

When no individual support plan is in place, staff should use the following basic defusing techniques:

1. Avoid Escalating the Situation

- Do not shout or raise your voice
- Avoid cornering or crowding the student
- Do not use sudden movements or sarcasm
- Stay out of the student's personal space
- Avoid touching or grabbing the student
- Stay calm and avoid displaying frustration or defensiveness

2. Maintain Calmness, Respect, and Detachment

- Model calm and respectful behaviour
- Use a serious, controlled tone of voice

- Speak clearly and choose words carefully
- Avoid humiliation or emotional responses
- Be matter-of-fact and maintain professional composure

3. Approach the Student in a Non-Threatening Manner

- Move slowly and calmly toward the student or situation
- Where possible, speak privately and respectfully
- Minimise physical gestures and keep body language neutral
- Maintain a safe and respectful distance
- Stay at eye level and keep your message brief
- Stay on-topic, acknowledge cooperation, and withdraw if the risk increases

4. Follow Through Appropriately

- If the student begins to regulate or respond positively, briefly acknowledge the choice and redirect attention back to learning or routines
- If the behaviour continues, remind the student of expected behaviour and clearly outline the consequences of continuing the inappropriate behaviour

5. Debrief After the Incident

At an appropriate time, when the risk of escalation is low:

- Support the student to identify the sequence of events that led to the incident
- Highlight key decision points
- Help the student evaluate their choices
- Discuss alternative responses for future situations

At Bororen State School, we are committed to responding to critical incidents with professionalism, care, and consistency, in line with our values of Be Safe, Be Responsible, Be Respectful. Our focus remains on keeping everyone safe, supporting students in times of crisis, and helping them learn better ways to manage their behaviour.

The BRIDGE BUILDERS® Program

A whole school approach

to equip children to be resilient, effective communicators and empowered to deal with everyday conflict and reduce bullying.

Introduction

- Underpinning best practice curriculum is the explicit teaching, modelling and encouraging of constructive responses to everyday conflict for student's academic success and authentic social and emotional wellbeing.
- The **BRIDGE BUILDERS®** Program provides understanding, skills and a common language that teaches resilience and constructive, positive approaches to respond to conflict or bullying. It is a whole-school community program that equips all adults to empower children with strategies to use in situations where conflict or bullying cause disconnection. The skills in this program directly link to the HPE National Curriculum and the Personal and Social General Capabilities that are embedded into all Key Learning Areas.

Skills Taught in the BRIDGE BUILDERS® Program

The following skills are taught throughout the primary school community in workshops that are specific to the needs and responsibilities of each group.

- ✓ Understanding CONFLICT and its difference to bullying.
- ✓ Comparing the three responses to conflict.
- ✓ Learning how to have a calm mind & brave body – neuroscience.
- ✓ Recognising and practising skills & language to build bridges.
- ✓ Showing respect and gaining confidence in ASKING FOR HELP.
- ✓ Identifying the value of letting conflict go and forgiving.
- ✓ Applying learning to future healthy relationships.

Foundational to the program is the concept that life is like a journey. Road signs are used as tools to help guide children in important skills in dealing with everyday challenging relationships.

BRIDGE BUILDERS® SKILLS	NATIONAL CURRICULUM - GENERAL CAPABILITIES	HEALTH AND PHYSICAL EDUCATION CURRICULUM Strand – Personal and social and community health.
Calm Down	Self Awareness <ul style="list-style-type: none"> Recognise emotions Develop reflective practices Self Management <ul style="list-style-type: none"> Express emotions appropriately Develop self-discipline Become confident, resilient and adaptable 	Communicating and interacting for health and wellbeing Understanding emotions
Ask Them to Stop	Social Management <ul style="list-style-type: none"> Communicate effectively Work collaboratively Make decisions Negotiate and resolve conflict Develop leadership skills Ethical Understanding <ul style="list-style-type: none"> Recognise ethical concepts Consider consequences Explore insights and responsibilities Critical and Creative Thinking Capabilities <ul style="list-style-type: none"> Identify information Organise and process information Consider alternatives Seek solutions and put ideas into action Think about thinking Evaluate procedures and outcomes 	Communicating and interacting for health and wellbeing Interacting with others Being healthy safe and active Making healthy and safe choices Contributing to health and active communications Community health promotions
Ignore and Don't React		Strand – Movement and physical activity Learning through movement Teamwork and leadership Learning through movement Ethical behaviour in movement settings
Share and Take Turns		
Talk and Listen		
Be Kind		
Make an Agreement		
Apologise		
Let it Go	Self Awareness <ul style="list-style-type: none"> Understand relationships 	Contributing to health and active communications Valuing diversity
Get Help		Being healthy, safe and active Help-seeking



U-Turn Process



REFLECT

REFLECT on :

- What happened
- What behaviour they chose
- What the consequences were
- How the other person felt

RESILIENCE

RESILIENCE :

- Identify their feelings and recognise emotional clues
- Rethink their self-talk
- Record plan to calm down
- Practise plan to calm down

RESPONSE

RESPONSE strategies :

- Understand fight flight reactions
- Choose a skill they should have chosen from the BRIDGE
- Practise skill by role play
- Record how to respond next time

RESTORE

RESTORE by :

- Showing empathy and understanding to the other person
- Let it Go
- Know how to access help if needed





MY BEHAVIOUR GOAL CARD



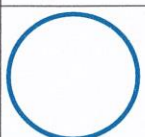
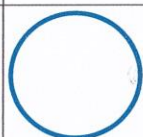
Student's Name: _____

My goal is to _____

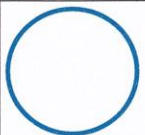
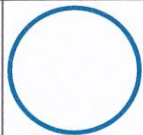
Day _____

Date: _____

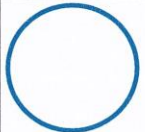
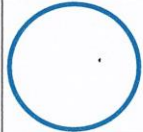
Session 1

My Reflection <i>How did I think I went?</i>	Teacher's Reflection <i>How did I go?</i>
<div> <i>Not good</i> 1 2 3 4 5 <i>Fantastic!</i></div>	<div> <i>Not good</i> 1 2 3 4 5 <i>Fantastic!</i></div>

Session 2

My Reflection <i>How did I think I went?</i>	Teacher's Reflection <i>How did I go?</i>
<div> <i>Not good</i> 1 2 3 4 5 <i>Fantastic!</i></div>	<div> <i>Not good</i> 1 2 3 4 5 <i>Fantastic!</i></div>

Session 3

My Reflection <i>How did I think I went?</i>	Teacher's Reflection <i>How did I go?</i>
<div> <i>Not good</i> 1 2 3 4 5 <i>Fantastic!</i></div>	<div> <i>Not good</i> 1 2 3 4 5 <i>Fantastic!</i></div>

Student's Signature: _____

Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Comment: _____

Parent/Guardian Signature: _____

Date: _____



MY BEHAVIOUR GOAL CARD

Student's Name: _____

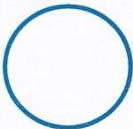



My goal is to _____

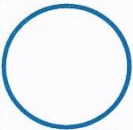

Day _____

Date: _____

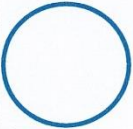
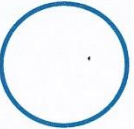
Session 1

My Reflection <i>How did I think I went?</i>	Teacher's Reflection <i>How did I go?</i>
<div> <i>Not good 1 2 3 4 5 Fantastic!</i></div>	<div> <i>Not good 1 2 3 4 5 Fantastic!</i></div>

Session 2

My Reflection <i>How did I think I went?</i>	Teacher's Reflection <i>How did I go?</i>
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Session 3

My Reflection <i>How did I think I went?</i>	Teacher's Reflection <i>How did I go?</i>
<div> <i>Not good 1 2 3 4 5 Fantastic!</i></div>	<div> <i>Not good 1 2 3 4 5 Fantastic!</i></div>

Student's Signature: _____

Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Comment: _____

Parent/Guardian Signature: _____

Date: _____

Classroom Reflect and Reset Card



Bororen State School

WHITE CARD Prep - Year 2

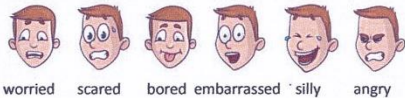
Student Name _____ Class _____ Teacher _____

Where did it happen? _____ When did it happen? _____ Date _____

Behaviour

What happened? What behaviour did you choose?

How did **YOU** feel?



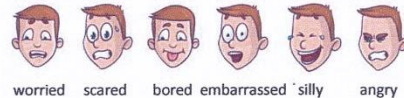
worried scared bored embarrassed silly angry



lonely frustrated sad

Feelings

How did **THEY** feel?



worried scared bored embarrassed silly angry



lonely frustrated sad

Thoughts

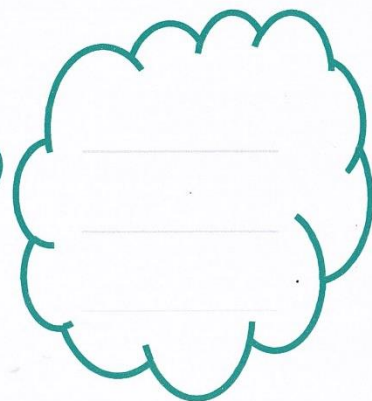
Breathe slowly



Think helpful thoughts



Calm Your Body & Mind

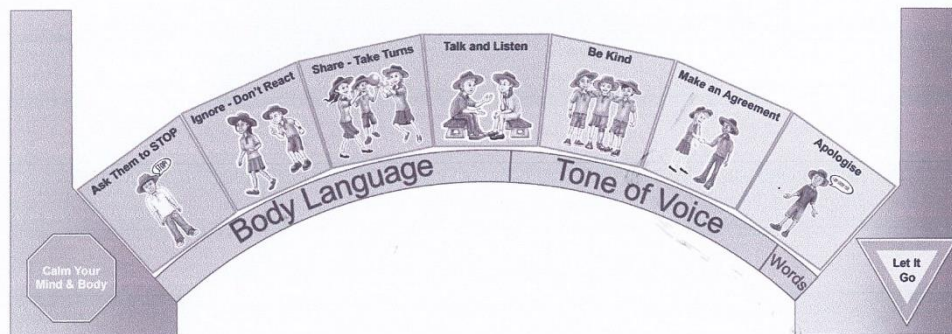


Write a thought that would help you to Calm Down next time.

Which of the VALUES did you not CHOOSE? (Put a circle around the ones you did not do.)

BE RESPECTFUL BE RESPONSIBLE BE SAFE

BRIDGE BUILDERS®



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What should you have chosen to do? (Write or draw a better choice you could have made.)

Completed by Teacher:

Classroom Teacher _____ Signed _____

Observations _____

Your child has had a chance to practise calming down skills and a BRIDGE BUILDER® skill ☐ to use next time.

Completed by parent or guardian and student at home:

We want to work together with you to empower your child for life. Could you please spend a few minutes on these two activities and sign below, then return this Yellow Card back to school, thank you.

I have seen my child practise their calming down skills with me at home. ☐ (Please tick when they have demonstrated it to you.)

What is your child's response to the question; 'What behaviour is a good choice you can make at school?'

Parent/Guardian Sign: _____



Bororen State School

WHITE CARD Year 3 - Year 6

Student Name _____ Class _____ Teacher _____

Where did it happen? _____ When did it happen? _____ Date _____

What happened? What **behaviour** did you choose?

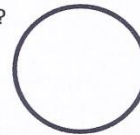
How did **YOU** feel?

(angry, frustrated, happy, silly, upset
bored, scared, embarrassed, sad)



How did the **OTHER PERSON** feel?

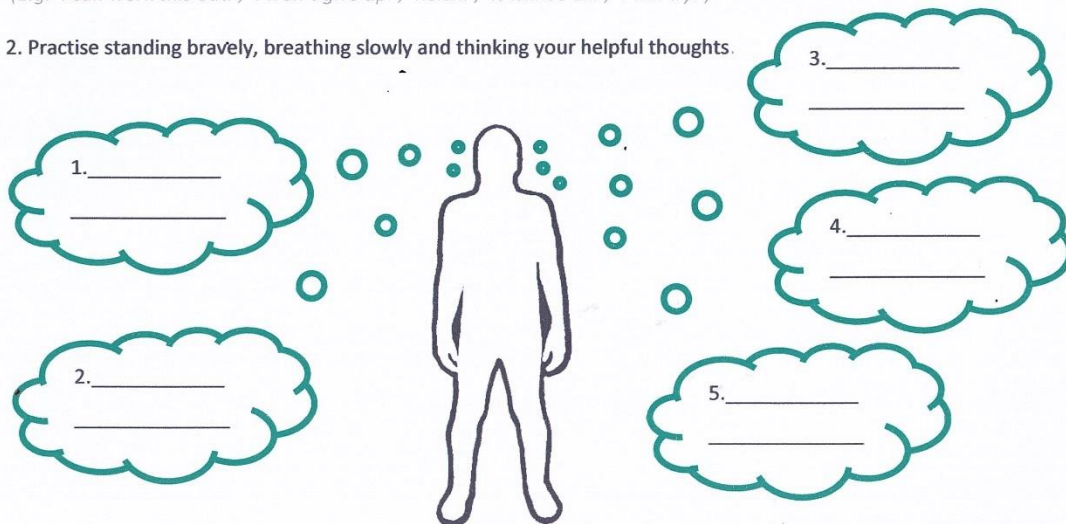
(angry, frustrated, annoyed, upset
bored, scared, embarrassed, sad)



Your **thoughts** matter.

1. Write one helpful thought five times that would have helped you to have solved this problem better.
(E.g. 'I can work this out.'; 'I won't give up.'; 'Relax.'; 'It will be ok.'; 'I will try.')

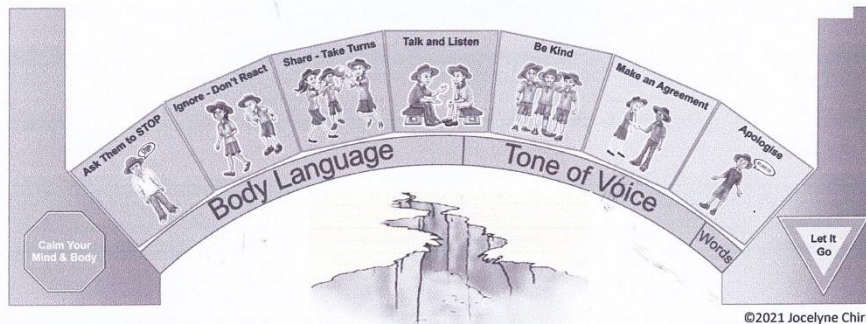
2. Practise standing bravely, breathing slowly and thinking your helpful thoughts.



Which of the school VALUES did you not CHOOSE? (Put a circle around the ones you did not do.)

BE RESPECTFUL BE RESPONSIBLE BE SAFE

BRIDGE BUILDERS®



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What should you have chosen to do? (Write or draw a better choice you could have made.)

How can you solve this conflict now?

I can _____

Completed by Teacher:

Classroom Teacher _____ Signed _____

Observations _____

Your child has had a chance to practise calming down skills and a BRIDGE BUILDER® skill ☐ to use next time.

Completed by parent or guardian and student at home:

We want to work together with you to empower your child for life. Could you please spend a few minutes on these two activities and sign below, then return this Yellow Card back to school, thank you.

I have seen my child practise their calming down skills with me at home. ☐ (Please tick when they have demonstrated it to you.)

What is your child's response to the question; 'What behaviour is a good choice you can make at school?'

Parent/Guardian Sign: _____

Playground Reflect and Reset



Bororen State School



U-TURN YELLOW CARD

Student Name _____ Class _____ Teacher _____

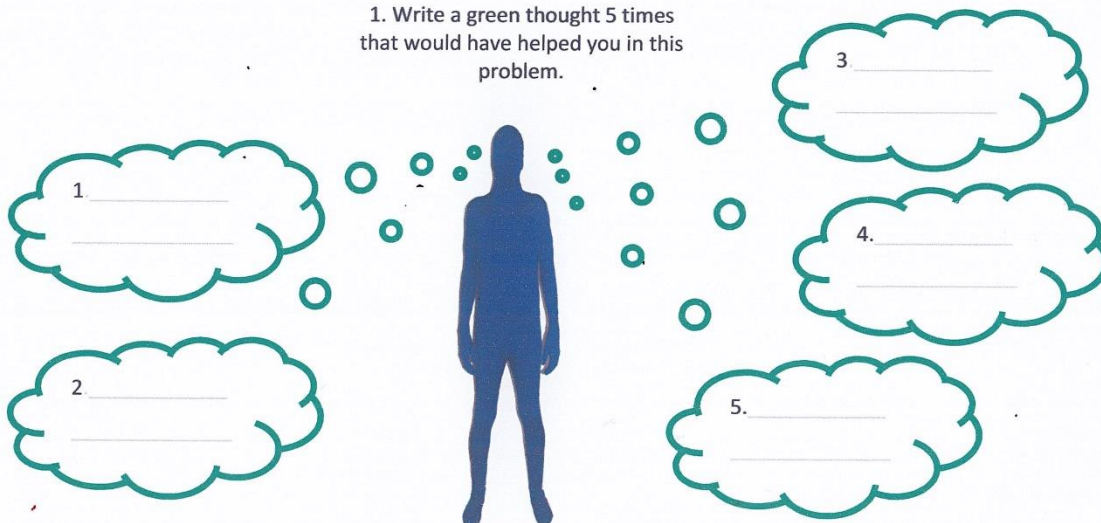
Where did it happen _____ When did it happen _____ Date _____

What happened and what behaviour did **you** choose?

Which of the school VALUES did you not CHOOSE? (Put a circle around the ones you did not do.)

BE RESPECTFUL BE RESPONSIBLE BE SAFE

1. Write a green thought 5 times
that would have helped you in this
problem.



My plan to calm down next time is:

Plan A Plan B

BRIDGE BUILDERS®



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What behaviour should you have chosen? (Write or draw a better choice you could have made to the problem you had.)

Teacher on Duty _____ Signed _____

Observations/ Recommendations

To be completed at home with parent or guardian and returned back to school.

What have you learnt from this conflict? _____

Practise how to stand bravely and do your Calming Down Plan with your parents/ guardians. ☐ (Tick the box when done.)

Parent and Guardian - I have talked with my child about this Yellow Card and seen them demonstrate their calming down plan.

Signed _____



Bororen State School

U-TURN ORANGE CARD



Student Name _____ Class _____ Teacher _____

Where did it happen _____ When did it happen _____ Date _____

What happened and what behaviour did **you** choose?

Which of the school VALUES did you not CHOOSE? (Put a circle around the ones you did not do.)

BE RESPECTFUL BE RESPONSIBLE BE SAFE

What was your response?'

FIGHT _____

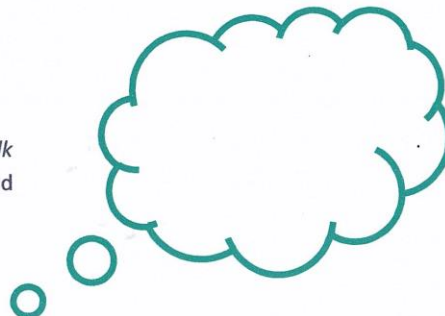
FLIGHT _____

SOLVE _____



1. What was your *self talk* when you had the conflict?

2. **Reframe** your *self talk* to something that would be helpful.



My Plan to Calm Down next time is:

Plan A Plan B

BRIDGE BUILDERS®



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What should you have chosen to do?

How can you build a bridge to resolve this problem?

Completed by Adults:

Teacher on Duty _____ Signed _____

Observations _____

Recommendations _____

Principal Signature _____ Date _____

To be completed at home with parent or guardian and returned back to school.

What have you learnt from this conflict? _____

Practise how to stand bravely and do your Calming Down Plan with your parents/ guardians ☐ (Tick the box when done.)

Parent and Guardian - I have talked with my child about this Yellow Card and seen them demonstrate their calming down plan.

Signed _____



Bororen State School

U-TURN RED CARD



Student Name _____ Class _____ Teacher _____

Where did it happen _____ When did it happen _____ Date _____

What happened and what behaviour did **you** choose?

Which of the school VALUES did you not CHOOSE? (Put a circle around the ones you did not do.)

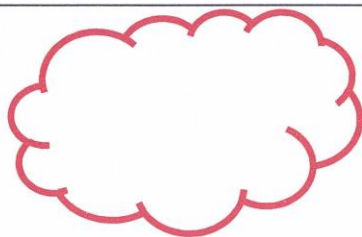
BE RESPECTFUL BE RESPONSIBLE BE SAFE

What was your response?

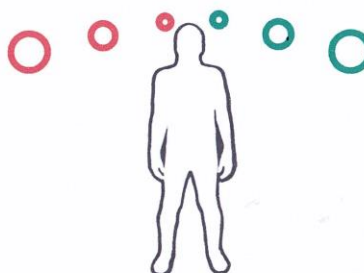
FIGHT _____

FLIGHT _____

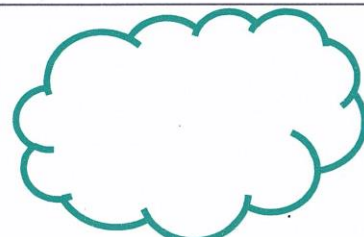
SOLVE _____



1. What **was** your *self-talk* when you had the conflict?



Put a cross on the parts of your body that you are aware **changed** when you were upset.



2. **Reframe** your *self-talk* to something that would be helpful.

My Plan to Calm Down next time is;

Plan A Plan B

BRIDGE BUILDERS®



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What should you have chosen to do? (Write or draw a better choice you could have made to the problem you had.)

How can you build a bridge to resolve this problem?

Teacher on Duty _____ Signed _____

Observations & Recommendations

To be completed at home with parent or guardian and returned back to school.

What have you learnt from this conflict? _____

Practise how to stand bravely and do your Calming Down Plan with your parents/ guardians. ☐ (Tick the box when done.)

Parent and Guardian - I have talked with my child about this Yellow Card and seen them demonstrate their calming down plan.

Signed _____

Name: _____

Date: _____



RETURN FROM SUSPENSION

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YOU MATTER!

U-Turn Process

Turning from a bad choice

Q: What choices led you to your suspension?

A: _____

Q: What was it like to be suspended?

A: _____

Q: What will help you to avoid making the same choice again?

A: _____

U-Turn Process

Turning towards a good choice

Q: What do you enjoy doing the most

A: _____

Q: What are your 5 strengths <https://high5test.com/> ?

A: _____

"You have the most amazing potential.

Your ability to reach success and fulfill your potential is not determined by chance but by your choices.

We all make mistakes. A fool keeps repeating the same mistake and expecting a different outcome.

A wise person reflects, learns and changes their choices and grows wise from their mistakes."

Jocelyne Chirside

Director – EMPOWERING Life Skills



Remember

- Think helpful, positive thoughts
- Have a Calm Down Plan
- Use the BRIDGE BUILDERS® Skills to solve conflict
- Ask for Help
- Learn from mistakes

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Whole-School Language/Script

1. What behaviour are you choosing?
2. Is that a friendly choice or a conflict choice?
3. What rule did you break?
4. Do you remember last week / yesterday when you chose to ... ?
5. That is what I need to see today. I know you can do it.



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Ideas to Help



1. Assist with calming down.
2. Check the BRIDGE BUILDERS® skills used - encourage and coach.
3. Observe, speak or respond to the other child.
4. Identify different perspectives.
Find the common ground.
5. Brainstorm how to find a win-win.



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Staff, Parents and Community

- Pause develops an understanding of the relationship between the Prefrontal Cortex, Amygdala and Hippocampus and their connection to thinking, feeling, learning and behaviours
- Pause provides a whole school approach including a common language and strategies to support students to self-regulate and become successful learners

Trauma

- Pause develops an understanding of the link between the Prefrontal Cortex, Amygdala and Hippocampus and their connection to thinking, feeling and learning. It is this link that helps us better understand the traumatised child by connecting brain development, trauma and self-regulation
- Pause provides strategies for self-regulation and calming techniques to enable the learner to set themselves up to be a successful learner

Building Resilience/ Mental Health

- Pause provides self-regulation and calming techniques to build resilience and promote well-being for both students and staff
- Pause helps students to understand what causes their stress, anxiety and feelings of being overwhelmed and helps them to identify strategies to assist in these challenging times

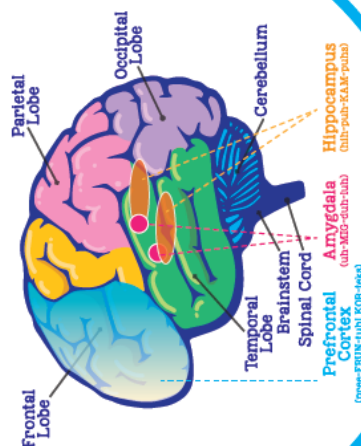
Learning Difficulties

- Pause helps students realise that all brains work differently and each of us have our own strengths and different ways of learning
- Pause works to develop student responsibility to understand how they learn and enable them to set themselves up to be a successful learner

Challenging Behaviours

- Pause assists students in developing an understanding around of the causes of their behaviours by developing knowledge about the links between the Prefrontal Cortex and Amygdala and their roles in learning and being
- Pause provides strategies for self-regulation and calming techniques to enable the student as a learner to set themselves up to be a successful learner

Pause Program



Every Student Succeeding

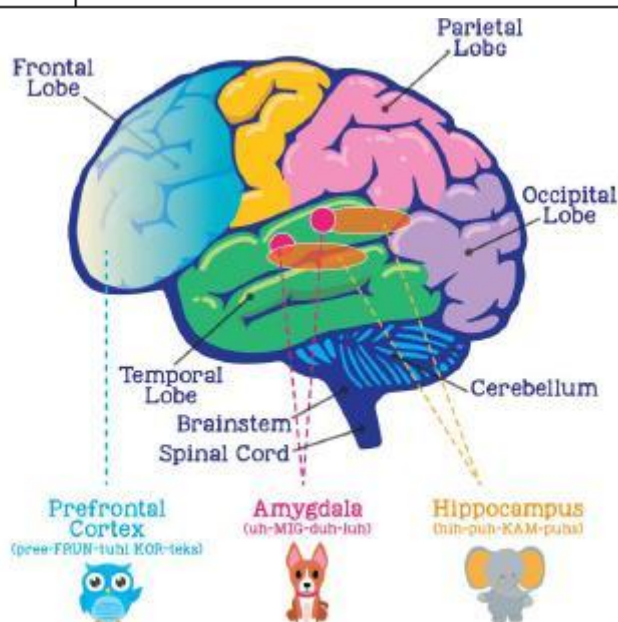
Courage – Connection – Creativity

Why Pause?

- Pause teaches the students the importance of recognising the signals in their body that their brain sends them.
- Pause teaches the students the three key parts of the brain that are responsible for thinking, emotions and long term memory.
- Pause empowers students to self-regulate their own behaviour by taking notice and acting on the signals they receive from their brain in a positive way.
- Wellbeing underpins the way children feel about themselves and how they relate to others.
- Pause improves children's wellbeing by teaching them about Neuroscience and Mindfulness.

3 Key Parts of your Brain

Name	Function
Prefrontal Cortex	<u>Owl – Thinking part of the brain</u> Part of the frontal lobe Responsible for - Executive function, Decision making Problem solving, Complex thought
Amygdala	<u>Guard Dog – Emotional part of the brain</u> Part of the limbic system Responsible for processing our emotions
Hippocampus	<u>Elephant – Memory part of the brain</u> Part of the limbic system Responsible for forming, organising and storing memories



Essential Skills for Classroom Management

Successful learning requires three core elements: setting clear expectations, acknowledging appropriate behaviour and timely correction of inappropriate behaviour.

No.	Skill Name	Definition
1	Establishing Expectations <i>'making rules'</i>	To clearly articulate and demonstrate the boundaries of pro-social behaviour.
2	Giving Instructions <i>'telling students what to do'</i>	To give a clear direction about what students are to do.
3	Waiting and Scanning <i>'stopping to assess what is happening'</i>	To wait and look at your students for 5-10 seconds after you give an instruction.
4	Cueing with Parallel Acknowledgement <i>'praising a particular student to prompt others'</i>	To acknowledge students' on-task behaviour with the intention of encouraging others to copy.
5	Body Language Encouraging <i>'smiling, nodding, gesturing and moving near'</i>	To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task.
6	Descriptive Encouraging <i>'praise describing behaviour'</i>	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
7	Selective Attending <i>'not obviously reacting to certain behaviours'</i>	To deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8	Redirecting to the Learning <i>'prompting on-task behaviour'</i>	To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
9	Giving A Choice <i>'describing the student's options and likely consequences of their behaviour'</i>	To respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10	Following Through <i>'doing what you said you would'</i>	Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment.

Why We Begin Each Day with Circle Time at Bororen State School?

At Bororen State School, we believe that learning doesn't just begin with books — it begins with *belonging*. That's why every class starts the day with **Circle Time**.

Circle Time is a short, structured check-in where students and staff sit together to build connections, share feelings, and set a positive tone for the day ahead. This daily practice is a key part of how we support the wellbeing, emotional regulation, and resilience of our students.

Backed by Research

Our Circle Time approach is informed by two leading frameworks in education and wellbeing:

The Resilience Project

Research shows that children who regularly practise **Gratitude, Empathy, and Mindfulness (GEM)** are more likely to experience improved:

- Emotional regulation
- Optimism and positive self-talk
- Confidence and compassion
- Focus and learning engagement

Circle Time gives students a chance to practise these skills each day. Whether it's sharing something they're grateful for or learning to listen to others without judgment, this time sets them up to be more emotionally resilient learners.

Berry Street Education Model

The Berry Street approach highlights the importance of:

- **Safety and predictability**
- **Strong, trusting relationships**
- **Emotional self-awareness and co-regulation**

Circle Time helps students feel *seen, heard, and supported*. It builds a sense of community in the classroom, which makes students more ready to learn and less likely to engage in disruptive behaviours. It's also a daily opportunity for staff to notice early signs of worry, stress or conflict — allowing for early support.

What Happens in Circle Time?

Circle Time is short and meaningful — often just 5 to 10 minutes. Activities might include:

- A "feelings check-in" where students describe how they're feeling
- Sharing a highlight or challenge
- Breathing or mindfulness strategies
- Brief social-emotional skill-building conversations
- A gratitude or kindness prompt

It's not just about *talking*, it's about connecting. And when students feel connected, they're more ready to engage, learn, and thrive.

The Impact

Circle Time:

- Builds strong relationships between students and staff
- Creates a calm, consistent start to the day
- Fosters a sense of belonging and safety
- Helps students transition smoothly into learning


At Bororen State School, Circle Time is more than just a routine, it's a daily investment in resilience, wellbeing, and connection.

Why We Begin Each Day with Circle Time

At Bororen State School, we begin each day with Circle Time – a short check-in where students and staff connect with each other as a class. This daily practice is supported by frameworks including:

THE RESILIENCE PROJECT

BERRY STREET Education Model



Circle Time...

- builds strong relationships between students and staff
- creates a calm, consistent start to the day
- fosters a sense of belonging and safety
- helps students transition smoothly into learning

Online Resources

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

Conclusion

The Bororen State School Student Code of Conduct 2025–2028 is reviewed annually as part of our Annual Implementation Planning process to ensure it remains relevant, effective, and aligned with the needs of our school community.

The current Student Code of Conduct is made publicly available to all members of the school and broader community via the Bororen State School website.

As part of the enrolment process, parents and carers of newly enrolled students are provided with access to the Student Code of Conduct. Any amendments made through the annual review process will also be shared and acknowledged by families of currently enrolled students.

The Principal of Bororen State School, in collaboration with the President of the P&C and school stakeholders, acts as custodian of the Student Code of Conduct to ensure its implementation reflects our shared values of Be Safe, Be Responsible, Be Respectful.