Queensland Government

Wilsonton State School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Contact Information

Postal address:	PO Box 9659 Wilsonton 4350
Phone:	07 4637 1222
Email:	principal@wilsontonss.eq.edu.au
School website address:	www.wilsontonss.eq.edu.au/
Contact Person:	Josh Seaniger (Principal)

Endorsement

Principal Name:	Josh Seaniger
Principal Signature:	
Date:	20-01-2021

P/C President and-or School Council Chair Name:	Kirstie Knudsen
P/C President and-or School Council Chair Signature:	
Date:	20-01-2021

Purpose

Wilsonton State School is committed to providing a safe, respectful and disciplined learning environment for 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. It is therefore the responsibility of our whole school community to promote responsible behaviour ensuring the rights and responsibilities of all are upheld.

Principal's Foreword

Wilsonton State School has a long and proud tradition of providing high quality education to students on the Darling Downs. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

At Wilsonton State School we firmly believe in a whole school approach to teaching and reinforcing appropriate and positive behaviours. Students are expected to follow our expectations and behave in a socially appropriate manner.

Our school community has identified the following school values to teach and promote the highest standard of responsible behaviour across the school:

- **Be respectful**
- **Be safe**
- **Be a learner**

Our values:

- recognise and focus on positive practices and behaviours
- are fair, clear and worded in a positive way
- are taught by all staff, so that there is consistency across our school community
- are continually revisited and corrected when needed
- are positively reinforced and recognised continually in class, on parades, newsletters etc.
- are modelled by staff
- are clearly displayed and referred to
- are implemented in a consistent, fair and just manner
- reflect the values of our wider school community
- use a common language across the whole school by all staff.

As well as our three values, the individual behaviours we teach our students are detailed in our School Wide Expectations Teaching Matrix. The three values have a series of expectations that relate directly to areas within our school grounds. We also send a weekly Behaviour Update outlining the focus for the week. Twice a term we also review the behaviour data and determine the focus area based on this data.

There are three levels of school-wide instructional and positive behaviour support:

1. Primary - Whole school teaching and reinforcing of responsible and positive behaviour expectations to all students and processes for responding to inappropriate behaviour.
2. Secondary - Students who require more intensive support – targeted intervention strategies and processes for groups of students who require more support.
3. Tertiary - Students displaying high risk behaviours who require specialised and individualised support.

P&C Statement of Support

As president of the Wilsonton State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Josh Seaniger and his team has ensured that all parents had an opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Wilsonton State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Wilsonton State Schoolknows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

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

School Captains' Statement

On behalf of the student body at Wilsonton State School, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Wilsonton State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

School Captain:

Date:

School Captain:

Date:

Consultation

The consultation process used to inform the development of the Wilsonton State School Student Code of Conduct occurred during 2020 and 2021. The seeking of feedback was achieved through online consultation using Survey Monkey with both staff and parents provided further opportunity to provide feedback to draft versions of the document.

Review Statement

The Wilsonton State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A detailed review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	**2017**	**2018**	**2019**
their child is getting a good education at school (S2016)	91%	83%	96%
this is a good school (S2035)	98%	92%	100%
their child likes being at this school* (S2001)	94%	100%	100%
their child feels safe at this school* (S2002)	88%	100%	100%
their child's learning needs are being met at this school* (S2003)	88%	83%	96%
their child is making good progress at this school* (S2004)	85%	83%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	91%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	75%	100%
teachers at this school motivate their child to learn* (S2007)	91%	75%	100%
teachers at this school treat students fairly* (S2008)	88%	75%	100%
they can talk to their child's teachers about their concerns* (S2009)	91%	83%	100%
this school works with them to support their child's learning* (S2010)	82%	73%	100%
this school takes parents' opinions seriously* (S2011)	97%	83%	96%
student behaviour is well managed at this school* (S2012)	91%	83%	91%
this school looks for ways to improve* (S2013)	100%	92%	96%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree[#] that:	**2017**	**2018**	**2019**
they are getting a good education at school (S2048)	92%	95%	95%
they like being at their school* (S2036)	93%	95%	93%
they feel safe at their school* (S2037)	91%	90%	89%
their teachers motivate them to learn* (S2038)	96%	96%	95%
their teachers expect them to do their best* (S2039)	97%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	90%	89%
teachers treat students fairly at their school* (S2041)	90%	81%	87%
they can talk to their teachers about their concerns* (S2042)	86%	82%	84%
their school takes students' opinions seriously* (S2043)	84%	84%	92%
student behaviour is well managed at their school* (S2044)	80%	78%	83%
their school looks for ways to improve* (S2045)	93%	94%	96%
their school is well maintained* (S2046)	92%	89%	94%
their school gives them opportunities to do interesting things* (S2047)	88%	94%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2017**	**2018**	**2019**
they enjoy working at their school (S2069)	96%	96%	98%
they feel that their school is a safe place in which to work (S2070)	96%	96%	100%
they receive useful feedback about their work at their school (S2071)	81%	87%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	93%	96%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	99%	100%	93%
student behaviour is well managed at their school (S2074)	90%	94%	86%
staff are well supported at their school (S2075)	73%	89%	77%
their school takes staff opinions seriously (S2076)	88%	88%	88%
their school looks for ways to improve (S2077)	89%	96%	93%
their school is well maintained (S2078)	96%	96%	100%
their school gives them opportunities to do interesting things (S2079)	90%	87%	86%

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

School Disciplinary Absences (SDA)

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

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

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

WILSONTON STATE SCHOOLSCHOOL DISCIPLINARY ABSENCES			
Type	**2017**	**2018**	**2019**
Short Suspensions – 1 to 10 days	14	11	24
Long Suspensions – 11 to 20 days	0	0	3
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Wilsonton State School expectations and/or The Zones of Regulation Program concepts and strategies. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

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

Consideration of Individual Circumstances

Staff at Wilsonton 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 are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing

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

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

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

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

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

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

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

Wilsonton State School maintains adrenaline auto-injectors and asthma reliever/puffers, stored in various locations to provide emergency first aid medication if required.

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

Suicide prevention
Wilsonton State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

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

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

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

Student Engagement Team

Wilsonton State School is proud to have a comprehensive Student Engagement Team 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 Wilsonton 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.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal: Student Engagement, Matt Gurr.

Whole School Approach to Discipline

For students to be successful academically, socially and emotionally and physically, it is important that the classroom environment is one which is positive, safe and supportive. Teachers play a vital role in providing an environment which is conducive to quality teaching and learning.

Class Teacher Responsibilities:

- At the beginning of the year devise a CLASS BEHAVIOUR PLAN which aligns with our school expectations; communicate the plan to parents and guardians by letter. A copy of the letter is to be provided to Admin.

- Create a Behaviour Wall/Area with the following:
  - WSS Behaviour Posters – Classroom Rules, Positive Recognition, Consequences
  - Whole Class Positive Behaviour Incentives (eg. marbles in the jar, Mr Potato Head, jigsaw puzzle etc.)

- Specifically teach expected behaviours and social skills using our School Weekly Behaviour Update. Teachers can use a variety of strategies to teach and positively reinforce the behaviours by:
  - Discussion about the behaviour
  - Role plays
  - Design charts/posters etc.
  - Display the expected behaviour in the classroom
  - Review the behaviour on a daily basis
  - Reinforce and reward students who exhibit the positive behaviour.

Please refer to the Classroom Environment Policy in our Curriculum Plan for more detail.

All staff will use common language when talking about behaviour.

- Provide regular feedback and positive reinforcement to students.
  - Catch students being good – CIA cards, Whole Class, Individual and Group Positive Behaviour Incentives
  - Provide verbal/visual feedback when students display positive behaviour
  - Utilisation of a wide array of positive reinforcements

The following strategies may be useful to assist with providing a positive, safe and supportive classroom and school environment:

- Shared responsibility by all staff for all students – work collaboratively to meet the needs of all students and solve problems productively.
- Communicate openly and honestly with students and parents/carers.
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
- Remain calm and in control.
- Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review.
- Ensure children understand and are familiar with all aspects of the Student Code of Conduct, especially our School values, expectations and Behaviour Matrix.
- Know your students, their patterns of behaviour, needs and triggers for misbehaviour. Ensure this information is shared with all staff working with the student.
- Reinforce, reward and praise appropriate behaviours.
- Address children's concerns immediately, or at an appropriate time and place, recording when necessary.
- Avoid confrontation at all costs.
- Use fair and consistent strategies that are in line with the school's beliefs and values.

Proactive and Preventative Strategies

Wilsonton State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the newsletter to celebrate the positive behaviour of students.
- Regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Wilsonton State School Student Code of Conduct delivered to new staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
    - The Use of Personal Technology Devices at School
    - Procedures for Preventing and Responding to Incidents of Bullying.

Positive Reinforcement and Rewards

- Student of the Week and other class certificates (handed out at Assembly and in class)
- CIA cards (handed out anytime)
- Classroom rewards and whole class positive behaviour incentives (eg. marbles in a jar, jigsaw puzzle etc.)
- Gold Level Behaviour Awards
- Stickers
- Weekly Behaviour Focus outlined on Facebook

Student of the Week and other class certificates

Each week, teachers nominate a student who is improving or doing well with their behaviour or class work.

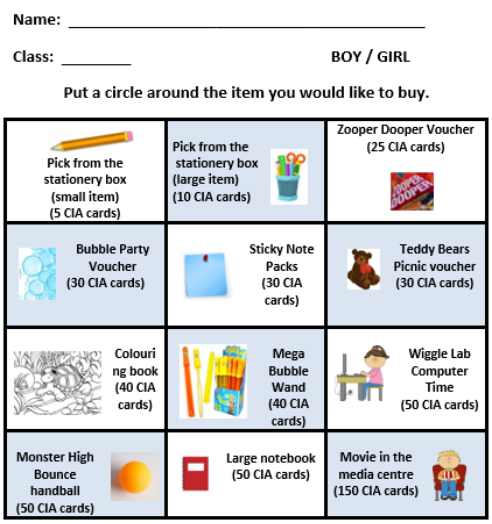
Wilsonton State School - 'Caught in Action' Cards

Members of staff hand out '**Caught in Action'** or **'CIA'** cards to students they observe following school rules in both the classroom and playground environments. This positive reinforcement occurs continuously throughout the day.

Classroom teachers have a ‘bank’ of CIA cards (1s, 5s, 10s, 20s and 50s) from which they can trade with students as their number of CIA cards grows.

The CIA cards are kept by the students and used to ‘purchase’ items from the CIA shop. A CIA Shop menu is to be displayed in every classroom. This menu contains a list of items available for purchase using CIA cards.

The CIA shop opens weekly and is run by our Deputy Principal and school leaders. Class teachers are provided with CIA shop order forms for students at the beginning of each term. Please refer to the Curriculum Highlights each week for information about the shop and which classes are to access it during that week.


Name: _____

Class: _____ BOY / GIRL

Put a circle around the item you would like to buy.

Pick from the stationery box (small item) (5 CIA cards)	Pick from the stationery box (large item) (10 CIA cards)	Zooper Dooper Voucher (25 CIA cards)
Bubble Party Voucher (30 CIA cards)	Sticky Note Packs (30 CIA cards)	Teddy Bears Picnic voucher (30 CIA cards)
Colouring book (40 CIA cards)	Mega Bubble Wand (40 CIA cards)	Wiggle Lab Computer Time (50 CIA cards)
Monster High Bounce handball (50 CIA cards)	Large notebook (50 CIA cards)	Movie in the media centre (150 CIA cards)

The ordering process is as follows:

- Students wishing to make a purchase are to complete an order form and gather together the correct amount of CIA cards. The CIA cards are then given to the class teacher who signs the order form to show that the correct number of CIAs were provided by the student.
- Students are to place their signed order form in the provided ziplock. Please do not fold the CIA menu, the bags are large enough for it to fit in without folding. This saves time for those filing the orders as they can see the order through the bag.
- Students are to place their completed order in the CIA shopping bag provided for this purpose.
- Class CIA bags are to be taken to the Planning Room by 11:00am each Friday.
- Orders will be processed during senior RI time, they will then be returned to classes.
- Vouchers will be provided for all activities (eg. Teddy Bears Picnic, Ten Pin Bowling, Computer Time). The organising teachers will contact class teachers with further details – date, time, venue, during the week after the CIA shop has opened.
- Class teachers are to collect the ziplock bags from students once they have received their items. The ziplock bags are to be reused each time students access the shop.

Class teachers requiring more CIA cards to trade with students are to contact the Student Engagement Teacher (extension 271).

Gold and Silver Level Behaviour Awards

Elevation to Silver Level is determined by class teachers. An Upward Progression of Level Notification letter is to be sent home by the class teacher to inform parents/caregivers of the level elevation. Students must have demonstrated all of the expected behaviours of Blue Level for a minimum of two weeks before they are eligible for elevation to Silver Level.

Class teachers can nominate students for Gold Level Behaviour Awards once a term. To be eligible for the Gold Level Award students must display the behaviours indicated on our Whole School Behaviour and Effort Matrix. Students must have demonstrated all of the expected behaviours of Silver Level for a minimum of two weeks before they are eligible for elevation to Gold Level. Nominations are to be given to the Deputy Principal at the nominated staff meeting. A list of nominees will then be published to enable staff an opportunity to provide feedback. A final list will be sent to all staff via email by the Deputy Principal.

Parents and guardians of Gold Level recipients are invited to attend a special Assembly where a Gold Level badge and certificate will be presented to the nominated students. A

morning tea for Gold Level students and their family members is held following the ceremony.

Class teachers are responsible for generating and sending home Gold Level Award Ceremony invitations. These are to be sent home once the Deputy Principal has confirmed the final gold level list via email and has indicated that invitations are to be sent home.

Gold Level students will also be invited to participate in a Gold Level activity held at the end of each semester.

Required letters are available for class teachers to access in the School Wide Behaviour Folder on G Drive. (G:\Coredata\Curriculum\8. Student Enagaement)

Please note: Should a student on Gold Level be referred to the Planning Room, the level at which they are demoted to is a decision made by the Principal and Deputy Principal.

Behaviour Management Overview

At Wilsonton State School we use a Behaviour Management Plan that outlines five levels of behaviour. Blue Level (entry level), Silver Level and Gold Level indicate satisfactory to excellent behaviour, while Amber Level and Red Level indicate behaviour that is less than satisfactory. It is anticipated that the rewards and consequences taken at each level will encourage students to strive to reach Gold Level.

All students will begin the school year or enter Wilsonton State School at Blue Level.

Class teachers initiate any upward movement for a student based on observations made by all staff of the student in the classroom, playground and during other school activities. To be eligible for Silver or Gold Level students must display the behaviours indicated on our Whole School Behaviour and Effort Matrix.

The downward movement of behaviour levels is based on the choices and actions of the individual student. The matter will be discussed with the school administration team and the student. All parents will be notified in writing of level changes, including the reason(s) for the change by the classroom teacher. Classroom teachers are to personalise the letters available on G Drive in the Student Engagement folder for this purpose. A student can only move down one level for inappropriate behaviour unless the Principal determines the behaviour to be of a more serious nature.

Please note: A student is to remain on their current level for a minimum of two weeks before their behaviour level can be elevated in accordance with our Behaviour.

Class teachers are required to record the parent contact (type of letter, date sent home) on OneSchool.

Behaviour Level Overview

Gold Level	Silver Level	Blue Level	Amber Level	Red Level
Parents will be notified of a level change by letter of invitation to the Gold Level Awards Ceremony. <u>Consequences</u> All Silver Level plus: • Students will receive school recognition (a gold badge and certificate) • All students at this level are eligible to be elected to Student Council • Year 5 students at this level will be eligible to nominate for school leader positions for the following year. • Students at this level will be eligible to represent the school at special events if selected. • Receive End-of-Semester Rewards for Gold Level.	Parents will be notified of a level change by letter – Upward Progression. <u>Consequences</u> All Blue Level plus: • All students at this level are eligible to be elected to Student Council • Year 5 students at this level will be eligible to nominate for school leader positions for the following year. • Students at this level will be eligible to represent the school at special events if selected.	If returning to Blue Level, parents will be notified of a level change by letter – Upward Progression <u>Consequences</u> • Students on this level will be eligible to be involved in school sporting and social events including excursions and camps • Students at this level will be eligible to be involved in the choir and school band • Students at this level will be eligible to represent the school at inter-school carnivals	Parents will be notified of a level change by letter – Downward Progression. <u>Consequences</u> For matters which relate to classroom behaviour, the student may be required: • To give up any office of responsibility • Students may be placed on a Behaviour Plan • The student may be excluded from extracurricular activities, e.g. disco, sporting teams, graduation, concerts etc. • Student may have their time on this level increased by continued or additional inappropriate behaviour. • Failure to improve behaviour could result in the student being placed on Red Level Amber Level = Up to 3 Planning Room or Restricted Play referrals per Term	Parents will be notified of a level change – Red Level Letter. <u>Consequences</u> All Amber Level plus: • Students may be on restricted play • Students may be required to receive counselling from the Guidance Counsellor or Behaviour Management Team • Students may be excluded from all non-compulsory activities • Students may have their time on this level increased by continued or additional inappropriate behaviour • An in-school intensive social skill training programme may be put in place. • Students will be placed on a Red Level Behaviour Plan Red Level = 4+ Planning Room or Restricted Play referrals per Term OR determined by Admin following a serious infraction, see Severe Clause.
Elevation from this level determined whole staff following nomination by class teacher.	Elevation from this level determined by class teacher.	Elevation from this level determined by class teacher.	Elevation from this level determined by class teacher.	Elevation from this level determined by class teacher and Admin.
Parent Contact to be recorded in Student Profile on OneSchool.				
Please note: A student may be suspended OR recommended for exclusion at any time because of their behaviour, regardless of the level they are on. The final decision about a student's suspension or recommendation for exclusion will be made by the Principal in consultation with the appropriate staff member/s.				

School Wide Action Plan for Inappropriate Choices

Monitoring –

Class teachers will also make use of their own management strategies to encourage on-task behaviours. (Eg. traffic lights, peg up/peg down)

For non-disruptive off-task behaviour teachers utilise a variety of strategies within the classroom. Should this be unsuccessful or students display disruptive behaviours that are not deemed severe teachers use the following hierarchical model to implement consequences.

Consequences –

Warning

↓

Timeout in class (eg. 5 minutes, time period may be shorter for early years and SEP classes)

↓

Timeout in class (eg. 10 minutes, time period may be shorter for early years and SEP classes)

↓

Student sent to the Planning Room with a referral form, recorded on OneSchool, parent/guardian contacted by letter

↓

Student is demoted to Amber Level

↓

Downward Progression letter sent home by class teacher.

Severe Clause: Immediate referral to Admin is required if a student is involved in a serious infraction of our school expectations. Serious infractions include:

- physical misconduct
- misconduct involving an object
- possession of prohibited items
- property misconduct
- substance misconduct
- truancy/failure to attend class

The Planning Room

The Planning room operates from Monday to Friday, all day. A teacher is employed to supervise the students accessing this room and to work collaboratively with the Classroom Teacher and Management Team to develop their support plans as required (Individual Behaviur Support Plan, Risk Evaluation). The Planning Room is located in C Block.

To access the Planning Room (PR) a student is referred by a teacher, moving through the hierarchical model of consequences or by a severe clause referral through the office. The student is sent to the PR immediately after they reach that step on the classroom management plan. When a student from the lower school is sent to the PR, a phone call to the room must be made so that the Planning Room supervisor is aware that a student is on their way. Referred students should be escorted by an additional responsible student who is required to carry the form (in some cases this may require two students).

Once in the Planning Room students are required to complete a behaviour plan with the PR Supervisor. The PR Supervisor will determine whether or not a student is able to complete the plan or if the student requires some time to calm down before completing it. When the student has completed the plan it is signed by the PR Supervisor and the student returns to class. The student will give the plan to the classroom teacher who will sign the form and discuss the plan with the student. They are then required to take the plan home and have it signed by a parent/guardian. The plan then needs to be returned to school the following day to ensure parents have had an opportunity to discuss the plan with their child.

If a student is sent to the PR they will be required to complete “Catch-Up Work” the following lunch break in the Restricted Play Room. Teachers will need to provide some independent work for the student. If they fail to return their signed plan the following day, they are to remain in Restricted Play until it is returned.

The Restricted Play Room

The Restricted Play (RP) room operates during lunch times for students who have been making inappropriate choices during their breaks. The room operates in the Planning Room.

Staff members refer students using the referral forms found in the playground duty bags. These are to be given to a member of the Administration Team for actioning. A member of the Administration Team will then determine the consequence for the behaviour. As some incidents require further investigation, staff members are not able to send students directly to the RP room unless the incident is of a serious nature. These incidents are to be referred immediately to Administration.

Students who are in the RP room are collected at the commencement of each break. Once in the RP room students are required to complete a behaviour plan with the RP Supervisor. When the student has completed the plan it is signed by the RP Supervisor and the student returns to class at the end of the break.

The student will give the plan to the classroom teacher who will sign the form and discuss the plan with the student. The student is then required to take the plan home and have it signed by a parent/guardian. The plan then needs to be returned to school the following day to ensure parents have had an opportunity to discuss the plan with their child. If they fail to return their plan the following day the student will complete an additional session and the Planning Room Supervisor will make contact with the parent .

Please note: The Restricted Play room is not to be accessed as a ‘detention space’ for students who have not completed their homework. The management of homework procedures is the responsibility of the class teacher.

In addition to this, the number of sessions a student has in the Planning Room or Restricted Plan room is determined by the Principal or Deputy Principal. A student must not be sent to either room without a referral.

Response Plan for Extreme Behaviour or Medical Emergency

If students are at risk of being hurt or need to be evacuated	Teacher says the word 'evacuate'. Students then move quietly to the closest classroom and inform the teacher that they've been instructed to evacuate. That teacher will then contact the office and inform them.
During extreme behaviour or medical emergency	Class Teacher phones the Front Office. If they cannot get to the phone or are unable to reach someone, they send a student with a red hand card to the closest teacher or to the office. The teacher who receives the card will continually ring the office until they can get someone to assist.

Process for Explaining Our Behaviour Expectations

Parents

- The Principal or Deputy Principal explains the Student Code of Conduct during the enrolment interview.
- A copy of the Student Code of Conduct is included in our enrolment package.
- A copy of the Student Code of Conduct is available on our website.
- Information about the Student Code of Conduct is published in our newsletter.
- Our P&C is involved in the review process of our Student Code of Conduct.

Staff

- The Principal and Deputy Principal explain the Student Code of Conduct during the induction process for new staff.
- The Principal and Deputy Principal explain the Student Code of Conduct as part of the Student Free Day program at the beginning of the school year.
- Staff members regularly review the Student Code of Conduct – designated staff meetings.
- Classroom signage supports the Student Code of Conduct.

Students

- Classroom teachers explain the Student Code of Conduct during the first week of school and revisit it at the beginning of each term.
- Classroom signage supports the Student Code of Conduct.

Parents and staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

What we expect to see from you	***What you can expect from us***
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

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

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

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

In this section of the Wilsonton State SchoolStudent 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

Disciplinary Consequences

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

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

Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Referral – Planning Room

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour (Red Level Behaviour Plans). This may include:

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

Intensive

School leadership team work in consultation with Student Engagement Team to address persistent or ongoing serious problem behaviour (Individual Behaviour Support Plans). This may include:

- Functional Behaviour Assessment based individual behaviour support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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)

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 Wilsonton 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 Wilsonton 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 telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

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

Possible agenda:
- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing

- Discuss current or future behaviour plans
- 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

School Policies

Wilsonton 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 Wilsonton 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 Wilsonton 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 Wilsonton 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 Wilsonton 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 Wilsonton 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 Wilsonton State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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.

In consultation with the broader school community, Wilsonton State School has determined that the school will be a Device Free Zone.

Responsibilities

- hand and devices into the office upon arrival to school
- collect device after school

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 Wilsonton 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
- 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
- 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

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

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

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);

- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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

Wilsonton 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.

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

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

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated at Wilsonton 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. There is also a dedicated Student Engagement Teacher, Jade Innes, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Wilsonton State School may face in-school disciplinary action, such as detention or removal 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, Matt Gurr.

Wilsonton 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.

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.

Student Intervention and Support Services

Wilsonton 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. 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 Wilsonton State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Wilsonton State School– Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Wilsonton 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.

Wilsonton State School– Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (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.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- Australian Professional Standards for Teachers
- 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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal.

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

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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