



Woree State School

# Student Code of Conduct

## 2025-2028

### **Equity and Excellence: realising the potential of every student**

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



## Purpose

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

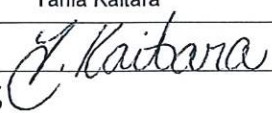
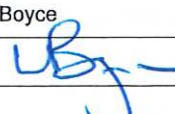
This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

All areas of Woree State School are learning and teaching environments. We consider the Student Code of Conduct application to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

## Contact Information

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Contact Person:	Tania Kaitara

## Endorsement

Principal Name:	Tania Kaitara
Principal Signature:	
Date:	17.03.25
P/C President and-or School Council Chair Name:	Lionel Boyce
P/C President and-or School Council Chair Signature:	
Date:	17/03/25

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# Learning and Behaviour Statement

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Woree SS to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our vision statement encapsulate the collective aspirations of the Woree School community and drives our commitment to provide a broad range of high quality programs and opportunities that encourage students to **Discover, Strive** and **Shine**.

Woree State School sets consistently high standards and a commitment to the lifelong learning success of all students, assisting students to develop as:

- Self-directed learners who can plan and manage their learning to achieve goals;
- Complex thinkers who deal with challenges using a range of strategies and skills;
- Collaborative workers who use both individual and group skills to achieve shared goals;
- Community contributors who respect, understand and add value to their community;
- Quality producers who produce work of a high personal standard and meet agreed standards;
- Self-respecting persons who have a strong sense of self and works to become everything of which they are capable.

Woree State School has adopted **school wide Positive Behaviour for Learning (PBL)**, an evidence-based framework as a common purpose and approach to discipline. With the goal of developing socially skilled students in a culture that promotes learning, it is a framework designing teaching and learning environments, with;

- A focus on explicitly teaching and reinforcing an agreed set of positively-framed expectations.
- A focus on modifying contexts so that students are more likely to be successful in learning these expectations.
- A focus on framing behavioural success as the acquisition of skills, akin to learning and successfully demonstrating academic skills.

Our school community has identified the following school expectations, called '**The Woree Way**' to teach and promote our high standards of responsible behaviour:

- Learn
- Respect
- Cooperate
- Be Safe

"The Woree Way" provides a well-known structure for students to follow throughout their educational life. High expectations are underpinned by the principles of learning, respect, cooperation and safety which are reflected in our whole school daily practises.



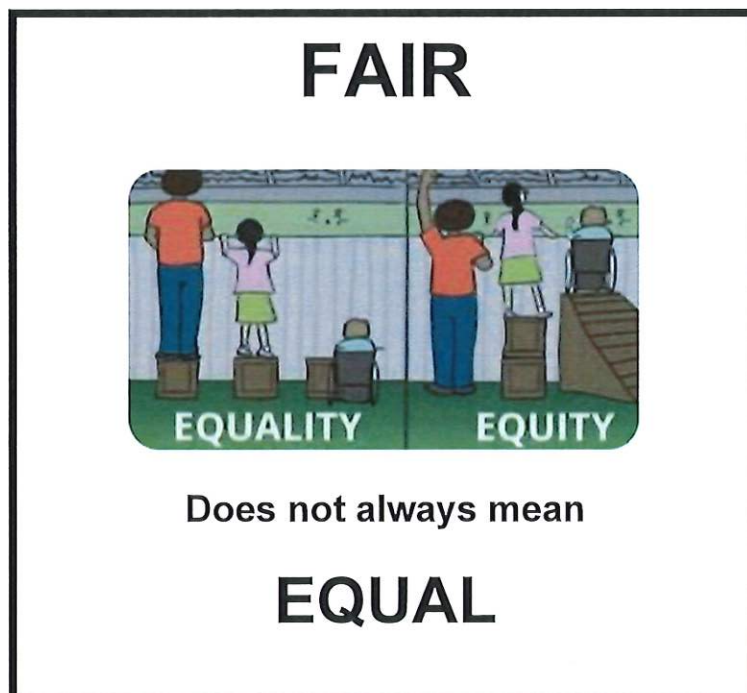
## Consideration of Individual Circumstances

Staff at Woree 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. 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 information relating to the consequence of another student's behaviour, 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

Woree State School offers a range of programs and services to support the wellbeing of students in our school.

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.

## Student Support Network

Woree 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 Woree 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.

Community Liaison Officer	EALD Intervention Teacher
Deputy Principal – Upper Primary	Principal
Deputy Principal – Lower Primary	Speech Language Therapist
First Aid Officer	Teacher Aides
Guidance Officer (0.8)	Students With Disabilities Teachers
Head of Curriculum (1.0)	School Nurse (0.2)
Head of Special Education Services (1.0)	Psychologist

Support is also available through the following government and community agencies:

- Far North Queensland Regional Office
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Autism Queensland

Woree 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.

A School Wide Positive Behaviour for Learning (PBL) Team meets regularly to plan and implement PBL is an evidence-based framework used to:

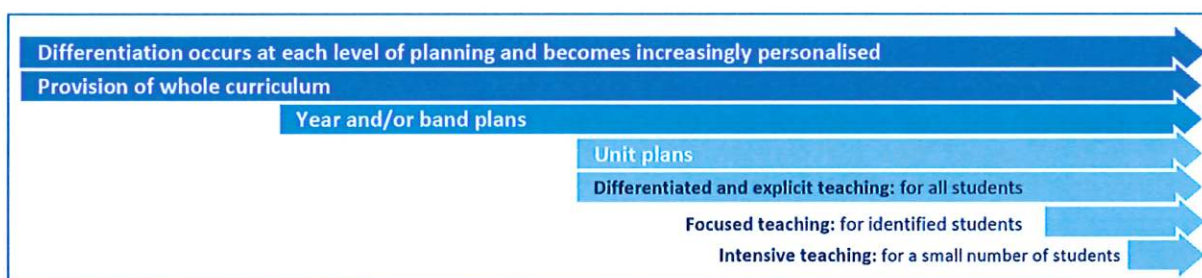
- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

## Differentiated and Explicit Teaching (Expected Behaviours)

Woree 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, correction and opportunities for practise.

Teachers at Woree 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, 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.

### Tier 1: Universal Behaviour Support (Primary)

All students (100%) in the school receive support for their academic and behavioural development. Focus is on whole school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. The PBL expectations involve the implementation of;

- Classroom teachers design a **Classroom Management Plan (CMP)**. This plan outlines aspects of classroom PBL systems including;
- **Classroom organisation** including whole school classroom displays to support behaviour management

- Defines class **Behaviour Expectations** linked to whole school expectations, including routines and procedures
- Outlines **Positive Acknowledgement Systems**
- Provides **consistent and fair class based consequences** for unwanted behaviour
- Outlines a plan for use of physical space within the classroom to assist with **active supervision**.
- A clear and consistent set **of behavioural expectations** linked to our Woree Way.
- The School-wide Expectations Matrix outlines our agreed rules and specific behavioural expectations in all school settings. These classroom and non-classroom expectations are clearly displayed throughout the school.

WOREE STATE SCHOOL UNIVERSAL EXPECTATIONS		
All Settings		In Classrooms
<b>To be READY TO LEARN;</b> <ul style="list-style-type: none"> <li>• I will be punctual and prepared</li> <li>• I will be an active listener</li> <li>• I will be an active participant</li> <li>• I will attempt all tasks</li> <li>• I will accept responsibility for my own actions</li> </ul>		<ul style="list-style-type: none"> <li>• I will be organised and have my equipment ready</li> <li>• I will be an active learner</li> <li>• I will strive to do my best</li> <li>• I will seek help from staff and fellow students if needed</li> <li>• I will take responsibility for my own learning</li> </ul>
<b>To BE RESPECTFUL;</b> <ul style="list-style-type: none"> <li>• I will use positive and polite language</li> <li>• I will use my manners</li> <li>• I will use my friendly voice and friendly face</li> <li>• I will take pride in my school</li> <li>• I will care for myself, others and the environment</li> <li>• I will acknowledge and respect personal space</li> </ul>		<ul style="list-style-type: none"> <li>• I will enter and exit rooms quietly and sensibly</li> <li>• I will maintain a quiet learning space</li> <li>• I will raise my hand to speak</li> <li>• I will use my inside voice</li> <li>• I will be tidy</li> </ul>
<b>To COOPERATE;</b> <ul style="list-style-type: none"> <li>• I will use the Woree High 5 to resolve conflict</li> <li>• I will use whole body listening</li> <li>• I will consider the feelings of others</li> <li>• I will help others to get along</li> <li>• I will be kind</li> <li>• I will follow directions and instructions</li> </ul>		<ul style="list-style-type: none"> <li>• I will work together and be helpful</li> <li>• I will share and take turns</li> </ul>
<b>To ACT SAFELY;</b> <ul style="list-style-type: none"> <li>• I will keep my hands and feet to myself</li> <li>• I will report any unsafe situations</li> <li>• I will keep my body calm</li> <li>• I will follow directions</li> <li>• I will use equipment responsibly</li> <li>• I will dress in uniform and suitable shoes</li> </ul>		<ul style="list-style-type: none"> <li>• I will follow correct procedures</li> <li>• I will look after equipment and belongings</li> <li>• I will sit properly on chairs</li> <li>• I will be calm and careful when moving around the room</li> <li>• I will use walking feet</li> </ul>

## 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 multiple opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Each year a number of students at Woree State School are identified through our data as needing targeted behavioural support to meet behaviour expectations. Strategies applied incorporate both in class and other intervention strategies, applied by the class teacher in conjunction with support staff. These strategies include:

## **Tier 2: Targeted Behaviour Support (Secondary)**

- **Targeted strategies in the classroom:**
- **Target explicit teaching of social skills and expectations:** This could be year level, class, small group level reteaching of focus skills, building on the whole school focus skill lessons, and/or personal and social capabilities from the Australian Curriculum.
- **Target Strategies:** parent meeting, 8 to 1 ratio, first this/then that, negotiated timetable, individual feedback systems, contracts, lunchtime plans, Class Check In/Check out cards, communication logs.
- **Modify the Environment** – seating, work space, work breaks, routine.
- **Modify Presentation** – Pre-taught, extra practice, change pacing, provide extra feedback, varied materials, increased time, planned positive reinforcement, visual cues.
- **Modify Curriculum** – change task size, computer, calculator, visuals and manipulatives, changed instruction, provided model.
- **Modify Expectations** – Group product, easier task, more time, tutor mentor, alternative response, task quality not quality.

## **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.

Woree State School's focused teaching strategies are outlined in the Tier 3 Intensive Behaviour Support (Tertiary) section of this document.


## **Tier 3: Intensive Behaviour Support (Tertiary)**

Woree State School is committed to educating all students, including those with the highest support needs. We recognise some students may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialists.

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.

# WOREE STATE SCHOOL

**THE WOREE WAY**



## Around the Classrooms

**THIS IS A QUIET CALM ZONE**

- I will use walking feet and keep on the pathways.
- I will use kind words.

**BEFORE SCHOOL AND END OF BREAKS:**

- I will keep my belongings tidy.
- I will use this area to sit and talk, keeping paths and doorways clear.
- I will line up with hands and feet to myself, waiting for my teachers.

**DURING LUNCHTIMES:**

- I will eat in designated areas.
- I will look after gardens and put rubbish in the bins.
- I will move to a play area after the bell.

**THE WOREE WAY**



## Around the Resource Centre

**THIS IS A QUIET CALM ZONE**

- I will use walking feet and keep on the pathways.
- I will use a quiet voice.
- I will sit quietly in the designated areas.
- I will use kind words.
- I will sit quietly to eat and place my rubbish in the bin.

**THE WOREE WAY**



## in the Computer Lab

**THIS IS A CALM, QUIET, FOOD FREE ZONE**

<p><b>To be ready to LEARN</b></p> <ul style="list-style-type: none"> <li>collaborate on tasks, working alone time.</li> <li>use appropriate and respectful communication.</li> <li>take responsibility for the area I am using.</li> </ul>	<p><b>To CO-OPERATE</b></p> <ul style="list-style-type: none"> <li>ask for help when needed.</li> <li>use appropriate and respectful communication.</li> <li>use the volume of my voice that is appropriate.</li> </ul>
<p><b>To be RESPECTFUL</b></p> <ul style="list-style-type: none"> <li>wait for my turn to speak.</li> <li>use appropriate language in the lab.</li> <li>use the volume of my voice that is appropriate.</li> </ul>	<p><b>To Be SAFE</b></p> <ul style="list-style-type: none"> <li>use appropriate and respectful communication.</li> <li>use the volume of my voice that is appropriate.</li> <li>use the volume of my voice that is appropriate.</li> </ul>

# WOREE STATE SCHOOL

**THE WOREE WAY**



## In the LCPA Lower Cover Play Area

**BEFORE SCHOOL:**

- I will sit quietly until the 8.30am bell before moving to my class area.

**AT LUNCHTIMES:**

- I will use this area as a quiet calm play area.
- I will sit in this area to finish my lunch.
- I will use kind words.
- I will use walking feet to move around or through this area.
- I will return to class when the bell rings.

**THE WOREE WAY**



## At the Tuckshop

**LUNCH ORDERS BEFORE 9.00am**

- I will form one line.
- I will line up with hands and feet to myself, waiting to be served.
- I will use a quiet calm voice.
- I will use my manners.
- I will show respect and cooperate with others.


**THE WOREE WAY**



## At the MCPA Middle Cover Play Area

- I will use walking feet to move around or through this area.
- I will sit in this area to finish my lunch.
- I will put rubbish in the bins.
- I will play small ball and non running games.
- I will use kind words.
- I will return to class when the bell rings.

**THE WOREE WAY**




## At the Playground

**THIS IS A SAFE PLAY ZONE**

- I will wear shoes and a hat.
- I will care for equipment and use it correctly.
- I will play friendly non-contact games.
- I will use kind words.
- I will show respect and cooperate with others.
- I will keep clear of fence lines and away from buildings.
- I will return to class when the bell rings.

**THE WOREE WAY**



## On the Oval

**THIS IS A SAFE PLAY ZONE**

- I will wear shoes and a hat.
- I will play sensible running games.
- I will play friendly non-contact games.
- I will use kind words.
- I will show respect and cooperate with others.
- I will keep away from fence lines and buildings.
- I will return to class when the bell rings.

**THE WOREE WAY**



## At the Front of School

**THIS IS A QUIET CALM ZONE**

- I will use walking feet.
- I will wait inside the fence between the paths.
- I will sit quietly in the shelter or grassed area.
- I will use kind words.
- I will put rubbish in the bins.
- I will leave the school grounds safely.

**THE WOREE WAY**



## In the Toilets

**THIS IS A FOOD AND GAMES FREE AREA**

- I will use walking feet.
- I will respect others' privacy.
- I will use the toilet.
- I will flush the toilet.
- I will wash my hands.
- I will leave.

**THE WOREE WAY**



## At the Bike Shed

- I will only be in the shed if my bike/coaster is there.
- I will respect others' property.
- I will use walking feet.
- I will use a quiet, calm voice.

**ON ARRIVAL**

- I will use my bike/coaster inside the school grounds.
- I will take my bike/coaster directly to the shed.
- I will leave my bike/coaster at the 'docking' spot and clear of walkways.

**ON DEPARTURE**

- I will only collect my bike/coaster immediately after class.
- I will put my helmet on at the shed.
- I will walk my bike out of school and across the crossing.

**Woree State School**



**Is it rude? Is it mean? Is it bullying?**



**Do the High Five!**

Queensland Government

# NON CLASSROOM EXPECTATIONS

## Whole School Systematic Explicit Teaching of Expected Behaviours

This teaching is a routine part of the school timetable. Teaching social behavioural skills calls upon the same strategies used to teach academics - instruction, modelling, practice and feedback. It is taught at the beginning of the year through the whole school **Learning to Learn Unit** as well as weekly **Focus Skill Lessons** directly linked to our School wide expectations matrix. These are reinforced through school parades and during active supervision by staff during classroom and non-classroom activities. Part of these lessons includes the explicit teaching and promotion of a school wide problem solving model, 'The High Five.'



- All classes participate in a designated Activate Wellbeing session at the beginning of each day. This is an intentional strategies to explicitly focus on **relationships** and wellbeing at the beginning of each day. Activate wellbeing sessions are designated for;
  - The explicit teaching of our weekly school wide focus skill.
  - Positive acknowledgements
  - One activate wellbeing session is designated to year level parades, which focuses on reinforcing school wide and targeted focus skills and the presentation of whole school positive acknowledgements.
- Woree State School is committed to providing **positive acknowledgement** to all students in classroom and non-classroom settings who demonstrate behaviours aligned to the "Woree Way" i.e. our four behaviour expectations: respect, cooperate, learn and be safe. Providing recognition to students for demonstrating expected behaviours is a research-validated way of ensuring they know what to do, when to do it and how to do it – the essence of positive discipline. In this way, students receive feedback on how well they are mastering the behavioural skills we want them to use and therefore increasing the probability that they will use these behaviours more frequently.

### Woree SS Acknowledgement Systems

*Goal: 8:1 ratio of positive to negative interactions*

Whole school systems of positive acknowledgement include;

#### House Ticket System – Woree Way Awards

All staff will consistently acknowledge positive student behaviour across all school-settings. Those students that demonstrate behaviours aligned to the "Woree Way" will be acknowledged by staff and receive a house ticket. These are designed to be free and frequent.



To ensure students know what they are being acknowledged for, staff provide verbal feedback and reinforce the link to the Woree Way expectations by ticking one or more of the expectations printed on the card. Students' name, class and the behaviour

displayed are therefore noted on the ticket. Students will receive ongoing feedback on their mastery of behavioural skills and work towards individual goals through a levelled system of acknowledgment. Class teachers set up a tally system within the classroom where students are able to record the number of individual house tickets they receive. Individual data is collated by teachers and students are acknowledged when they reach a certain level on parade. Bronze – 60 tickets – Bronze certificate; Silver – 120 tickets – Silver certificate, Gold – further 180 tickets and Medallion - 240 tickets.

House tickets are kept by the students/class teacher until the end of the week when the house leaders come around and collect all tickets to tally house points for parade each week. At the end of each semester, the winning house i.e. the house with the most tickets, is acknowledged with their name displayed on the “PBL Shield”



### Woree WOW Certificates

These are rewarded every week to two students in each class. Each week Class teachers select two students to award a Woree WOW Certificate;

- One should be based on the LEARNING aspect of the Woree Way - acknowledging some aspect of academic achievement/encouragement.
  - One can focus on other aspects of the Woree Way. This may also include a focus on the weekly social skill focus.
- One certificate will be presented on parade, while the other will be returned to the class teacher to present in class.



### Woree Positive Postcards

Postcards can be used at any time to acknowledge positive student behaviour (Students following the Woree Way) in the classroom and school settings. With a focus on building relationships with parents and carers positive feedback regarding their student progress will be directed towards the parents and carers of the student involved.



### Woree Positive Phone Calls Home

All classroom teachers in Week 5, Term 2 and Week 5, Term 4. Each teacher chooses 5 students to acknowledge and makes a phone call home to parents. The class teacher logs the positive phone calls in OneSchool.

### Woree Positive Letters Home

In Week 5, Term 1 and Week 5, Term 3, each teacher chooses 5 students to acknowledge for their behaviour in class, letters are created and sent home with students. These are logged as positive letters on OneSchool.

### Classroom acknowledgement systems

In use in every classroom for acknowledging individual, group and whole class behaviours. These acknowledgement systems incorporate the whole school strategies such as House Ticket System as well as class-based options like positive visits to the office etc.

### Try for 5

Teachers award Try for 5 Tickets at the end of each week to students who have attended for the whole 5 days. These tickets are placed in the draw on parade for weekly and term based prizes. Further attendance acknowledgements are outlined in the school attendance plan.

- All teachers implement academic and pedagogical **differentiated teaching and learning strategies** and strategies to encourage **active engagement**. Curriculum and instruction are tailored to meet the needs of the student. Teachers encourage active engagement by providing multiple opportunities to respond including, presenting materials, asking questions, checking for understanding and other interactions.
- All teachers develop a continuum of **consistent and fair consequences** to respond to unwanted behaviour. In developing these for the classroom, teachers consider the following key elements from the evidence-based strategies of classroom PBL:
  - It is important to respond **consistently**, using **fair, logical** and **predictable** outcomes.
  - Purpose of the consequence is to correct and teach therefore;
  - Contains an opportunity to reteach.
  - Be selected to fit individual student, the specific behaviour, setting, frequency and severity.
  - A **logical consequence** is different to “**punishment**”. Punishment is an aversive consequence - **teach a lesson, make a recipient suffer** approach. Aversive consequences sometimes backfire causing behaviour to increase, damaging teacher-student relationships and leading to student disengagement.
  - Logical consequences should match type and severity of behaviour.
  - It is tempting to create a list of infractions and corresponding consequence. This is best avoided as it does not take into account individual circumstances.
  - It is the certainty that a consequence will be applied rather than the harshness of a consequence that is important.
  - It is important to remember consequences alone do not change behaviour.
  - Consequences for problem behaviour can be conceptualised and a **continuum - range of possible consequences**.

This is further outlined in the Disciplinary Consequences section of this document.

- **Functional Behaviour Assessment (FBA)** - An Individual Behaviour Support Plan (IBSP) is a strategy that can be used for students requiring focused to intensive behaviour support. Identified as persistent through the One School referral process. It is an evidence-based process for assessing the relationship between behaviour and the context in which that behaviour occurs. It is a targeted plan focussing on a specific behaviour and the function of that behaviour. Students requiring IBSP are identified by the class teacher in conjunction with a member of the Student Support Services Team. Class teachers, with the assistance of a member of Student Support Services Team, can then complete the IBSP document in a care team or stakeholder meeting. Parents/carers are to be included in this process by being involved in the initial meeting or follow up meetings.

## Student Support Services (SSS) Team

**A Student Support Services (SSS) Team** meets weekly to discuss, problem-solve and make decisions on actions for referrals submitted to the SSS. The SSS team includes:

- **Classroom teacher** (submits referral to the Guidance Officer and brings data to the meeting)
- **Guidance Officer** (SSS leader-uploads referrals to One School and emails meeting invitations)
- **Deputy Principal** (upper or lower school)
- **Principal**
- **Head of Special Education Services** (takes notes during the meeting and uploads the completed referral form into OneSchool/Reports and G Drive, and emails the completed referral form (listing actions) to the team, and completes a tracking chart)
- **The Head of Curriculum**
- **Psychologist**
- **EALD Intervention Teacher**

# Disciplinary Consequences

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and developing self-responsibility and accountability.

Unwanted behaviour also requires feedback and is viewed as a teaching opportunity—a chance to clarify and reteach expectations. The same instructional approach used when students make academic errors should be used to correct social errors. Associated with correction is the use of consequences, to extend teaching, decrease future occurrences of the behaviour, and provide students with the motivation necessary for them to begin behaving in acceptable ways.

Woree State School makes systematic efforts to prevent unwanted student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unwanted behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unwanted behaviour is consistent and proportionate to the nature of the behaviour.

## 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 8 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)
- Withdrawal

## Focussed

Class teacher is supported by other school-based staff to address in-class unwanted 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
- Withdrawal
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services (SSS) 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 unwanted 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)
- 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 Woree 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 Woree 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 punishment 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.

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 the Student Disciplinary Absence Letter or via phone. 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-entry 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.

Woree 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 Woree 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 Woree State School:

- do not require the student's consent to search school property such as lockers, 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 Woree 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 Woree State School's Student Code of Conduct (e.g. personal technology devices including those with the capacity to record or communicate with others outside of school.)
- 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;
- Parents/carers are to 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 Woree 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 Woree State School's Code of Student Conduct (e.g. personal technology devices including those with the capacity to record or communicate with others outside of school.)
- 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;
- Parents/carers are to collect their child's property as soon as possible when advised by the principal or state school staff that it is available for collection.

## Use of mobile phones and other devices by students

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours.

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 misuse which harms others or disrupts learning.

Students are not to bring personal mobile phones into the school, including smart watches that have built in phones and/or cameras. The misuse of the camera feature in mobile phones/smart watches poses a risk to the privacy of students and staff. School staff actively support students to make contact with parents when needed via our school landline. All mobile phones must be handed into the office before school and collected at the end of the school day.

At all times, students, while using ICT facilities and devices supplied by the school, will be required to respond to the requirements of the Woree 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:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - 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
  - students who take photos, movies or recordings of staff or students without permission, will be required to delete the recordings (staff may support students to complete this task)
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - 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

Woree State School uses the **Student Learning and 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.

There is no place for bullying in Woree State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are a contradiction to our school community's goals and efforts for supporting all students.

## DEFINITION OF BULLYING

**The national definition of bullying for Australian schools is:**

*“Bullying is an **ongoing misuse of power** in relationships through **repeated verbal, physical and/or social behaviour** that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).*



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

*Single incidents and conflict, or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.”* (Australia’s Safe and Supportive School Communities Working Group)

### Bullying response flowchart for teachers

#### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal /HOSES



- |  |  |
|--|--|
| <div style="background-color: black; color: white; border-radius: 50%; width: 60px; height: 60px; margin: 5px; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">First<br/>hour<br/>Listen</p> </div> | <ul style="list-style-type: none"> <li>• Provide a safe, quiet space to talk</li> <li>• Reassure the student that you will listen to them</li> <li>• Let them share their experience and feelings without interruption</li> <li>• 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</li> </ul>         |
| <div style="background-color: black; color: white; border-radius: 50%; width: 60px; height: 60px; margin: 5px; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">Day one<br/>Document</p> </div>      | <ul style="list-style-type: none"> <li>• Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)</li> <li>• Write a record of your communication with the student</li> <li>• Check back with the student to ensure you have the facts correct</li> <li>• Enter the record in One School</li> <li>• Notify parent/s that the issue of concern is being investigated</li> </ul>  |
| <div style="background-color: black; color: white; border-radius: 50%; width: 60px; height: 60px; margin: 5px; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">Day two<br/>Collect</p> </div>       | <ul style="list-style-type: none"> <li>• Gather additional information from other students, staff or family</li> <li>• Review any previous reports or records for students involved</li> <li>• Make sure you can answer who, what, where, when and how</li> <li>• Clarify information with student and check on their wellbeing</li> </ul>   |
| <div style="background-color: black; color: white; border-radius: 50%; width: 60px; height: 60px; margin: 5px; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">Day three<br/>Discuss</p> </div>     | <ul style="list-style-type: none"> <li>• Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue</li> <li>• Make a time to meet with the student to discuss next steps</li> <li>• Ask the student what they believe will help address the situation</li> <li>• Provide the student and parent with information about the student support services referral system</li> <li>• Agree to a plan of action and timeline for the student, parent and yourself</li> </ul> |
| <div style="background-color: black; color: white; border-radius: 50%; width: 60px; height: 60px; margin: 5px; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">Day four<br/>Implement</p> </div>    | <ul style="list-style-type: none"> <li>• Document the plan of action in One School</li> <li>• Complete all actions agreed with student and parent within agreed timeframes</li> <li>• Monitor the student and check in regularly on their wellbeing</li> <li>• Seek assistance from student support services team if needed</li> </ul>   |
| <div style="background-color: black; color: white; border-radius: 50%; width: 60px; height: 60px; margin: 5px; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">Day five<br/>Review</p> </div>       | <ul style="list-style-type: none"> <li>• Meet with the student to review situation</li> <li>• Discuss what has changed, improved or worsened</li> <li>• Explore other options for strengthening student wellbeing or safety</li> <li>• Report back to parent</li> <li>• Record outcomes in One School</li> </ul>   |
| <div style="background-color: black; color: white; border-radius: 50%; width: 60px; height: 60px; margin: 5px; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">Ongoing<br/>Follow<br/>up</p> </div> | <ul style="list-style-type: none"> <li>• Continue to check in with student on regular basis until concerns have been mitigated</li> <li>• Record notes of follow-up meetings in OneSchool</li> <li>• Refer matter to specialist staff within 48 hours if problems escalate</li> <li>• Look for opportunities to improve school wellbeing for all students</li> </ul>   |



## Cyberbullying

Cyberbullying is treated at Woree State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, 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 and the relevant deputy principal.

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 Woree 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 unwanted 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 relevant deputy principal.

# Woree 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](#).

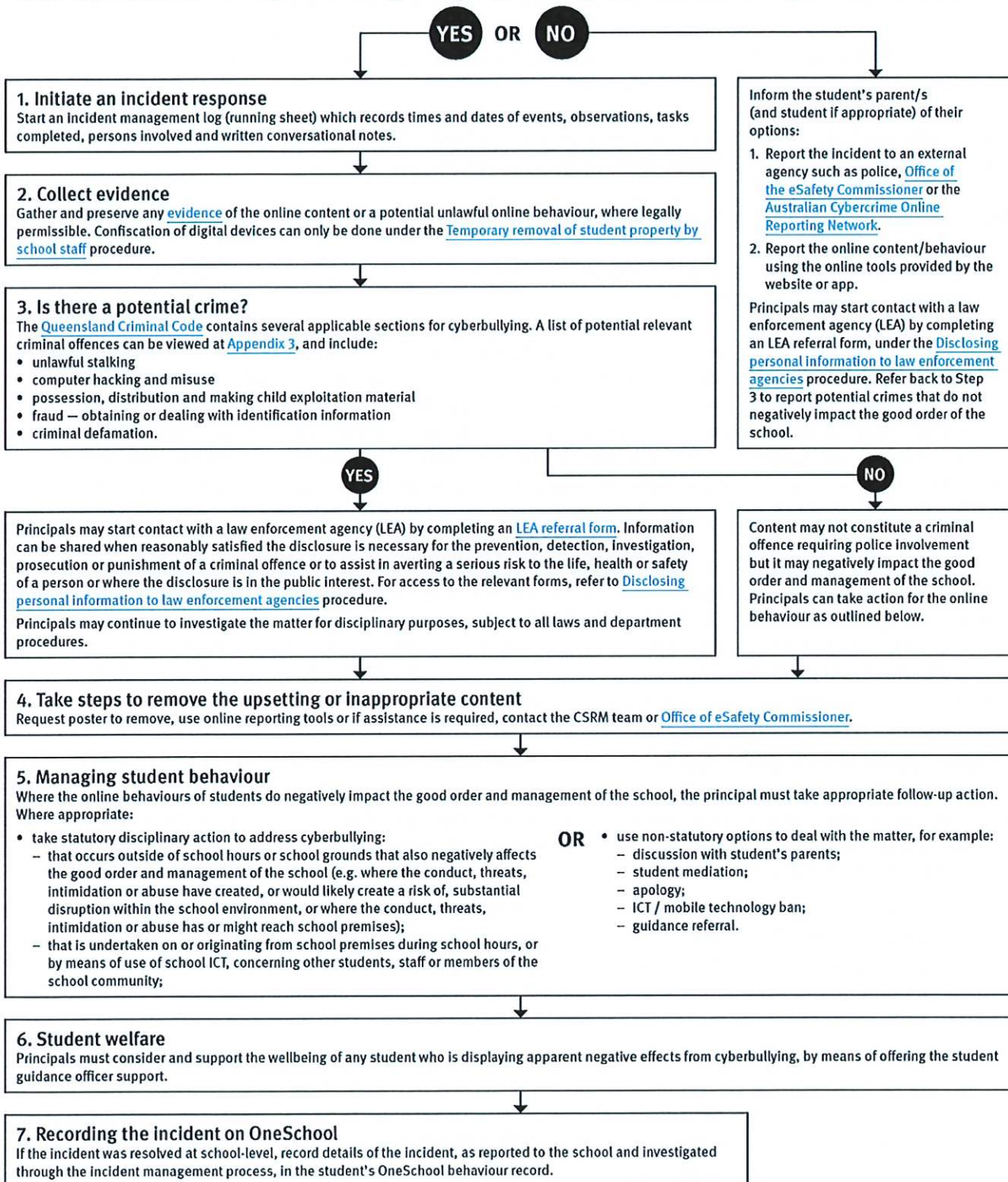
### Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## 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

Woree 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 Services Network 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 Woree 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 withdrawal, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## 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 remain general and avoid posting anything that could hurt any 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 Woree 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 regulation 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.

**Further information regarding restrictive practices, is available at**

**<https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/restrictive-practices>**

## 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 individual plan for any student involved in regular critical incidents, which should be saved and available for staff to review in One School.

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

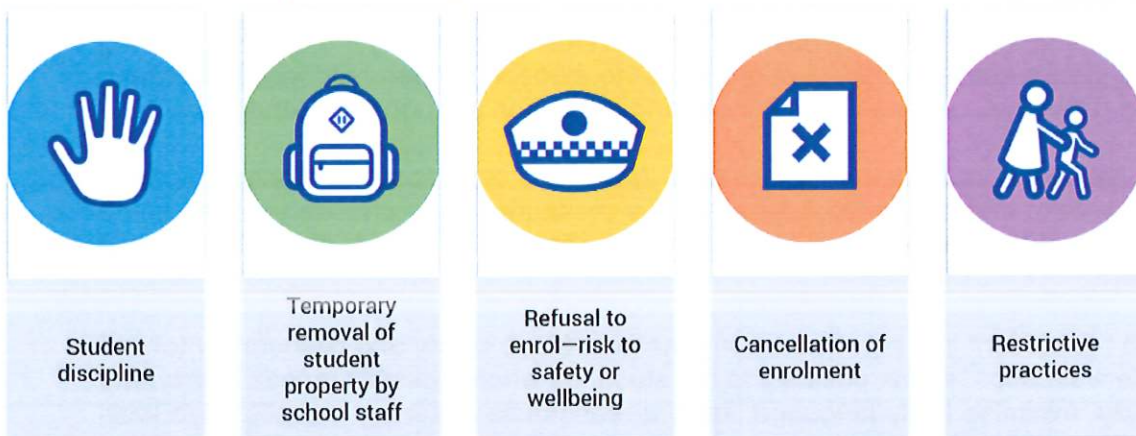
These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

### Procedures, guidelines and forms

The [Policy and Procedure Register \(PPR\)](#) provides access to all Department of Education Policy Instruments. The register demonstrates transparency and accountability to promote understanding of how the Department of Education operates, and supports the principles of the [Right to Information Act](#).

There are 5 key procedures in the PPR associated with student behaviour in Queensland state schools.

This suite of procedures, and associated forms and guidance materials, underwent a comprehensive review in 2019. A range of stakeholders were consulted as part of the review process, including teachers, principals, parents and students.



<https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms>

Other related policies and guidelines include;

- 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
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Use of ICT systems
- Using mobile devices.