Wooloowin State School



Student Code of Conduct 2026-2029

Brighter Futures: Delivering excellence in every state school, for every student

Every Queensland state school is a school of choice, where every student of every background, ability or culture is empowered to realise their full potential. True excellence is only possible when founded in equity.

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

Purpose

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

The Wooloowin 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.

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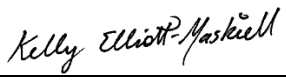
Endorsement (Mandated)

Principal Name:	Kelly Elliott-Maskiell
Principal Signature:	
Date:	09/03/26
P/C President and-or School Council Chair Name:	Kate Isles, P&C President
P/C President and-or School Council Chair Signature:	

Date:	17/05/2026

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Contents

Purpose	2
Contents page	3
Principal's Foreword	4
Learning and Behaviour Statement	5
Student Wellbeing and Wellbeing Support Workforce	6
Whole School Approach to Discipline	8
Multi-Tiered Systems of support	8
Consideration of Individual Circumstances	8
Positive Behaviour Matrix	10
High 5, Respect Cards	11
Behaviour Flow Chart/ Minors and Major Behaviours	12
Differentiated and Explicit Teaching	13
Focused Teaching	14
Intensive Teaching	15
Legislative Delegations	16
Disciplinary Consequences	17
Differentiated, Focused, Intensive	17
School Disciplinary Absences	19
School Policies	20
Temporary removal of student property	21
Mobile phones, smart watches and other devices by students	22
Preventing and responding to bullying	25
Appropriate use of social media	32
Restrictive Practices	34
Critical Incidents	35
Related Procedures and Guidelines	36
Resources	37
Conclusion	37

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Principal's Foreword

Introduction

At Wooloowin State School, we believe that every student has the right to learn in a safe, supportive and inclusive environment where they feel valued, respected and empowered to do their best.

Our Student Code of Conduct outlines the shared expectations that guide how we learn, work and interact with one another each day. It reflects our commitment to fostering a positive school culture where students develop strong relationships, take responsibility for their actions and contribute positively to our community.

At the heart of our approach are the values that underpin the Wooloowin way — encouraging our students to demonstrate kindness, resilience, responsibility and a commitment to learning. Through clear expectations, consistent processes and strong partnerships with families, we support students to develop the skills they need to make positive choices both at school and beyond.

We recognise that learning positive behaviours is an important part of growing and developing. Our staff work alongside students to explicitly teach expectations, acknowledge positive behaviour and provide guidance when mistakes occur. When challenges arise, we respond in ways that focus on restoring relationships, building understanding and helping students learn from their experiences.
Families and caregivers play a vital role in supporting our shared expectations. By working together with our school community, we can create an environment where every child feels safe, supported and capable of achieving their personal best.
Thank you for partnering with us to ensure Wooloowin State School remains a place where all students can learn, thrive and build a bright future.

Kelly Elliott-Maskiell

Wooloowin State School
Principal

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Learning and Behaviour Statement

All areas of Wooloowin State School are learning and teaching environments. recognise that primary school is an important time in a child's development where students are learning how to interact, participate and behave appropriately across different contexts within our school and the wider community.

At Wooloowin State School, we view behaviour as an important area of learning. Just as we explicitly teach academic skills, we also teach, model and reinforce positive behaviours that support students to thrive socially, emotionally and academically.

Our Code of Student Conduct outlines our system for facilitating positive behaviour and responding to inappropriate or unacceptable behaviour. We believe that behaviour learning is strengthened through strong partnerships between school and home. By working together, parents, carers and school staff support children to learn the skills they need to become respectful, responsible and resilient members of our community.

Through our school processes, shared expectations for student behaviour are clear to everyone. This assists Wooloowin State School to create and maintain a positive and productive learning environment where all members of the school community have consistent expectations and a shared understanding of their role in supporting students.

When students require additional support to develop positive behaviours, our staff respond in the same way we approach learning in the classroom—by providing differentiated, targeted or intensive support to meet individual needs and help every child succeed.

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



These rules have been agreed upon and endorsed by all staff and the Wooloowin State School P&C. They align with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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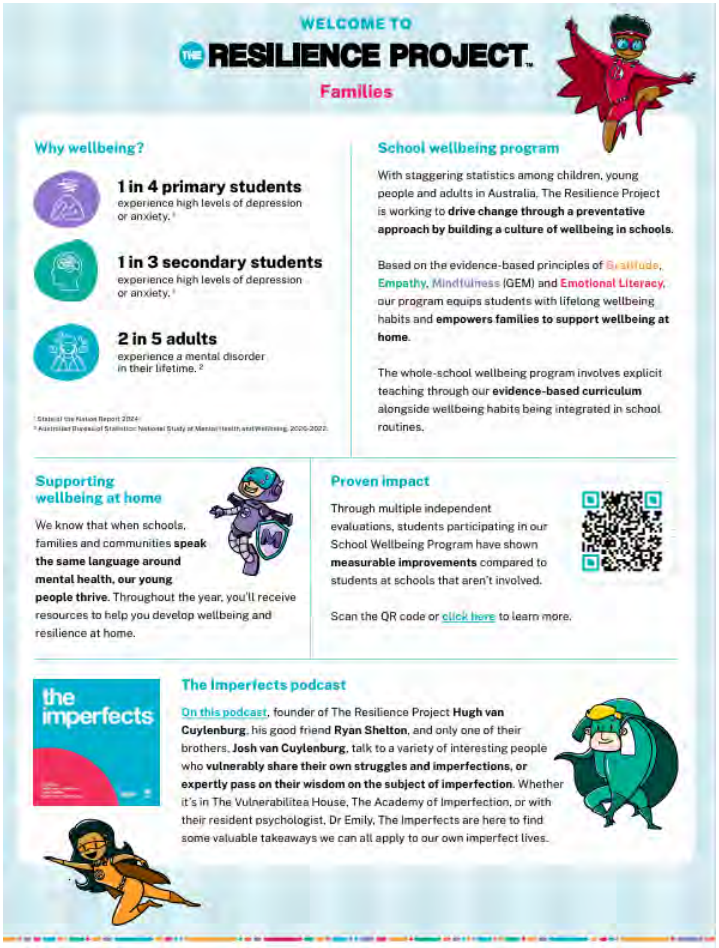
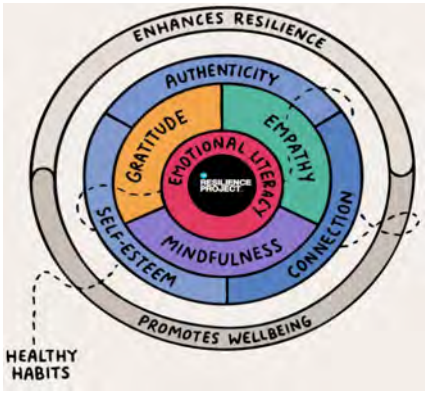
Student Wellbeing and Wellbeing Support Workforce



At Wooloowin State School, student wellbeing is a key priority. As part of our whole-school approach to supporting students to thrive both socially and emotionally, we implement ***The Resilience Project*** as our wellbeing curriculum.



This evidence-informed program supports students to build important life skills that strengthen resilience, positive relationships and emotional understanding.

Each week our school focuses on one of the key pillars of The Resilience Project—**Gratitude, Empathy, Mindfulness or Emotional Literacy (GEMEL)**.

These areas help students develop the skills to understand their emotions, appreciate others, regulate their responses and build positive connections within our school community.

Our wellbeing focus is intentionally linked to our behaviour expectations so that students understand the connected nature between how we think, how we feel and how we act. By making these connections explicit, students are supported to develop the skills needed to make positive choices and contribute to a respectful and inclusive learning environment.

Students participate in a dedicated *The Resilience Project* lesson each week delivered by a specialist teacher. This learning is then reinforced through a short follow-up classroom session affectionately known as **"Sparkle Time."** During Sparkle Time, classroom teachers revisit and embed the weekly GEMEL focus, providing students with regular opportunities to practise these important wellbeing skills in their everyday learning environment.

https://main.theresilienceproject.com.au/school-wellbeing-program/

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Wellbeing Support Workforce

Role	What they do
Principal	• Over sees the implementation for the school
Deputy Principal	• Liaises with the wider team including classroom teachers • Liaises with families • Monitors attendance, behaviour and academic data to identify areas of additional need
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 Special Education Services (HOSES)	• Leadership of Student Support Network to promote an inclusive, positive school culture
Speech Language Pathologists	• Engages in SST process • Assesses students • Develops a plan with the school team
Social Worker	• Provides individual and, at times, group support to students to assist their engagement with education and training • Support students to overcome barriers to education such as o Attendance at school o Relationships/social skills o Conflict with family/peers/teachers o Social/emotional/physical wellbeing
Wellbeing Officer	• Implements check ins with students • Takes groups to support social skills • Fosters connection through school based extra curricula activities • Links to resilience project work
Community Elder	• Provides cultural knowledges for staff • Team Member for school's Reconciliation Action Plan • Runs yarning circles
Inclusion Teachers	• Responsible for student welfare at each year level • Provides continuity of contact for students and their families through the six years of schooling • Ensures students feel safe and comfortable and want to come to school • Nurtures a sense of belonging
Behaviour Specialist Lead	• Whole school behaviour processes • Linking behaviour learning with wellbeing (TRP) • Observing students, monitoring and sharing data • Supporting plan creation and implementation
Classroom Teachers	• Overall case manager of individual students • Trialling function informed

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Whole School Approach to Discipline

At Wooloowin State School, our approach to discipline is evidenced based and involves a **Multi-Tiered System of Support (MTSS)** which is grounded in an understanding of the function of behaviours. This framework recognises that all students learn and develop behavioural skills at different rates and that schools play an important role in explicitly teaching, modelling and supporting positive behaviour.

Our approach focuses on proactive teaching, consistent expectations and responsive support to ensure every student can learn and succeed. Within this framework, behavioural supports are provided across three tiers to meet the needs of all learners. **Tier 1 – Universal Supports** are provided for **all students** and form the foundation of our approach. These supports include the explicit teaching of behaviour expectations, whole-school wellbeing programs, positive reinforcement and consistent classroom practices that create safe, respectful and inclusive learning environments.

Tier 2 – Targeted Supports are designed for **some students** who may require additional guidance to develop positive behaviours. These supports may include small group interventions, additional check-ins with staff, structured behaviour supports and targeted teaching of social and emotional skills.

Tier 3 – Intensive Supports are implemented for a **small number of students** who require individualised and highly structured support. These supports are developed in partnership with families and may involve personalised behaviour plans, collaboration with specialist staff and external services where appropriate.
Through this multi-tiered approach, Wooloowin State School ensures that behaviour support is proactive, responsive and focused on helping every student develop the skills needed to learn, participate and succeed within our school community.

Consideration of Individual Circumstances

Staff at Wooloowin 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 equity, where every student is given the support they need to be successful. 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

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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 staff 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 deputy principal or principal to discuss the matter.

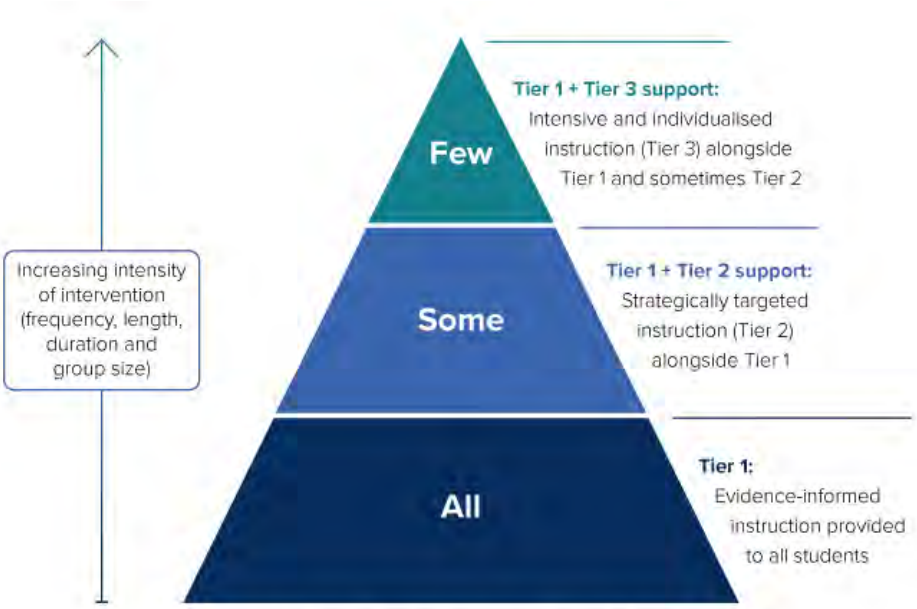

Figure 1: How tiers of support work in MTSS

Positive Behaviour Matrix

	All Areas The Resilience Project	Classroom	Playground	Around the school (stairways, walk ways, PUDO, Bike cage, tuckshop and eating)	Toilets	Pool	Library and Library Lab	Excursions
RESPECT MYSELF	I will appreciate my learning opportunities and the people who support me. say "thank you" when someone helps me. take pride in my growth and achievements. be on time and ready to learn with a positive attitude. take care to maintain a neat and professional appearance. make responsible choices and take charge of my learning (agency). try again when things are hard. set goals and work towards them with determination. stay present and focused during learning. notice my thoughts and feelings without judgment. take deep breaths when I feel overwhelmed. 	I will show resilience by trying again when things are hard. be mindful and stay in the moment during learning. be prepared with all my learning tools. keep my workspace tidy.	I will be sun safe by wearing a hat. use the High-Five to solve problems respectfully. stay in the right area. walk on hard surfaces.	I will be mindful of others while walking on paths and stairs. sit down to eat. walk straight to PUDO or get my bike from the bike cage. leave the school grounds promptly.	I will use the toilets properly at all times. be mindful of hygiene and wash my hands.	I will enter the pool area with a teacher. only dive from the diving blocks when instructed by the teacher. walk at all times.	I will use a shelf marker when browsing. return books to the shelf with their spine facing out. keep my username and password secure.	I will walk safely. stay with my class or group. follow safety rules to care for myself and others. approach new experiences with a positive mindset.
RESPECT OTHERS	I will thank others for their help and kindness. celebrate others' successes and efforts. speak kindly, listen carefully, and use good manners. wait my turn, share space, and include everyone. keep hands, feet and objects to myself. listen to and follow all adult's instructions. be considerate of others in public spaces. think before I speak or act. use calm words and actions to solve problems. listen to others to understand how they feel. include others and make sure everyone feels welcome. be patient and kind, even when others are different from me. be aware of how my actions affect others. 	I will move quietly around the room. raise my hand and take turns to speak. respect others' right to learn. collaborate with my classmates.	I will play fairly, take turns, and invite others to join in with play. go to the toilet and get a drink at the first bell. line up quietly with my class on time.	I will keep walkways clear of belongings. move quietly around the school during learning time. respect other's property. walk my bike or scooter in the school grounds. be mindful of other people's personal space.	I will respect the privacy and personal space of others. flush the toilet after use. stay in my own cubicle. 	I will put my clothes in my swimming bag. keep the pool gate closed.	I will direct my classmates who have forgotten their passwords to the teacher.	I will be polite and considerate to the general public. remain seated in the bus with my seatbelt. listen to and follow the instructions of the external educators. use a quiet voice on the bus.
RESPECT MY SCHOOL	I will be grateful for school property. be thankful for the opportunities my school provides. always wear my uniform with pride. care for equipment and use it the right way. take care of school property and resources. represent my school with kindness and pride. move quietly and safely through the school. clean up after myself and keep our spaces tidy. leave spaces better than I found them. 	I will use learning materials with care and return them properly. push my chair in. think critically and find creative solutions to problems.	I will return equipment to the sports room. ask permission to access the verandas and undercover areas.	I will pick up rubbish and place it in the correct bin to keep our environment beautiful.	I will leave the space clean for others. report mess or damage.	I will use pool equipment appropriately.	I will leave the library and lab area in a tidy state.	I will behave in a manner that represents my school in a positive way. consistently follow the school rules.

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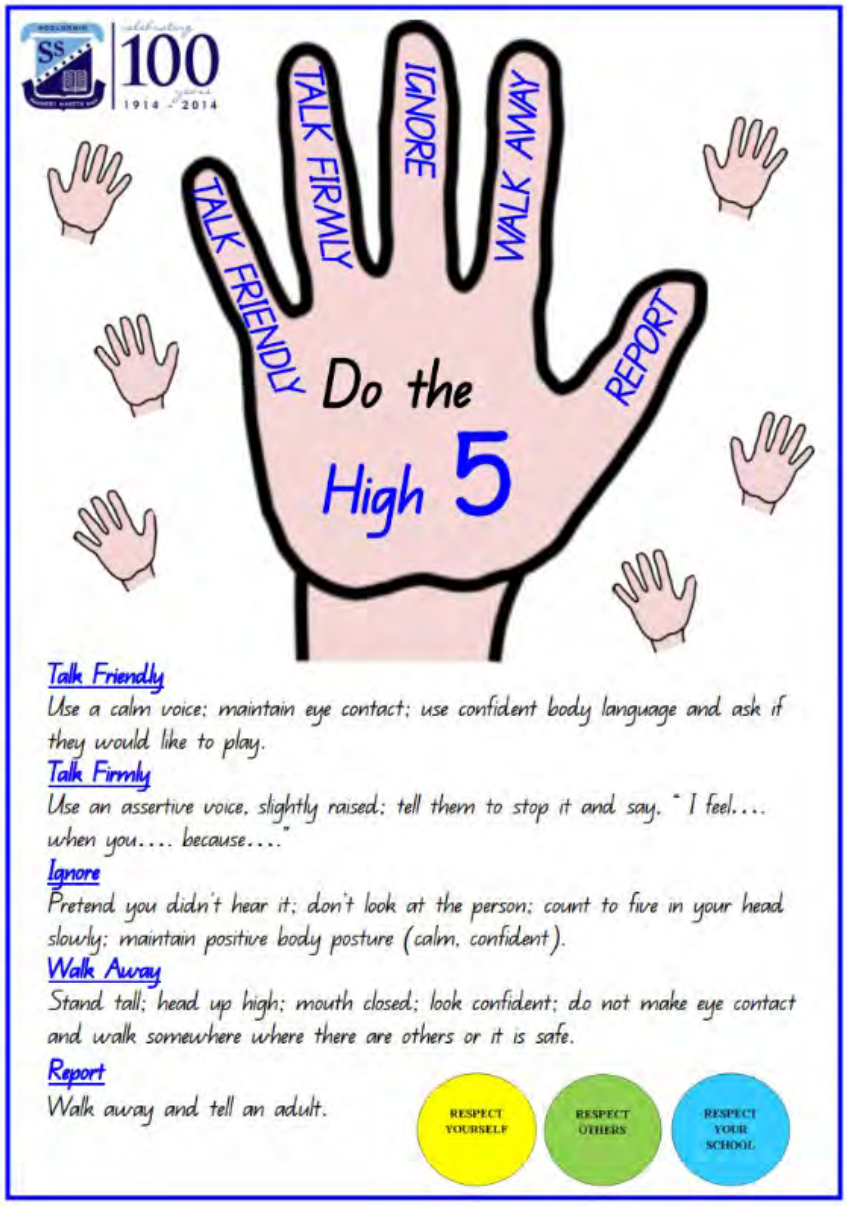

RESPECT others



Name_____ Class_____

For demonstrating the value of:

Student agency	Positive Mindset	All Inclusive	Resilient, Critical Thinkers	Kind and Collaborative

Date _____ Initials_____

Igniting Our SPARK

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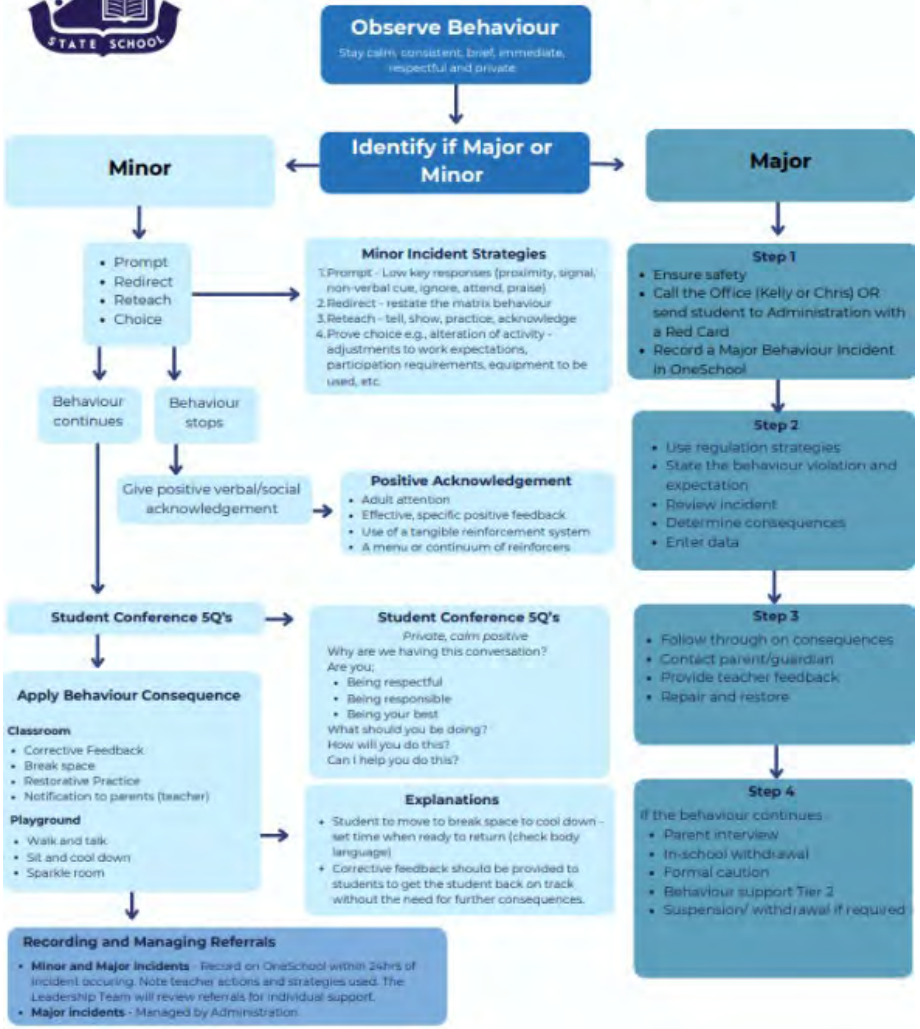
Behaviour Management Flow Chart



Wooloowin State School
Minor and Major Behaviours

Minor Behaviours

Teacher Managed

- Calling out without permission
- Not following instructions the first time
- Off-task behaviour or distracting others
- Talking over the teacher or others
- Interrupting learning time
- Playing in unsafe ways (rough play, running indoors)
- Not keeping hands, feet, and objects to self
- Low-level teasing or unkind words
- Not wearing the correct uniform
- Leaving the group without permission but staying in sight
- Refusing to participate in a task (once-off)
- Chewing gum or eating in the wrong place
- Using technology inappropriately (minor misuse)
- Littering
- Not completing homework

Major Behaviours

Admin Managed

- Physical aggression (hitting, kicking, pushing with intent to harm)
- Verbal aggression (threats, swearing at others, serious name-calling)
- Bullying or harassment (repeated, targeted behaviour)
- Stealing or damaging property (intentional)
- Leaving school grounds without permission
- Dangerous behaviour that puts self or others at risk
- Serious defiance or refusal to follow adult directions
- Possession of banned or dangerous items (weapons, lighters, drugs)
- Technology misuse with serious impact (cyberbullying, explicit content)
- Vandalism or graffiti
- Threatening safety of self or others
- Sexualised behaviour (inappropriate touching, comments, or gestures)
- Racist, homophobic, or discriminatory language/actions
- Throwing objects with intent to harm

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Differentiated and Explicit Teaching

Wooloowin 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 Wooloowin 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 focused 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, illustrated below, 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.

Universal Strategies – For ALL – 90%

Academic	Engagement	Social /Emotional	Wellbeing
Differentiated Learning	Essential Skills for Classroom Management (ESCM)	Explicit Teaching of ***The Resilience Project*** related to (GEMEL)	
Agile pedagogy	Class rules co-constructed	Zones of Regulation	Three respect posters displayed
Information presented in multimodal modes	Respect cards	Expectation reminders	Explicit Teaching of behavioural expectations
Learning walls	Active supervision / proximity	Relational supports from staff	Reward menu
Movement breaks			

Focused Teaching

Approximately 7% 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 and development, work collaboratively with class teachers at Wooloowin State School to provide focused teaching. Focused teaching is aligned to the behaviour expectations matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching

Wooloowin State School has a range of student support 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 strategies to address specific skill development for some students:

- Classroom Behaviour
- Essential skills for classroom management (ESCM)
- Pedagogical support for all teaching staff
- Zones of Regulation
- Functional Based Assessment

Targeted Interventions – For SOME (7%)

<table>
<tr><th>Academic</th><th>Engagement</th><th>Social /Emotional</th><th>Wellbeing</th></tr>
<tr><td>Small group learning opportunities</td><td>Social stories</td><td colspan="2">Targeted wellbeing, social and emotional programs and support</td></tr>
<tr><td>Peer mentoring</td><td colspan="3">Behaviour Assist Plan (targeting function)</td></tr>
<tr><td>Alternate presentation of materials</td><td>Seating plan</td><td>Supported play</td><td></td></tr>
<tr><td>Personalised Learning Plan (PLP)</td><td>Fidget tools</td><td></td><td></td></tr>
<tr><td colspan="4">Student Support Team (SST) referrals</td></tr>
</table>

Tier 2 supports are in addition to Tier 1 supports already in place, function based monitored through Deputy and the Behaviour Specialist Lead

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 3% 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 behavioural 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 consultations 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.

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Intensive Interventions – For FEW (3%)

Academic	Engagement	Social /Emotional	Wellbeing
Individual Curriculum Plan (ICP)	Complex case management coordinated by HOSES	Play plans for unstructured break times	Individual plans (e.g. part-time learning plans, risk assessments)
Classroom academic support from teachers and teacher aides	Individual Behaviour Support Plans (function informed) (IBSP)	External agency collaboration (parent consent required)	School-based counselling (social worker or guidance counsellor)
Individualised instruction	Functional Behaviour Assessment (FBA)	Individual plans including scheduled sensory breaks	

Tier 3 support are in addition to Tier 1 and 2 supports already in place not as a replacement. These are function based and monitored by the Deputy Principal and the Behaviour Specialist Lead.

Legislative Delegations

Legislation

In this section of the Wooloowin State 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)
- *Disability Discrimination Act 1992* (Cwth)
- Commonwealth Disability Standards for Education 2005 (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- Education (General Provisions) Regulation 2017 (Qld)
- *Human Rights Act 2019* (Qld)
- *Information Privacy Act 2009* (Qld)
- *Judicial Review Act 1991* (Qld)
- *Right to Information Act 2009* (Qld)
- *Police Powers and Responsibilities Act 2000* (Qld)
- *Workplace Health and Safety Act 2011* (Qld)
- Workplace Health and Safety Regulations 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

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Disciplinary Consequences

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

Most 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 7% of the student population may experience difficulty with meeting the stated expectations, and even with focused 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.

For a small number of students, approximately 3%, 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

The 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)

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- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Respect cards
- Class wide 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 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)
- RTR – Responsible Thinking Room

Focused

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

- Functional determining tools
- Individual student behaviour support strategies (e.g. student assist plan)
- Targeted skills teaching in small group
- RTR – Responsible Thinking Room
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher support through – Classroom profiling and coaching
- Referral to Student Support Team (SST) for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team, work in consultation with Student Support Team 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. mobile phone)
- Short term suspension (up to 10 school days)

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- 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 Wooloowin 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 school 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 Wooloowin 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 **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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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
This meeting should be focused 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

Wooloowin 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 Wooloowin 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

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 Wooloowin 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.

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- 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 Wooloowin State School

- ensure your children do not bring property onto school's grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Wooloowin 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 Wooloowin 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 Wooloowin 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, smart watches and other by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

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The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.



It is also agreed that time and space should be provided at school where mobile device use (phones and watches) are not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example above.. Please respect the community agreed expectations for these behaviours that aim to care for our students' wellbeing.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Wooloowin State School to:

- use laptops and iPads for
  - o assigned class work and assignments set by teachers
  - o developing appropriate literacy, communication and information skills
  - o authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - o conducting general research for school activities and projects
  - o communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
  - o accessing online references such as dictionaries, encyclopaedias, etc.
  - o researching and learning through the department's eLearning environment
- **hand in their mobile phone or smart watch to the office at the beginning of the day and collect it each afternoon before going home**
- seek staff's approval where they wish to use a mobile device under special circumstances.

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It is **unacceptable** for students at Wooloowin State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- videoing or taking photos of another student or staff member without their permission
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Wooloowin State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    - o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - o the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
    - o schools may remotely access departmentally owned student computers or mobile devices for management purposes
    - o students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
    - o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed

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- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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.

Wooloowin State School has a **Student Council**, with diverse representatives from each year 3-6 class meeting regularly with the staff to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council meeting are the core elements of our school values 'Igniting our Spark:

1. **Student Agency:** Empowering students to take charge of their learning.
2. **Positive Mindset:** Encouraging a can-do attitude and perseverance.
3. **All Inclusiveness:** Celebrating diversity and ensuring everyone feels valued.
4. **Resilience**: Developing the ability to overcome challenges.
    - **Critical Thinking:** Promoting analytical and innovative thinking.
5. **Kindness:** Fostering a caring and respectful environment.
    - **Collaboration:** Working together to achieve common goals.

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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.

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However, these conflicts are still considered serious and need to be addressed and resolved. At Wooloowin 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 Wooloowin 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.

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Wooloowin 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, then Deputy 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

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Cyberbullying

Cyberbullying is treated at Wooloowin 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. 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 Wooloowin 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 the deputy principal, or the principal.

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Wooloowin State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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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

Wooloowin 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. Staff at Wooloowin 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 consequences such as suspension or exclusion from school.

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Wooloowin State School – Anti-Bullying Contract Years 4-6

The Anti-Bullying Contract provides a clear outline of the way our community at Wooloowin 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.

Wooloowin State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Wooloowin 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:

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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* (Cwth) 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.

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Restrictive Practices

School staff at Wooloowin 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 always observe the student 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.

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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.

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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

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Resources

- Australian Professional Standards for Teachers
- 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

Wooloowin 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

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- 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 Complaints and grievances management policy.