Wondai State School

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

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Endorsement

Principal Name:	Mr Peter Sansby
Principal Signature:	
Date:	20-03-2020

P/C President and-or School Council Chair Name:	Mrs Vicky Parry
P/C President and-or School Council Chair Signature:	
Date:	20-03-2020

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Purpose

Wondai State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Wondai State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Wondai State School has a long and proud tradition of providing high quality education to students in The South Burnett Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Wondai State School has three core values: We are Respectful, We are Responsible We are Safe.

We are Respectful	act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
We are Responsible	be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment
We are Safe	For Self and Others

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Wondai State School take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

P&C Statement of Support

As president of the Wondai State School P&C Committee. I am proud to support the new Code Of Conduct. The inclusive, transparent consultation process led by Mr Peter Sansby and his team has ensured that parents and carers have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Wondai State School Student Code of Conduct as the awareness and involvement of parents and carers is critical to ensuring that they were able to support the students of the school to meet and set expectations.

We encourage all parents to familiarise themselves with the Wondai State School Student Code of Conduct and to take time to talk with their children about the expecations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating, however, it can have particularly devastating impacts on our young people. It is important that every parent, carer and child at Wondai State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that the school provides support and advice to help address problems of bullying. This document provides a flowchart which provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents /carers who wish to discuss the Wondai State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Wondai State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, respected and are approrpriately supported to meet their individual social and learning needs.

Mrs Vicky Parry

Wondai State School P&C
President

School Captains' Statement

On behalf of the student body at Wondai State School, we endorse the Student Code of Conduct for 2020. We have represented the students and provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Wondai State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the school Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Senior School Captains:

Declan Parry

Shani Walters

Ben O'Shannesey

Date:

Junior Secondary Capains:

Riley Sewell

Grace Fewtrell

Date:

Consultation Process

During the development of this document, there was an extensive consultation Process that included, Parents, Students, Staff and Community Mmebers.

All we provided with simple questions that required them to indicate the following:

1. What we should stop doing.
2. What we should keep doing.
3. What we need to start doing.

The results of the surveys were then used to ensure the Code was a reflection of Community, staff, student and parent needs and thoughts.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2017**	**2018**	**2019**
their child is getting a good education at school (S2016)	94%	98%	100%
this is a good school (S2035)	94%	85%	100%
their child likes being at this school* (S2001)	94%	96%	90%
their child feels safe at this school* (S2002)	89%	98%	100%
their child's learning needs are being met at this school* (S2003)	89%	94%	100%
their child is making good progress at this school* (S2004)	89%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	89%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	89%	90%
teachers at this school motivate their child to learn* (S2007)	89%	94%	90%
teachers at this school treat students fairly* (S2008)	83%	91%	100%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	100%
this school works with them to support their child's learning* (S2010)	94%	94%	90%
this school takes parents' opinions seriously* (S2011)	81%	83%	100%
student behaviour is well managed at this school* (S2012)	72%	78%	88.9%
this school looks for ways to improve* (S2013)	83%	83%	90%
this school is well maintained* (S2014)	78%	85%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2017**	**2018**	**2019**
they are getting a good education at school (S2048)	86.9%	84.7%	84.6%
they like being at their school* (S2036)	89.3%	95%	78.8%
they feel safe at their school* (S2037)	90.4%	93.4%	80.8%
their teachers motivate them to learn* (S2038)	94.0%	98.3%	92.5%
their teachers expect them to do their best* (S2039)	98.8%	100%	92.3%
their teachers provide them with useful feedback about their school work* (S2040)	82.9.0%	77.0%	86.8%
teachers treat students fairly at their school* (S2041)	82.9%	74%	75%
they can talk to their teachers about their concerns* (S2042)	88.6%	81.4%	86.8%
their school takes students' opinions seriously* (S2043)	79.7%	81.0%	86.5%
student behaviour is well managed at their school* (S2044)	82.5%	53.6%	78.8%
their school looks for ways to improve* (S2045)	94.0%	85.0%	92.0%
their school is well maintained* (S2046)	88.9%	89.3%	90.2%
their school gives them opportunities to do interesting things* (S2047)	90.5%	83.1%	86.5%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2017**	**2018**	**2019**
they enjoy working at their school (S2069)	100%	100%	96.2%
they feel that their school is a safe place in which to work (S2070)	96.8%	100%	100%
they receive useful feedback about their work at their school (S2071)	96.8%	89.7%	92.3%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	87.1%	92.9%	88.5%
student behaviour is well managed at their school (S2074)	74.2%	89.7%	84.0%
staff are well supported at their school (S2075)	93.5%	93.1%	88.5%
their school takes staff opinions seriously (S2076)	100%	92.6%	84.0%
their school looks for ways to improve (S2077)	100%	96.6%	88.5%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	88.9%	80.0%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

EXEMPLAR STATE COLLEGE SCHOOL DISCIPLINARY ABSENCES			
Type	**2017**	**2018**	**2019**
Short Suspensions – 1 to 10 days	124	93	41
Long Suspensions – 11 to 20 days	3	0	0
Charge related Suspensions	0	0	0
Exclusions	0	1	5

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Wondai State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

	If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **<u>few students</u>** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Wondai State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful.
Wondai State School embraces **Trauma Informed Education.** There is an understanding that students present at school with varied social emotional, cultural and economic circumstances and these may influence student abilities and wellbeing. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to

know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing

Wondai State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Wondai State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program

Policy and expectations
Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention
Wondai State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs
Wondai State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications
Wondai State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

Wondai State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental Health
Wondai State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention
Wondai State School staff who notice suicide warning signs in a student should seek help immediately from the Principal, school guidance officer, Head of Department or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Wondai State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds, Wondai State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Wondai State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Wondai State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Wondai State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal, Mr Peter Sansby on the school phone number.

Role	**What they do**
Community / Staff member (TBA)	• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Principal	• Leadership of Student Support Network
Head of Student Services	• leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need. • monitors the social and emotional wellbeing of students • lead role for implementation of Positive Behaviour for Learning (PBL)
Guidance Officer	• provides a comprehensive student support program within • the school environment offering counselling with students • on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator • or providing information on other life skills • liaises with parents, teachers, or other external health providers • as needed as part of the counselling process.
Head of Department	• lead role in Curriculum development and differentiaition • to support students. • coordinate transition to secondary for students moving from • Year 6 to Year7 • monitors student attendance data, arranges intervention for students in Years P to 9.
School-Based Youth Health Nurse	• provides individual health consultations with assessment, support, • health information and referral options related to: o healthy eating and exercise o relationships o personal and family problems o feeling sad, worried and angry o sexual health o smoking, alcohol and other drugs.
Chaplain	• responsible for student welfare at each year level • provides continuity of contact for students and their families through all years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the year level and school.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance

Officers. For more information about these services and their roles, please speak with Principal, Mr Peter Sansby.

Whole School Approach to Discipline

Wondai State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Wondai State School we believe discipline is about learning, more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Wondai State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

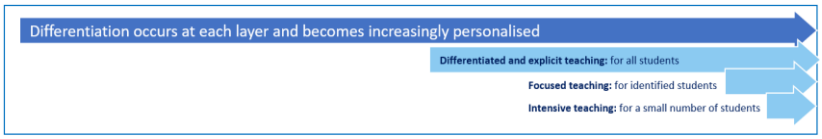
Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the Positive Behaviour for Learning (PBL) expectations in place for students, being:
We are Safe,
We are Respectful
We Are Responsible

Differentiated and Explicit Teaching

Wondai State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Wondai State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix (see resources), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural

expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Wondai State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Wondai State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Trauma informed Education P.A.C.E
- Check Ins & Check outs
- Functional Based Assessment.
- Individual Behaviour Support Plans

For more information about these programs, please speak with the Prinicipal, Mr Peter Sansby.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Staff will refer students to the School Tier II Student Support/ Wellbeing Team for support with challenging behaviours. (See Referral form in resources section) A decison will be made as to the appropriate level of support.
Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Wondai Stae School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- 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)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Disciplinary Consequences

The disciplinary consequences model used at Wondai State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence. (See Resouces- 5 Steps)

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals

- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy (VIVOS, class rewards)
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. computer)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Wondai State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension
Students who are suspended from Wondai State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is a time to review the student's behaviour, expectations and support proceses. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure
The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This

meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Wondai State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- 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, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- 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. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are

required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Wondai State School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Wondai State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Wondai State School Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Wondai State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Wondai State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff.

If students fail to comply, the following consequences will be implemented:

1st offence: Failure to hand in mobile phone or electronic device to office before school will result in confiscation of item to be returned to student at 3.00 pm

2nd offence: Failure to hand in mobile phone/electronic device to office before school will result in confiscation of mobile to be held at office for collection by parent/guardian

3rd offence: as for second offence with increased duration plus possible internal/external suspension

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in at the office on arrival at school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Wondai State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal or Head of Department.

Preventing and responding to bullying

Wondai State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more

likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Wondai State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership
Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion
All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Wondai State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Wondai State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Wondai State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Wondai State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending 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:
Prep to Year 6 – Class teacher/ Principal
Year 7 to Year 9 – Class teacher/ Principal

First hour Listen

- 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

Day one Document

- 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

Day two Collect

- 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

Day three Discuss

- 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
- Engage the student as part of the solution
- 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

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- 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

Ongoing Follow up

- 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

Cyberbullying

Cyberbullying is treated at Wondai State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

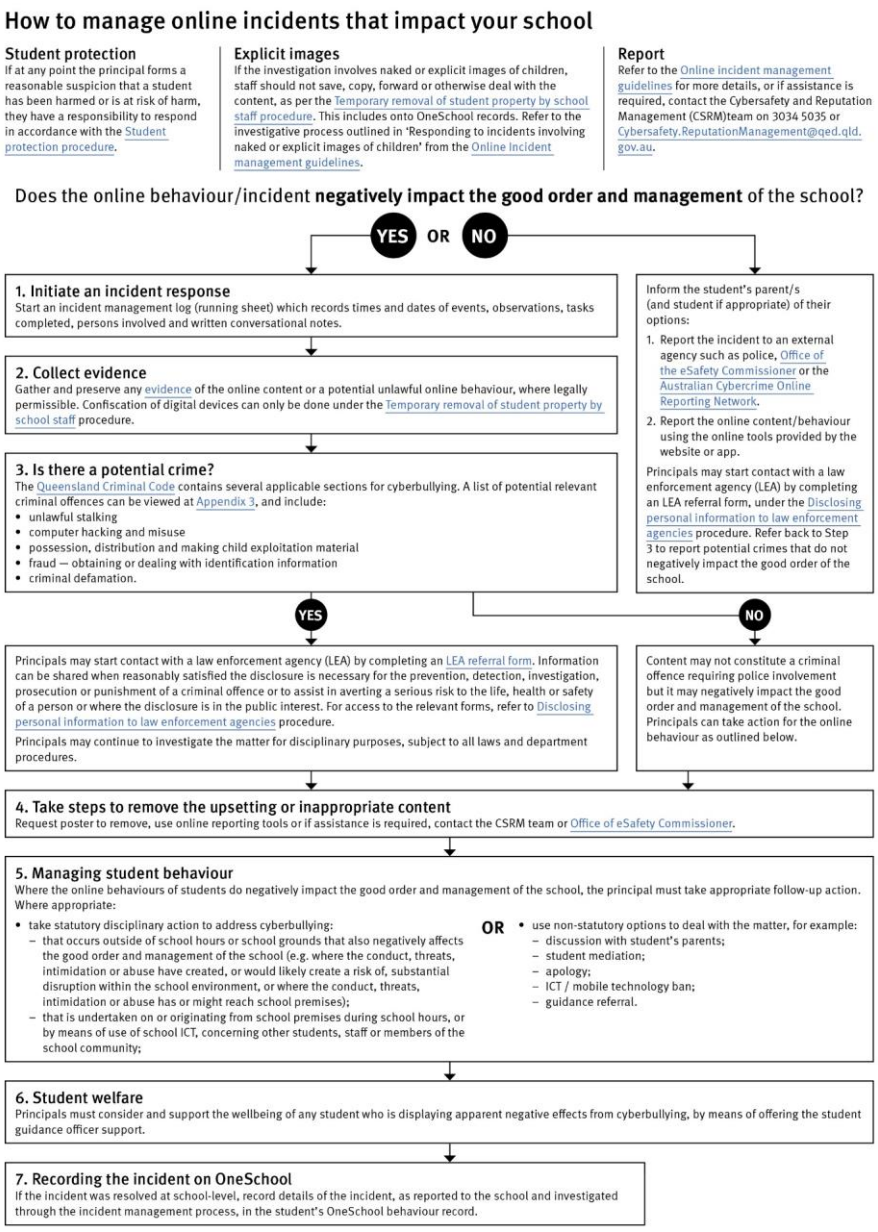
In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). The Principal and Heads of Department can be approached directly by students, parents or staff for assistance 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 school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Wondai State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Principal Mr Peter Sansby

Wondai State School - Cyberbullying response flowchart for school staff



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Wondai State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Wondai State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Wondai State School – Anti-Bullying

The Anti-Bullying Compact provides a clear outline of the way our community at Wondai State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Wondai State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Wondai State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Wondai State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. 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

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or

others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

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

Wondai State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

Commented [DC1]:

Resources: (this section contains school document s to support the Code of Conduct)

STOP / WALK / TALK - a strategy to help stop bullying!

1. **The Stop Signal**
   Students to use stop hand signal (visual – hold up hand) and say please STOP hitting me …(Verbal) be very specific and identify what is being done or said to you when you ask the person to 'stop'.

2. **Walk Away**
   Sometimes, even when students tell others to "stop", problem behaviour will continue. When this happens, students are to "walk away" from the problem behaviour.

3. **Talk**: report problems to an adult
   Teach students that even when they use "stop" and they "walk away" from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should "talk" to an adult.

How adults will respond to "Talk"

1. Adults will ask you what the problem is.
2. They will ask if you said "stop".
3. They will ask if you "walked away" calmly.
4. Appropriate and timely action will follow.

Important Note:

If any student is in danger, the "stop" and "walk away" steps should be skipped, and the incident should be reported immediately.

Wondai SS Tier II Student Support/ Wellbeing

Referral Form

OFFICE USE ONLY
Date received:
Date of consultation with referee:
Date presented at Tier II Student

Date: Student Name:

Current Year Level & Class:

Referral Type:

- ☐ Initial Referral – complete all sections below, or
- ☐ Follow-up – complete sections A, B, and C3

Referred by (Name): _____

SECTION A – Parent/Carer Discussion

Parent contacted (Name): _____ ☐ Yes ☐ No

Contact recorded in One School (Date): _____ ☐ Yes ☐ No

Contacts and behaviour reports in One School ☐ Yes ☐ No

Has the student had a vision and hearing test? When? _____

Is the child receiving any additional support/therapy outside of school?: (NDIS, SLP, OT etc.) ____

_____

What other information has the parent provided?: _____

_____

_____

SECTION B – Reason/s for Referral

Please tick and circle (If more than one – rate priority by numbering 1 as the most important)

- ☐ Intellectual: High academic achievement, Low academic achievement
- ☐ Communication: Speech, Language, English as an Alternative Language/Dialect (EAL/D)
- ☐ Physical: Gross motor, Fine Motor (including handwriting), Physical Injury
- ☐ Social/Emotional: Distractibility and Concentration, Mental Health concerns, Behaviour, Socialisation, Welfare Issues, Self-Care (personal hygiene, toileting, etc.)
- ☐ Sensory: Hearing, Vision, Sensory Behaviours
- ☐ Medical: Illness
- ☐ Attendance
- ☐ Other: _____

Are there any pre-existing diagnoses, conditions and/or impairments?:_____

_____

_____

SECTION C – Student Data and Support

Tick to indicate in place

- Classroom Expectations known by the student. ☐
- Classroom Procedures and Routines taught and understood. ☐
- Curriculum and pedagogy are appropriate. ☐
- Adjustments and support . ☐

1. Description of concern -

_____

_____
_____

2. Current Support /Adjustments/ Differentiation

_____
_____
_____
_____

3. Please complete and bring relevent evidence to Tier II Support Team Wellbeing Meeting when organised:

- Relevant assessment: tests, work samples, diagnostic tests and anecdotals.
- Planning documents with differentiation attempts identified: Unit anchor charts, weekly/daily planning notes
- Student notes

4. Teacher expectation of referral -

_____
_____

Submitted by: Date:

Once completed please email or present to Leadership team. HOSS will contact you to organise time to discuss and present your referral at Tier II Student Support meeting.

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

	Area	Minor	Major(**Repeated and persistent)**
Being Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike or Scooter etc in school grounds	• Deliberate running at others • Deliberate running in /through out of bounds areas, seniors in junior areas
	Play	• Incorrect use of equipment • Not playing school approved games/ following expectations • Playing in toilets	• Throwing objects • Possession of weapons
	Physical contact	• Minor physical contact (eg: pushing and shoving, (rough play)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	• Persistent refusal to comply with correct attire – sport / HPE
	Other		• Possession or selling of drugs
Being Responsible	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	• Repeated refusal to work • Repeated non submission of assessment
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time.	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	• Refusal to undertake staff requests (persistent and repeated)
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty (repeated and persistent)
	Rubbish	• Littering	
	Mobile Phone	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	• Inappropriate language (written/verbal) (name calling, teasing) • Calling out • Poor attitude • Disrespectful tone	• Offensive language (Directed at staff or students directly) • Aggressive language (Threats to others) • Verbal abuse / directed profanity (Swearing, gesturing)
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment	(repeated and persistent) • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens
- Ongoing/repeated minor behaviours are referred to colleagues for advice
- Major problem behaviour is referred directly to the school administration team by the staff member who investigated the incident.

MINOR behaviours are those that:

- are minor breeches of the school expectations
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor behaviours may result in the following consequences:

- a re-direction procedure. The staff member takes the student aside and:
    1. names the behaviour that student is displaying,
    2. asks student to name expected school behaviour,
    3. if necessary, states and explains expected school behaviour
    4. gives positive verbal acknowledgement for expected school behaviour.
- A minor consequence logically connects to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- Recording of minor breaches is to be assessed at the time of the incident.

MAJOR behaviours are those that:

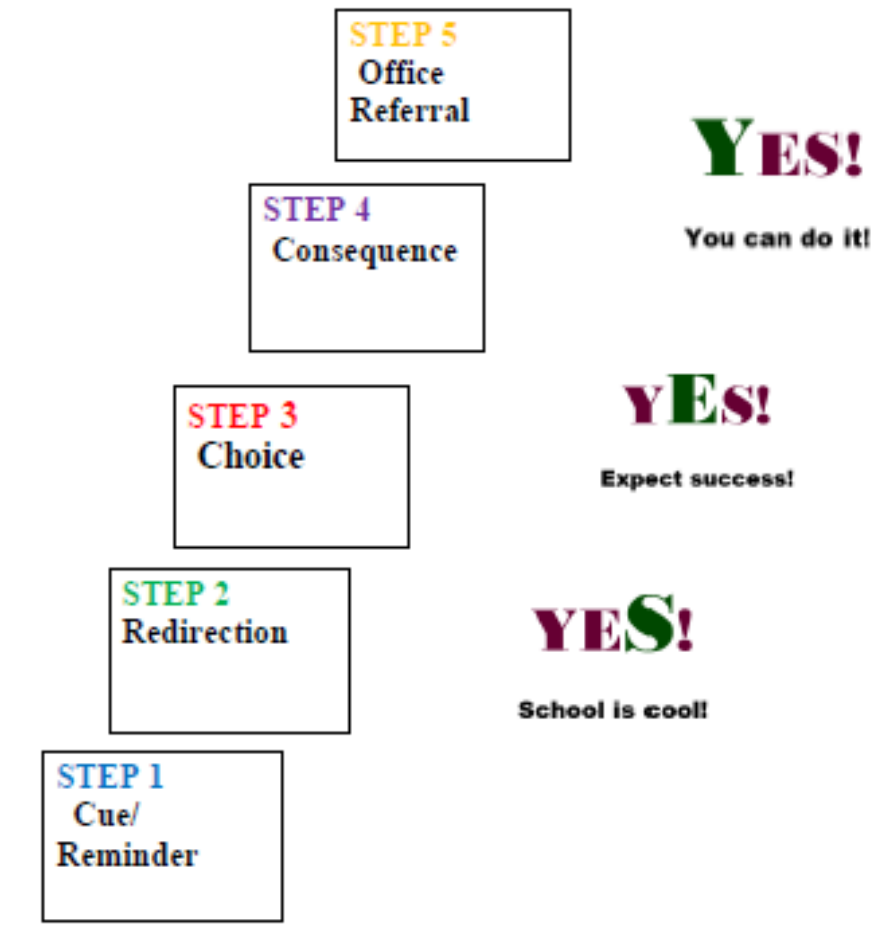
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school administration.

Major behaviours usually result in an immediate referral to Administration because of their seriousness. When an immediate referral is required staff phone the office for assistance and direction. The staff member takes steps to ensure the safety of all members, and reminds the student of the expected school behaviour and investigates the incident.

Major problem behaviours may result in the following consequences:

- *Occasional*: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, AND/OR
- *Ongoing / Repeated:* Parent contact, referral to Guidance Officer, referral to Primary or Secondary Support Team, suspension from school
- *Critical:* Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Behaviour Response Steps 1 to 5



Behaviour Response - Steps 1 to 5

STEP 5
Office Referral
ESCM 10,
Re-entry after time out

Admin contacted for support. **Teacher follows through with consequence/ Parent contact**
Student responds positively - Praise and reinforcement. **One School record- Major**
*Student responds negatively- **Removal from class***

YES!
You can do it!

STEP 4
Consequence
ESCM 10, 5

Student informed of consequence.-
Follow through / Parent Contact
Student responds positively - Praise and reinforcement. **One School record- Minor**
*Student responds negatively- **STEP 5***

YES!
Expect success!

STEP 3
Choice
ESCM 9, 10, 5

Student is presented with choice.
Eg. "Completing work now or at lunchtime."
Student responds positively -
Praise and reinforcement 4:1 ratio
No One School record
*Student responds negatively- **STEP 4***

YES!
School is cool!

STEP 2
Redirection
ESCM 1, 3, 4, 8

Restate expectation and indicate "Choice" will follow. Eg. "Completing work at break"
Student responds positively -
Praise and reinforcement 4:1 ratio
No One School record
*Students responds negatively - **STEP 3***

STEP 1
Cue/Reminder
ESCM 1, 2, 3, 4, 5, 6, 7

Simple verbal or visual cue. Eg. "Back to work"
Student responds positively -
Praise and reinforcement 4:1 ratio
No One School Record
*Students responds negatively - **STEP 2***

Teacher establishes expectations at beginning of each lesson.
ESCM 1, 2, 3, 4, 5

Minor Behaviour Flow Chart

based on *The Code of School Behaviour / Strengthening Discipline* Appendix 4

Note: Minor behaviours that involve physical contact, property misuse, dishonesty, inappropriate language and safety require investigation by the teacher as soon as possible. Record investigations on Investigation Form Appendix 2b

Minor Behaviours

Physical Contact	Student engages in non-serious but inappropriate physical contact, e.g. playing a game with hugging or hitting instead of tagging.
Disruption	Low intensity, brief but inappropriate disruption e.g. leaving desk, calling out
Property Misuse	Low intensity misuse of property e.g. throwing pencil, scribble on desk
Dishonesty	Student engages in minor lying, cheating not involving any other person, omitting details
Defiance/Disrespect	Low intensity brief failure to follow directions: back chatting
Dress Code	Infringement of the dress code guidelines as defined in the Prospectus. Secondary only
Safety	Student engages in brief or low-level safety violation not involving hurting any other individuals or groups e.g. swinging on tuckshop rails
Inappropriate language	Low intensity language e.g. shut up, idiot etc.

Step 1 Establish trust

Each day:
- Greet each child by name and
- Make a personal connection with them
- Establish consistency and fairness as your integral values.

Strategies

Proactive Strategies
- Open classrooms prior to the bell
- Engage in daily conversations.

Step 2 Occasional Behaviours

Responsible Thinking Questions:
- What are you doing? What's the problem?
- What is the expectation (value)?
- What happens when you break the expectation?
- Is that what you want to happen?
- How can you solve this problem? (fix)
- What are you going to choose to do now? (choice)
- Apology (verbal/written dependent on child/issue).

Strategies

Proactive Strategies
- 123 Magic
- Essential Skills (Appendix 6)
- Going for Gold RAPPS (Appendix 8)
- Stop/Walk/Talk (Appendix 2c)
- High Five Strategy (Appendix 3).

Step 3 Repeated Behaviours
- Wondai Choices System - 1-Cue behaviour. 2- Redirect. 3 -Provide Choice. 4- Follow Through. 5- Relseach (Red Green Card)
- Fresh start for every teacher / every session
- Investigate incident –record on One School
- Record Minor Behaviour if follow through consequence required. Data entered daily / soon.

Strategies

- **Courtesy call to parents / carers to advise of incident**
- **Must** discuss appropriate consequences with the student
- Review strategies above
- 'Time Out'
- Detention – complete work missed.

Step 4 Ongoing Behaviours

Following the 3rd minor behaviour recorded within the week:
- Teacher, support staff and parents develop a consultative behaviour plan
- Class teacher enters this summary and actions on One School as '3rd minor referral'
- Teacher includes Principal/HOD/other Admin (and SWD teacher when relevant) as referrals

Strategies

- Student **must** call parent/ carer to advise of their behaviour. Teacher **must** also speak with parent
- Implement consultative behaviour plan
- Detention e.g. No play during a break
- Picking up litter/shadow teacher on duty
- No negotiated activities
- *Behaviour contemplation* e.g. behaviour card book, phone contact, meetings, emails other ideas as arranged with parents.

Step 5 Office Disciplinary Referral (ODR) - Major Behaviour
- 4th minor behaviour within the week is an ODR
- Admin will organise data entry onto OneSchool.

Strategies

Administration may use:
- Time out – reflection
- Detention
- Time away from others
- Managed attendance, parents in school
- Alternate learning environment
- Suspension.

Process for Support at Step 5 - Office Disciplinary Referral
When student is referred repeatedly to admin, the Tier 2 Team will work through the identified process with relevant class teacher and parent / carer.

Major Behaviour Flow Chart

Appendix 4a

Major behaviour significantly violates the rights or safety of others, and may be one-off or repeated. Examples may include use of mobile phones, abusive language, disruption to learning, bullying, major aggression. **Student is removed, referred to office or exits without permission classroom constitutes a MAJOR BEHAVIOUR incident.** NOTE: Documentation and investigation of major incidents should be undertaken by the adult who saw the incident or by the adult the child reported the incident to.

Major Behaviours

Defiance/Disrespect
- **Continued** refusal to follow directions, talking back and / or socially rude interactions. Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation

Inappropriate / Abusive language
- **Repeated** verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group. Aggressive language, verbal abuse / directed profanity

Disruption
- **Repeated** behaviour causing an interruption in a class or playground. eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc.

Safety
- **Frequent** unsafe activities where injury may occur. Throwing objects, possession of weapons, leaving class without permission (out of sight), leaving school without permission

Major Dishonesty
- Student delivers message that is untrue and / or deliberately violates expectations, harms others. Cheating. Stealing.

Harassment / Bullying
- **Repeated** teasing, physical and verbal intimidation of a student. spitting

Dress Code
- **Unresolved refusals** to comply with school dress code guidelines as defined in the Prospectus. Secondary only.

Physical Aggression
- Actions involving serious physical contact where injury occur eg hitting, punching, hitting with an object, kicking, scratching etc.

Vandalism
- Student engages in an activity that results in substantial destruction or disfigurement of property

STEP 1. Occasional Incidents
- **ODR** - student to office
- Teacher must provide incident and investigation report with follow up if more detailed information is required (One School)

Strategies

- Contact parents (teacher)
- Time in office, removal to alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- Re-entry to class may include a behaviour card for a period eg. 5 days.

STEP 2. Ongoing / Repeated Incidents
- **ODR** - student to office Teacher must provide incident and investigation report
- Tier 2 Team referrals accessed
- All incidents recorded on OneSchool

Strategies

- Parent contact (teacher/ Admin), referral to Tier 2 Team (T2T), parents in school, individual behaviour plan, managed attendance, suspension from school.
- Re-entry to class will include a behaviour card for a period e.g. 5 days, negotiated with teacher.

Process for Support at Step 2 - Major Behaviour - Office Disciplinary Referral
When student is referred repeatedly to admin, the Tier 2 Team will work through the identified process with relevant class teacher and parent.

Critical Incidents
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Wondai State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school expectations. The Schoolwide Expectations Teaching Matrix (below), outlines our agreed expectations and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX – GOOD CHOICES						
	ALL AREAS - I:	**CLASSROOM /TRANSITIONS – I:**	**PLAYGROUND – I:**	**STAIRS-I:**	**TOILETS – I:**	**BUS LINES/BIKE RACKS/ ENTERING LEAVING GROUNDS – I:**
WE ARE RESPECTFUL I am respectful when I am saying and doing kind things	▪ look at the person speaking ▪ use polite language ▪ wait my turn	▪ am quiet ▪ sit still ▪ raise my hand to speak ▪ ask permission to leave the classroom ▪ respect others' right to learn ▪ listen to the teachers ▪ wait quietly ▪ am a good listener	▪ play fairly – take turns, invite others to join in and follow expectations	▪ keep my voice low	▪ respect privacy of others by following the motto "Do your business / Mind your business"	▪ follow instructions of the duty teachers ▪ wait my turn
WE ARE RESPONSIBLE I am responsible for making the right choices	▪ am on time ▪ am in the right place at the right time ▪ follow directions ▪ straight away ▪ use equipment and resources properly ▪ am honest ▪ am a problem solver	▪ am prepared ▪ complete set tasks ▪ take an active role in classroom activities ▪ Keep work space tidy ▪ am a team player	return equipment to the appropriate place at the appropriate time ▪ care for the environment ▪ play school approved games	▪ keep moving peacefully in single file (transition area)	▪ use the correct toilets during breaks	▪ leave school promptly ▪ use my own bike, scooter and helmet
WE ARE SAFE	▪ use kind words and actions ▪ Stop/Walk/Talk ▪ keep hands, feet and objects to myself ▪ walk on cement and around buildings ▪ stay in designated areas	▪ line up safely ▪ enter and exit room in an orderly manner ▪ Keep left / stay in line ▪ walk	▪ follow the expectations of the game ▪ keep shoes and socks on ▪ wear my school hat	▪ keep passage ways clear at all times ▪ Keep left ▪ use rails for hands only ▪ walk one stair at a time, and face forward ▪ carry items up and down stairs	▪ walk with a friend during class time ▪ return to class promptly ▪ Keep water in the sink	▪ line up and wait quietly ▪ walk bike / scooter to the bottom gate and use the crossing ▪ wait inside the gate until the bus stops ▪ wait near office area if parents are late