



WARRIGAL ROAD STATE SCHOOL

Student Code of Conduct 2024 - 2027

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

Warrigal Road State School is an inclusive school which welcomes and supports children from all over the world. Our school motto is *Learn and Grow* and we aim to help stakeholders to learn and grow from each experience. Warrigal Road is a school that has high expectations of all stakeholders. Our four expectations are Be Safe, Be Responsible, Be Respectful and Be an Active Learner.

Behavioural Values

Be Safe – because we take every opportunity to thrive in an environment where you can trial independence with the support of community (fail with success).

Be Respectful – because we understand that there can be more than one correct answer and accepting our diversity is our collective strength.

Be Responsible – because I am in charge of me. When we are more aware of our actions, we can take personal ownership for reaching OUR potential.

Be an Active Learner – because when we set ourselves goals and take agency, we own our learning journey.

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

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Endorsement

Principal Name: Andrew Duncan

Principal Signature:

Date: 21-02-2024

P/C President Chair Name: Chris Setter

P/C President Chair Signature:

Date: 21-02-2024

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Principal's Foreword

Introduction

Our school has earned a commendable reputation for excellence in academics, sports, and cultural endeavours, which is the result of a collaborative effort involving our entire school community and the establishment of strong, trusting relationships among students, staff, and parents. Each individual plays a crucial role in upholding and enhancing our esteemed standing.

This document outlines the strategies and principles we employ to foster the development of exemplary behaviour and facilitate a culture of continuous learning and growth.

We maintain rigorous standards and hold high expectations for every member of our community, emphasizing the importance of treating students, teachers, and parents with unwavering respect within a safe, nurturing, and structured environment. It is expected that everyone associated with our school actively contributes, working together to educate well-rounded future global citizens who can thrive in an ever-evolving society.

With a collective experience exceeding 400 years among our staff at Warrigal Road, we possess a wealth of knowledge and expertise. There is virtually no situation we haven't encountered or overcome. Our primary focus remains on guiding students to learn from their experiences and instilling in them the values of proper conduct, safety, and respect. We urge all stakeholders to place their trust in our experience and guidance, collaborating with us to ensure the mutual success and benefit of all our students.

Warrigal Road State School

'Learn and Grow'



P&C Statement of Support

The Warrigal Road State School P&C Committee is delighted to announce its endorsement of the 2024-2027 Student Code of Conduct. Guided by Deputy Principals, Mrs. Lisa Geary and Mr Jeff Mitchell, and the dedicated team, an inclusive and transparent consultation process ensured parents had opportunity to contribute and provide feedback. This collaborative approach has been pivotal in shaping the Warrigal Road State School Student Code of Conduct, underlining the crucial role of parental awareness and involvement in cultivating a safe, responsible, respectful, and active learning environment for all students.

We encourage all parents to acquaint themselves with the Warrigal Road State School Student Code of Conduct and engage in conversations with their children regarding the outlined expectations. Educating children on appropriate conduct is a shared responsibility, and we appreciate the school's commitment to partnering with parents in reinforcing these expectations and addressing any instances of misbehaviour. If any student experiences bullying or inappropriate behaviour, we urge parents to promptly communicate their concerns with school staff, who are equipped with various support systems to assist affected students.

Parents interested in further discussing the Warrigal Road State School Student Code of Conduct and the role of families in reinforcing behavioural expectations are encouraged to reach out to the P&C Executive or consider joining the Warrigal Road State School P&C Association. By fostering strong collaboration between parents and school staff, we can collectively support students in their journey towards becoming safe, respectful, responsible, and engaged learners, while also addressing their individual social and learning needs. Your support is invaluable in ensuring the success and well-being of every student at Warrigal Road State School.

Learning and Behaviour Statement

Warrigal Road 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, Warrigal Road State School staff match increasingly intensive interventions to the identified academic, behaviour and wellbeing needs of individual students.

All three tiers of behaviour support include:

- Quality learning and teaching practices
- A balanced, relevant and engaging curriculum
- The implementation of evidence-based programs
- Regular monitoring and review of school procedures and programs
- Professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour
- Adoption of practices that are non-violent, non-coercive and non-discriminatory
- A continuum of whole school positive preventative action for all students

Warrigal Road SS has developed a whole school approach to supporting students in relation to student wellbeing and student engagement, including behaviour. We also provide professional learning and support for staff. The tiered triangle model shows support types in order: universal, targeted, and intensive. Warrigal Road SS provides a range of supports and makes adjustments tailored for the school community and individual students to support success and wellbeing through various strategies listed in the WRSS Proactive Support Measures (Appendix 1).

Student Wellbeing and Support Network

Warrigal Road State School offers a range of programs and services to support the wellbeing of students in our school. We aim to support our students to develop skills that will allow them to be healthy, confident and resilient individuals.

Learning and wellbeing are inextricably linked – students learn best when their wellbeing is considered and nurtured and when they experience success. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life. Schools build the foundations for wellbeing through curriculum, embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P-12 curriculum, assessment and reporting framework. This forms part of the Warrigal Road State School Whole School Approach to Pedagogy.

Specific programs and initiatives which Warrigal Road State School has currently adopted to support the wellbeing of students include but is not limited to the following:

- Cyber safety awareness sessions
- Explicit teaching of the You Can Do It! Social and Emotional Learning program which is aligned to Personal and Social Capabilities Prep - Year 6
- Lunch time clubs which promote peer interactions, mentoring or support e.g., Mates Club and Year 5 and Year 6 Support Buddies and Playground Ranger Buddies
- Quiet Spaces for students at lunchtimes and throughout the day
- Every class has a Calm Space
- Ready to Learn Plan
- Leadership opportunities such as Student Council and student leaders assisting in managing school events
- Positive communication is provided through Facebook and email
- Staff promote wellbeing awareness through supporting such occasions as RUOK Day, Mental Health Awareness Week and Unique You Day
- Citizenship Awards each Semester Prep - Year 6
- Student Leaders (Year 6) complete criteria of leadership qualities signed by various members of staff to support student development. Students can be awarded Student Leader throughout the year.

NETWORK OF STUDENT SUPPORT

Warrigal Road State School is proud to have a comprehensive Student Support 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. We value the support of:

- Parents
- Teaching Staff
- Support Staff
- Administration Staff
- Guidance Officer
- Senior Guidance Officer
- Speech Pathologist
- Psychologist
- Regional support - Inclusion Coach, Physiotherapist, Occupational Therapist, Autism Coach, Advisory Visiting Teachers

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health Service (CYMHS)
- Queensland Health
- Family and Child Connect
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Deaf Connect

Students and parents can approach Class Teachers, Deputy Principals or the Principal at Warrigal Road State School to seek assistance or advice.

Whole School Approach to Discipline

All areas of Warrigal Road State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Warrigal Road State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered throughout the school, including sporting activities and excursions.

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

Our school community has adopted the following school expectations, which underpin our approach to developing high standards of responsible behaviour:

- Be Respectful
- Be an Active Learner
- Be Safe
- Be Responsible


Be Respectful

- ✓ I treat others the way I want to be treated
- ✓ I follow adult instructions promptly
- ✓ I use manners and polite language



Be an Active Learner

- ✓ I am ready to learn
- ✓ I have my learning attitude



Be Safe

- ✓ I keep my hands and feet to myself
- ✓ I walk on concrete
- ✓ I use equipment safely



Be Responsible

- ✓ I am responsible for my behaviour, my actions and my environment



To create and maintain a supportive and safe learning environment, staff and parents, as partners in teaching and learning, take responsibility for making expectations clear, and for providing supportive instructions about how to meet expectations.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Warrigal Road State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to encourage positive behaviour and to provide a framework for responding to unacceptable behaviour.

The Warrigal Road State School expectations are communicated to students via:

- The [Warrigal Road State School Enrolment Agreement](#) (Appendix 2) which sets out the responsibilities of the student, parents and carers and school staff
- [Bring Your Own Device \(BYOD\) Responsible Use Policy and Agreement](#) (Appendix 3)
- Reinforcement of learning through explicit teaching of school expectations
- Assemblies and through active supervision by staff during classroom and non-classroom activities

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

- Communication through the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- SNAC (Supporting the Needs of All Children) framework utilised by the school to support all students to achieve their full potential
- Comprehensive induction programs in the *Warrigal Road State School Student Code of Conduct* delivered to new staff and existing staff as required.
- 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.

All staff members are provided with ongoing professional development consisting of behaviour management strategies. Essential Skills of Behaviour Management training is offered once per year and as required.

Reinforcing Expected School Behaviour

A focus school expectation and behaviour are introduced each term on assembly and further reinforced in class. Focused explicit teaching occurs as needed by relevant staff. A formal recognition and monitoring system has been developed as outlined in the Continuum of Encouragement (Appendix 4). This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members give consistent and appropriate acknowledgement and rewards. Awards are given to students fortnightly on assembly and a special assembly is organised each year to recognise those students with leadership qualities. Citizenship Awards are presented on assembly each semester to four students in each class.

Consideration of Individual Circumstances

Staff at Warrigal Road 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 principles of Equity and Excellence, 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 leadership team 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 consequences 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.

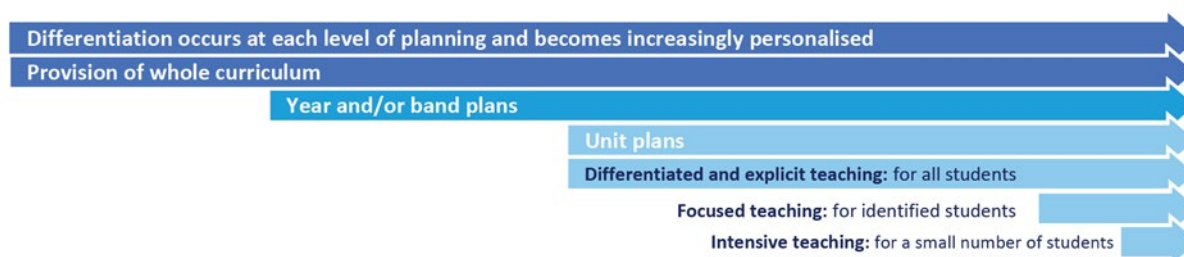
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with a member of the leadership team to discuss the matter. It is not appropriate for parents or carers to approach another student or their family to address an issue.

Differentiated and Explicit Teaching

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

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

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



Each layer provides progressively more personalised supports for students.

At Warrigal Road State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school, as per our WRSS Behaviour Matrix (Appendix 5). Communicating behavioural expectations is a form of (differentiated and explicit teaching for all students) universal behaviour support - a strategy directed towards all students which is designed to promote positive behaviour and to provide a framework for responding to unacceptable behaviour.

Warrigal Road State School implements the following proactive processes and strategies to support student behaviour:

- Communication through the school newsletter, school Facebook site, class newsletters/ emails enabling parents to be actively and positively involved in school behaviour expectations.
- Supporting the Needs of all Children (SNAC) Framework
- Comprehensive induction programs for staff
- Individualised plans/strategies if appropriate
- Every classroom has access to a Calm Space
- Explicit teaching of You Can Do It! aligned to the Personal and Social Capabilities of the Australian Curriculum
- Lunchtime Clubs and Playground Ranger led lunchtime activities

Proactive strategies

Students whose behaviour indicate they are not ready to participate in the lesson may choose to move to a classroom's Calm Space and use sensory tools or regulation strategies until they are able to participate in the lesson. Sensory tools may be provided at the student's desk if preferred. Staff will check in with students and may co-regulate with them until the student is able to participate in the lesson.

Students who make a choice about their behaviour that impacts on their learning or the learning of others (not following the school expectations), are given a warning and are reminded of the expectations and given a chance to reflect. If they continue to disrupt teaching and learning, staff may utilise the Responsible Thinking Buddy Class to complete a Ready to Learn Plan. Students are given an opportunity to reflect on their actions at Buddy Class to plan an alternate path of behaviour.

Students return to their classroom, spend time with the class teacher reflecting on their actions, and desired outcomes. Teachers will keep parents informed about any behaviours of concern and will contact parents if their child spends time in Buddy Class and record this on OneSchool.

Our preferred way of re-directing low-level behaviour is to ask the student to think of how they might be able to act more safely, more respectfully or more responsibly to be an active learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified, so as to align with the expectations of our school community.

Focused Teaching

Focused teaching supports **some students**, providing more time and specialisation in services from a range of school-based staff to enable students to meet the intended learning and expected behaviour.

The support builds on the differentiated and explicit lessons and may prevent the need for more intensive interventions. Focused teaching is provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of the students.

Staff collaboratively to provide focused teaching aligned to the PBL Expectations Matrix. Student progress is monitored by the teaching team to identify those who:

- No longer require the additional support
- Require ongoing focused teaching
- Require intensive teaching

If the school data indicates that a significant number of students require focused teaching, then differentiated and explicit teaching is considered.

A school-based team provide targeted support for any student as required. An overview of the response process, and the reporting responsibilities of staff and of the students being supported will be provided where appropriate. In some instances, the school-based support team may include individuals from other agencies working with the student and their family and a representative from the school's administration. The school-based team may consist of – Principal, Deputy Principal, Guidance Officer, HOI, LITs, SLP, Psychologist and Student Engagement Coach.

Intensive Teaching

Warrigal Road State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need intensive behaviour support.

This approach will seek to address the barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Decisions about the approach will be made based on information from staff, families, any external agencies involved and, where appropriate, the student themselves.

To support students who are identified as requiring intensive behaviour support, the most appropriate intervention strategies will be utilised. These may include, but are not limited to:

- Individual behaviour support plan
- Monitor student attendance and behaviour
- Conduct monitoring and intervention meetings with the parents and students
- Modify the educational program to cater for the individual needs
- Referral through the SNAC Framework
- Referral to external support agencies

Disciplinary Consequences

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

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

Warrigal Road State School makes systematic efforts to prevent inappropriate student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When inappropriate behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to inappropriate behaviour are consistent and proportionate to the nature of the behaviour while taking into consideration individual circumstances.

Minor and Major Behaviours

When responding to inappropriate behaviour, the staff member first determines if the inappropriate behaviour is major or minor, (Appendix 6).

Minor behaviours are recorded on a minor behaviour slip (white) and given to the classroom teacher for communication and tracking purposes. Three minor behaviours in one term may constitute a major behaviour. A major incident referral form is used to record all major inappropriate behaviours.

Major inappropriate behaviour is referred directly to the school Administration Team using the school yellow referral form.

Minor behaviours:

- Are a minor breach of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of inappropriate behaviours
- Do not require involvement of Administration

Minor inappropriate behaviours may be resolved by a logically connected consequence or a redirection procedure as determined by an authorised staff member.

Major behaviours:

- Are ongoing repeated minor inappropriate behaviours
- Significantly violate the rights of others
- Seriously disrupt the learning of others
- Put others / self at risk of harm
- Require the involvement of school Administration

Major behaviours result in a referral to Administration because of their seriousness. When a major inappropriate behaviour occurs, staff members state the major inappropriate behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and informs the Administration.

Major inappropriate behaviours may result in the following consequences:

- Time in office for reflection or investigation of the incident, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to POTT or Executive POTT
- Parent contact, referral to Guidance Officer, suspension from school: and/or
- A recommendation for exclusion from school following an immediate period of suspension for very serious inappropriate behaviours

Ensuring consistent responses to inappropriate behaviour

At Warrigal Road State School, staff members are provided with appropriate professional development and/or training in managing behaviour. Through training, we work to ensure consistent responses to inappropriate behaviour across the school.

Students are encouraged to respond appropriately when other students display inappropriate behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for inappropriate behaviour.

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

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

We acknowledge every situation is different and every student's life experiences are different. The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 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)
- Individual positive reinforcement for appropriate behaviour
- 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 using a visual prompt
- Chat about inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Thinking room

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Thinking room
- Behavioural chart
- Counselling and guidance support
- Self-monitoring plan
- Check In Check Out strategy
- Referral to POTT for team-based problem solving
- Stakeholder meeting with parents

Intensive

School leadership team work in consultation with POTT and Executive POTT to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Referral to Executive POTT
- Stakeholder meeting with parents and external agencies
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- 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 Warrigal Road 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. Persons holding the position of Deputy Principal are from time to time authorised by the Principal to tell students of a suspension under section 281 of the EGPA.

Re-entry following suspension

Students who are suspended from Warrigal Road State School are invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

School Policies

Warrigal Road 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

All other school policies which relate to student behaviour and the good order and management of the school can be located in our Parent Handbook on our school website.

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 Warrigal Road 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 Warrigal Road State School:

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

Parents of students at Warrigal Road 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 Warrigal Road 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 Warrigal Road 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 Warrigal Road 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

'Away for the day' – mobile phones and wearable devices*

From Term 1 2024 Queensland state school students are required to keep mobile phones switched off and 'away for the day' during school hours and while attending school activities, such as representative school sport, excursions and camps.

Wearable devices, such as smartwatches, can be worn to school but notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received.

Your child can continue to bring their phone to school to communicate with you, their family and friends outside of school hours.

'Away for the day' supports schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

It is an expectation that while the students are in our care, all communication between students and parents/caregivers should go through the Administration Office.

Implications

It is acknowledged that there are times when it is beneficial for students to have access to a mobile phone and wearable devices e.g. Contact parents outside of school hours for emergencies or confirm pick-ups. It is for this reason they are not banned, but it must be understood they are brought into school at the child's risk.

Responsibilities

- Mobiles are to be stored at the school office from the time students arrive at school, until the conclusion of the school day.
- Mobile telephones and other electronic equipment are used at their owners' risk.
- No liability will be accepted by Warrigal Road State School in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's negligence.
- Teachers are not to look after them or take responsibility for their safe keeping.
- All students (except for those with recorded exemptions) are to keep their mobile phones switched off and 'away for the day' and/or disable notifications on wearable devices during school hours.

Non-Compliance

Inclusive of incidents outside of the school setting that impacts on the good order and management of the school.

- Appropriate action will be taken against any student who photographs or films other individuals without their consent or who sends harassing or threatening messages.
- Disciplinary action will be taken against any student who uses a mobile phone or wearable device to harass or bully another student or staff member.
- Mobile phones and wearable device cameras are not to be used anywhere a normal camera would be considered inappropriate. This policy also applies to students during school excursions, camps and extra-curricular activities.

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.

Warrigal Road State School also maintains a BYOD Program for relevant year levels. The guidelines to adhere to this program can be located in Appendix 3. The practices in this document apply to this section of the Student Code of Conduct.

Formal Exemption

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

**For the purpose of this document mobile phones and wearable devices include mobile phones, smartwatches, handheld devices and other emerging technologies with the ability to connect to telecommunication networks or the internet.*

Preventing and responding to bullying

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education help to support 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.

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:

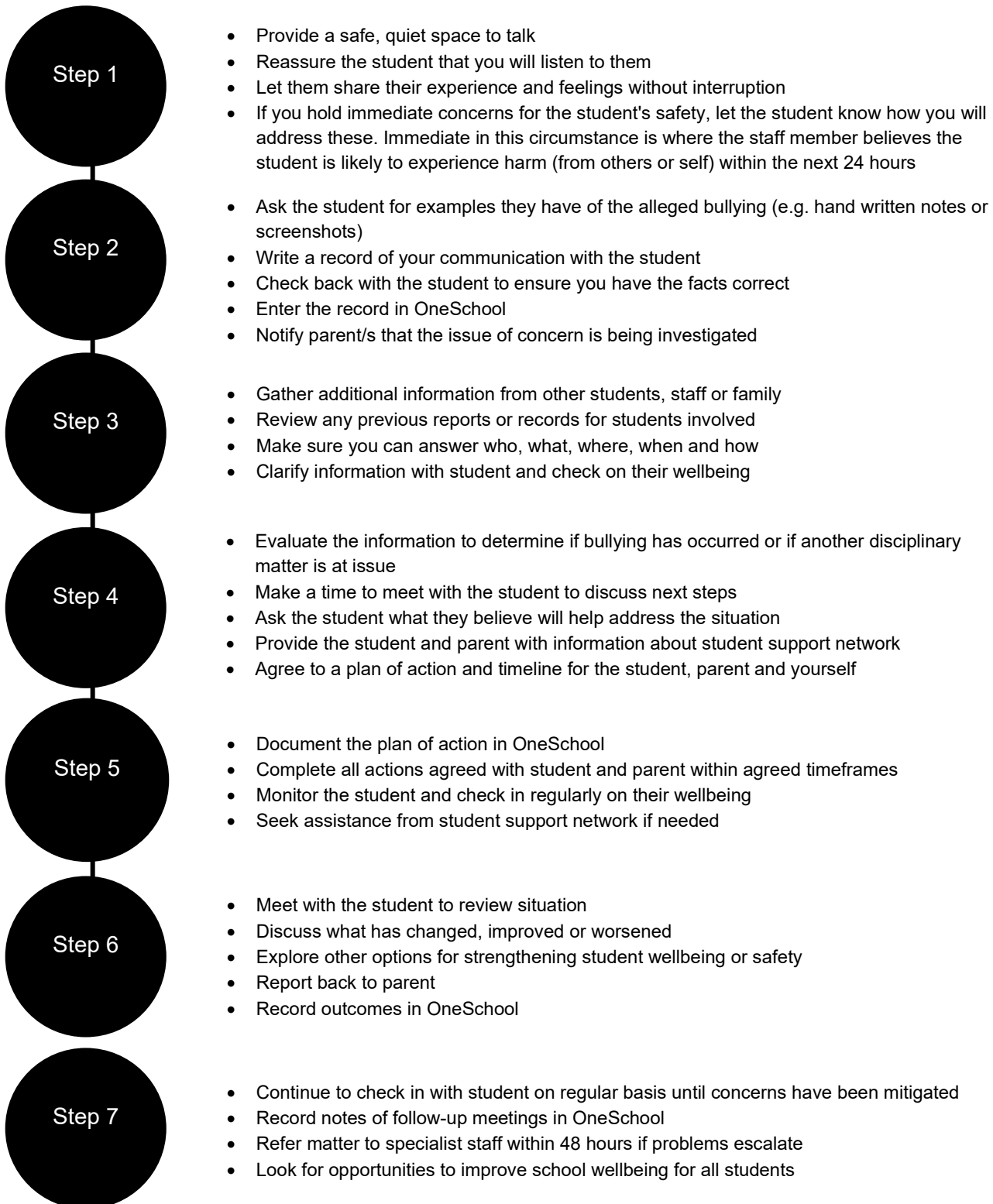
- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence.

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

The following flowchart explains the actions Warrigal Road 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.

Bullying response flowchart for teachers

Please note these steps 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.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or arrange an appointment with the Deputy Principal for that year level.

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 Warrigal Road State School may face in-school disciplinary action, such as Thinking Room 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 corresponding year level Deputy Principal.

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](#).

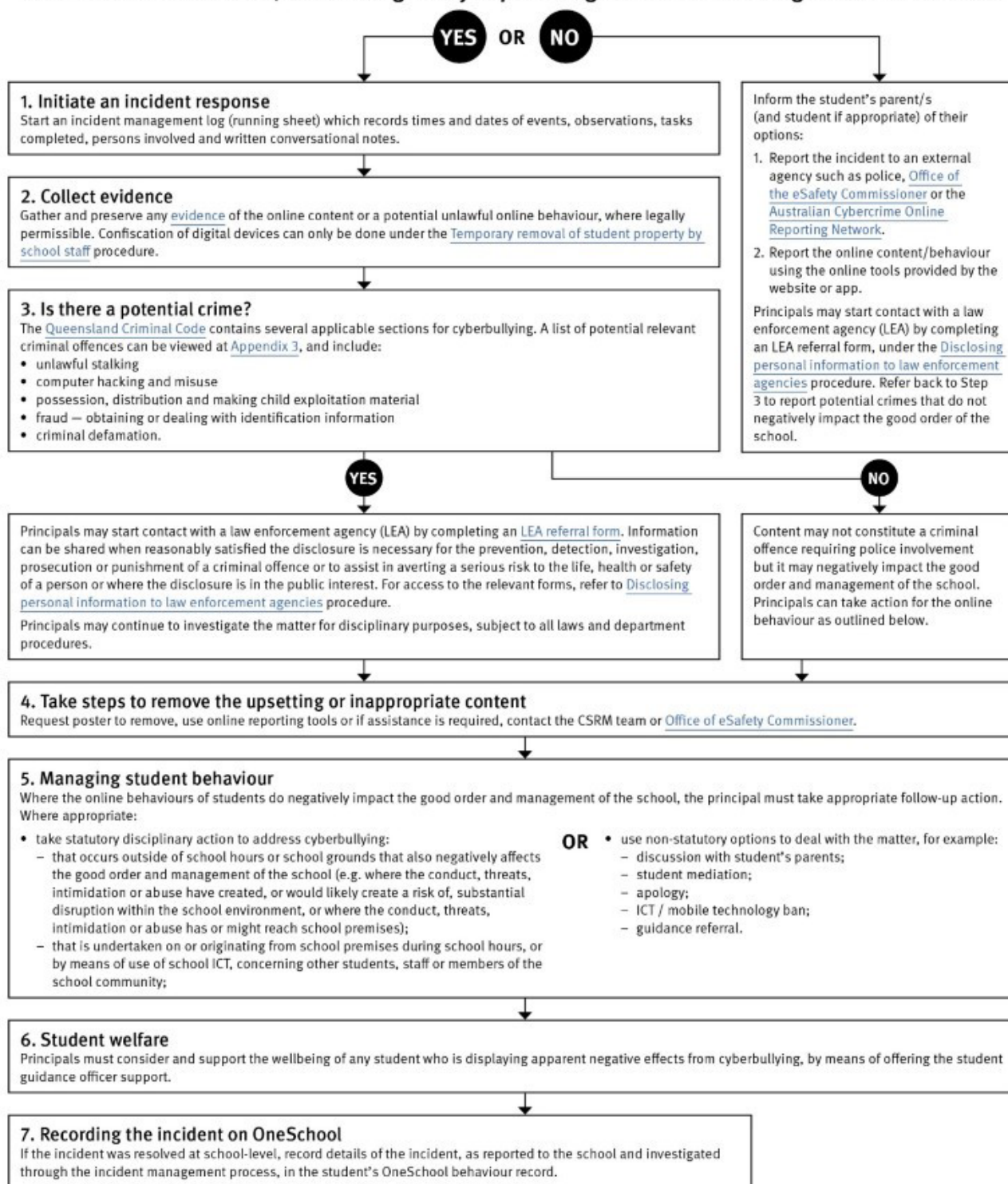
Explicit images

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 Cybersecurity 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?**



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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Network of Student Support section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Warrigal Road 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.

Appropriate use of social media

Warrigal Road State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Warrigal Road State School expects its students to engage in positive online behaviours.

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 someone from becoming upset, embarrassed, and prevent the possibility of legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook. If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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 inappropriate 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 inappropriate 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 inappropriate 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.

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [headspace](#)
- [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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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



Warrigal Road State School

Proactive Support Measures

ACADEMIC

BEHAVIOUR & WELLBEING

- Individual Curriculum Plans Process
- Specialist Assessments informing Designed Programs to target need (SLP, TOD, GO)
- 1-1 Intensive Teaching
- Curriculum Compacting

- 1-1 Student Support and Check-ins
- Individual Behaviour Support Plans
- Functional Behaviour Assessment
- GO, SLP and Psychologist
- Regional Support Staff
- External Referral Process
- Risk Evaluation Plans

INTENSIVE

- LIT Support - Cohort targeted
- Professional Development Plan - Staff Meeting Schedule Unlocking Brilliance Check-in and PLCs
- SNAC Process
- Academic Cohort Tracking Sheets
- Goal Setting
- Assessment Task sheets
- Allocation of school resources
- Specialist Designed Programs to target need (SLP, TOD)
- Personalised Learning Plans
- Support Provisions
- External Agency Communication- Alignment Planning
- Case Management Meetings
- Extension high school and bridging programs

- SNAC
- Differentiation Planner
- Playground Buddies
- Supported Play and Lunchtime Programs
- Classroom and behaviours observations
- Zones of Regulation Toolkit and Strategies
- Behaviour Monitoring Tool
- Social Stories
- Staff meeting - Unlocking Brilliance Check In
- Chill Out Zone
- Check-ins
- Individualised Specialist Programs
- Close supervision/monitoring
- GO, SLP and Psychologist
- Financial Support

TARGETED

- Whole School Approach to Pedagogy
- CAPS
- Moderation
- MFTs
- Portfolios of Assessment
- Reflect and Refine Walks
- HOD-C - Coaching and Mentoring
- Goal Setting & Feedback
- Task Sheets
- Universal Design for Learning
- Transition Programs
- Professional Development Plan - Staff Meeting Schedule
- Critical and Creative Thinking
- Community Engagement and Communications
- Personal and Social Capabilities

- Positive Behaviour for Learning
- Zones of Regulation - Personal and Social Capabilities
- Student Learning and Wellbeing Framework
- Continuum of Encouragement
- Whole School Expectations - Safe, Responsible, Respectful & Active Learner
- Explicit Teaching of WRSS Routines and Procedures
- Playground Ranger Buddies
- Essential Skills for Classroom Management
- Class Design
- Awards, Celebrations and Acknowledgment Days
- Guidance Officer & SLP
- Universal Design for Learning
- Community Engagement and Communications
- School Wide Programs
- Student Agency and Student Voice
- Year Level Staff Design, Professional Development and Induction
- High 5 Program
- Transition & Specialist Programs
- You Can Do It! Program
- Growth Mindset
- Power of the Team

UNIVERSAL



Appendix 2



Warrigal Road State School ENROLMENT AGREEMENT POLICY

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Warrigal Road State School.

RESPONSIBILITY OF THE STUDENTS TO:

- attend school on every school day for the educational program in which they are enrolled, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules as outlined in the school's Responsible Behaviour Plan for Students, including not bringing items to school which could be considered as weapons (e.g. dangerous items such as knives)
- meet homework requirements and wear school's uniform
- respect the school property.

RESPONSIBILITY OF THE PARENTS TO:

- ensure your child attends school on every school day for the educational program in which they are enrolled
- attend open meetings for parents
- let the school know if there are any problems that may affect your child's ability to learn
- ensure your child completes homework regularly in keeping with the school's homework policy
- inform school of student absences and reasons for absences in a timely manner
- treat school staff with respect
- support the authority of school staff thereby supporting their efforts to educate your child and assist your child to achieve maturity, self discipline and self control
- not allow your child to bring dangerous or inappropriate items to school
- abide by school's instructions regarding access to school grounds before, during and after school hours
- advise Principal if your student is in the care of the State
- keep school informed of any changes to student's details, such as student's home address and phone number.

RESPONSIBILITY OF THE SCHOOL STAFF TO:

- design and implement engaging and flexible learning experiences for individuals and groups
- inform parents and carers regularly about how their children are progressing
- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy
- create and maintain safe and supportive learning environments
- support personal development and participation in society
- foster positive and productive relationships with families and the community
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- clearly articulate the school's expectations regarding the Responsible Behaviour Plan for Students and the school's Dress Code policy
- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved (for example Program of Chaplaincy Services, sports programs)
- set, mark and monitor homework regularly in keeping with the school's homework policy

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- contact parents and carers as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, Complaints Management – State Schools
- treat students and parents with respect
 - Responsible Behaviour Plan for Students
 - Student Dress Code
 - Homework Policy
 - Resource Scheme
 - School network usage and access statement requirement of Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
 - Absences
 - School Excursions
 - Complaints management
 - Parent Notice for Religious Instruction in School Hours
 - Department insurance arrangements and accident cover for students
 - Managing Consent to Use Student/Volunteer Copyright Materials and/or to Record, Use or Disclose Student Personal Information
 - Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
 - School instructions for school access

I acknowledge:

- That I have read and understood the responsibilities of the student, parents or carers and the school staff outlined above; and
- That information about the school's current rules, policies, programs and services, as outlined above has been provided and explained to me.

STUDENT SIGNATURE:

PARENT/CARER SIGNATURE:

.....

.....

ON BEHALF OF WARRIGAL ROAD SS:

.....

Bring Your Own Device (BYOD) Responsible Use Policy

The main purpose of the Warrigal Road State School 'Responsible Use Policy' is to encourage the mature and responsible use of the facilities available to the students through the provision of clear usage guidelines. Students authorised to use the school's wi-fi network also have Internet and Electronic Mail access.

The use of devices and systems has been designed to help students keep up with the demands of the 21st century. Helping students become responsible digital citizens will enhance not only what we do in the classroom, but also give students skills and experiences that will prepare them for their future studies and career.

RESPONSIBILITIES OF STAKEHOLDERS INVOLVED IN THE BRING YOUR OWN DEVICE (BYOD) PROGRAM:

School

- BYOD Program induction — including information on (but not responsible for) connection, care of device at school, workplace health and safety, appropriate digital citizenship and cyber safety
- network connection at school
- internet filtering (when connected via the school's computer network)
- some technical support (troubleshooting, connectivity)
- some school-supplied software e.g., apps, programs
- printing facilities

Student

- participation in BYOD Program induction
- acknowledgement that core purpose of device at school is for educational purposes
- care of device
- appropriate digital citizenship and online safety (for more details, see [ACMA CyberSmart](#))
- security and password protection — password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g., a student should not share their username and password with fellow students)
- maintaining a current back-up of data
- charging of device
- abiding by intellectual property and copyright laws (including software/media piracy)
- internet filtering (when not connected to the school's network)
- ensuring personal login account will not be shared with another student, and device will not be shared with another student for any reason
- understanding and signing the Technology 4 Learning Responsible Use Policy Agreement.

Parents and caregivers

- participation in Technology 4 Learning Program induction
- acknowledgement that core purpose of device at school is for educational purposes
- internet filtering (when not connected to the school's network)
- encourage and support appropriate digital citizenship and cybersafety with students (for more details, see [ACMA CyberSmart](#))
- some technical support
- required software, including sufficient anti-virus software
- protective backpack or case for the device
- adequate warranty and insurance of the device
- understanding and signing the Technology 4 Learning Responsible Use Policy Agreement.

THE FOLLOWING ARE EXAMPLES OF RESPONSIBLE USE OF DEVICES BY STUDENTS:

- Use mobile devices for:
 - engagement in class work and assignments set by teachers
 - developing appropriate 21st Century knowledge, skills and behaviours
 - authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by school staff
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents, caregivers or experts as part of assigned school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the school's eLearning environment
 - ensuring the device is fully charged before bringing it to school to enable continuity of learning.
- Be courteous, considerate and respectful of others when using a mobile device.
- Switch off and place out of sight the mobile device during classes, where these devices are not being used in a teacher directed activity to enhance learning.
- Seek teacher's approval where they wish to use a mobile device under special circumstances.

THE FOLLOWING ARE EXAMPLES OF IRRESPONSIBLE USE OF DEVICES BY STUDENTS:

- using the device in an unlawful manner
- creating, participating in or circulating content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disabling settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- downloading (or using unauthorised software for), distributing or publishing of offensive messages or pictures
- using obscene, inflammatory, racist, discriminatory or derogatory language
- using language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insulting, harassing or attacking others or using obscene or abusive language
- deliberately wasting printing and Internet resources
- intentionally damaging any devices, accessories, peripherals, printers or network equipment
- committing plagiarism or violate copyright laws
- using unsupervised internet chat
- sending chain letters or spam email (junk mail)
- accessing private 3G/4G networks during lesson time
- knowingly downloading viruses or any other programs capable of breaching the department's network security
- using the mobile device's camera anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invading someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- using the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

IN ADDITION TO THIS:

Information sent from our school network contributes to the community perception of the school. All students using our ICT facilities are encouraged to conduct themselves as positive ambassadors for our school.

- Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people's devices without their permission and without them present.
- Students must not record, photograph or film any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.
- Students must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.
- Students need to understand copying of software, information, graphics, or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.
- Parents and caregivers need to be aware that damage to mobile devices owned by other students or staff may result in significant consequences in relation to breaches of expectations and guidelines in the Warrigal Road State School Responsible Behaviour Plan.
- The school will educate students on cyber bullying, safe internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to incorporate these safe practices in their daily behaviour at school.

The school's BYOD Program supports personally-owned mobile devices in terms of access to:

- printing
- internet
- file access and storage
- support to connect devices to the school network

However, the BYOD Program does not support personally-owned mobile devices in regard to:

- technical support (repairs)
- charging of devices at school
- security, integrity, insurance and maintenance
- private network accounts

INAPPROPRIATE BEHAVIOUR OUTSIDE OF SCHOOL HOURS

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

All of these policies and protocols apply to USB drives and external hard drives brought into the school.

**Misuse of BYOD device or school devices will result in consequences as outlined in the
WRSS Student Code of Conduct**

Complete and return the following page



Warrigal Road State School

314 Warrigal Road

Ph 3340 5333

Eight Mile Plains 4113

Fax 3340 5300

Email address: admin@warrigalroadss.eq.edu.au

Bring Your Own Device (BYOD) Responsible Use Policy Agreement

I/We have:

- read and understood the *ICT Responsible Use Policy* and the *Bring Your Own Device Program Information and Procedures Handbook*.
- agreed to abide by the above rules.
- been made aware that any breaches of the student's code of conduct may result in disciplinary consequences as per Warrigal Road State School's Student Code of Conduct

Parent/s and student agree to abide by the WRSS ICT Responsible Use Policy.

Student's Name: Year Level:

(PLEASE PRINT)

Student's Signature: Date: / /

Parent's/Guardian's Name:


(PLEASE PRINT)

Parent's/Guardian's Signature: Date: / /

Appendix 4

Warrigal Road State School Continuum of Encouragement								
	Name	Resources	Description and Criteria	When and Where Presented	Information to Staff	Goals	Celebrations	Coordinator
Free and Frequent 80% of students receive positive feedback on a daily basis	Dingo stickers for each expectation <ul style="list-style-type: none"> • Safe • Active learner • Respectful • Responsible 	Stickers with branding images for each expectation Dingo-gram when 25 stickers is earned	Focus expectation each term for whole school Child demonstrates the Warrigal Way to receive sticker	Any staff member before school, during breaks and after school Stickers placed on sticker charts as record CT to record data as positive behaviour on OneSchool when 25 stickers is earned	CT can continue to give stickers for non-focus expectations Relief, TA and specialist teachers can give out stickers during lessons Staff to be explicit about why students is receiving a sticker	80% of students to receive 25 stickers (class or playground) during term	Once student reaches 25 stickers CT sends home an electronic/hard copy Dingo-gram	Parade-Intro by Principal on Focus Expectation each term
Short Term	Expectation certificates on assembly	Pre-printed certificates with branding images.	<ul style="list-style-type: none"> • Be Safe • Be An Active Learner • Be Respectful • Be Responsible 	Parade – fortnightly CT to record data as positive behaviour on OneSchool	Certificates awarded to students displaying focus expectation	80% of students receive a certificate each year	Certificate on assembly Displayed on School Facebook page	CT and DP
	Negotiated Class Celebration - NCC	Negotiated – celebration specific resources E.g., popcorn, movie	Class qualifies if 80% of class earn 25 stickers by end of term	CT to discuss at beginning of the term. Presented during Week 10 of term if class reaches school target	Possible list of NCC activities – movie, pyjama part, lunch, picnic, boardgames, outdoor games, etc.	80% of classes participate in a NCC during week 10 of each term	NCC Newsletter and Facebook	CT
	Rewards E.g., wristbands, badges, handballs, etc.	Chosen term reward	Collect 25 stickers to earn reward	SEC presents CT with reward for class during week 10		80% of students earn a reward each term.	NCC and reward	SEC and CT
Long Term	Citizenship badges	4 awards per class at the end of Semester 1. 4 per class at end of Semester 2. 8 total for each class (different students in each semester)	Students that exemplify the positive behaviour expected and provide a model for others	At the end of each semester at designated award assembly	Ceremony Organisation and nomination process	8 students in each class over the year	Citizenship ceremony Newsletter and Facebook	DP and CT

Appendix 5

Warrigal Road State School Behaviour Matrix "Be the best you can be!"									
Expectations	Whole School	Be Safe		Be an Active Learner		Be Respectful		Be Responsible	
		Self-Awareness - Personal awareness - Emotional awareness - Reflective practice		Self-Management - Goal setting - Emotional regulation - Perseverance and adaptability		Social Awareness - Empathy - Relational awareness - Community awareness		Social Management - Communication - Collaboration - Leadership - Decision-making - Conflict resolution	
	Classroom	Arrival/Departure	Transition/Lining Up	Eating Areas	Tuckshop	Playground	Toilets	Off Campus	ICTs
Be Respectful	<ul style="list-style-type: none"> * I follow adult directions * I respect others right to learn * I care for my own and others property * I raise my hand to speak * I use positive language * I enter and exit a room in an orderly manner * I encourage and support others 	<ul style="list-style-type: none"> * I walk quietly and appropriately when moving around the school. * I am courteous to everyone * I keep noise to an appropriate level * I follow staff instructions * I move promptly to designated area * I walk to class * I meet my parent/carer at the designated area after school 	<ul style="list-style-type: none"> * I walk/line up quietly and appropriately * I keep in line with my teacher supervising * I am respectful of other classes when walking 	<ul style="list-style-type: none"> * I ask permission to leave * I keep eating areas clean and tidy * I only eat my own food * I keep noise to an appropriate level * I follow adult instructions * I listen to others who are speaking * I carry the lunch tub or my lunchbox carefully 	<ul style="list-style-type: none"> * I use manners * I line up quietly * I follow adult instructions 	<ul style="list-style-type: none"> * I invite others to join in * I share equipment appropriately * I use equipment appropriately * I use positive language * I consider the feelings of others * I respect the environment * I respect all people * I speak respectfully to others 	<ul style="list-style-type: none"> * I respect privacy of others * I keep the toilets clean and tidy * I am only at the toilet to use the toilet 	<ul style="list-style-type: none"> * I treat others the way I want to be treated * I care for all property * I show pride in myself and my school * I follow adult instructions * I set an example in listening to others who are speaking * I encourage good sportsmanship * I am courteous to everyone * I walk quietly and appropriately around the community * I demonstrate the four school expectations 	<ul style="list-style-type: none"> * I only use appropriate language when entering information or emailing * I only access my device when asked * I am respectful of others' devices * I use appropriate email etiquette
Be Responsible	<ul style="list-style-type: none"> * I keep the classroom tidy * I am prepared for lessons * I return library books on time and in good condition * I return classroom resources * I use all ICT equipment appropriately * I take care of my belongings * I wear the correct school uniform * I arrive at school on time 	<ul style="list-style-type: none"> * I wait quietly in the appropriate areas before school until instructed to go to the classroom at 8.45 am * I am at class by 8.50 am * I place my bike, scooter or skateboard in the correct location * I report to the office if late and return to the classroom with a late note. * I hand my mobile phone into the school office when I arrive at school * I go to the toilet before school * I carry my own bag and unpack it myself * I put my bag zipped up on the bag rack 	<ul style="list-style-type: none"> * I walk with a buddy when I leave the classroom and stay with my buddy * I collect all my belongings at the end of the second break * I make sure my area is left clean and tidy. * I follow the correct path to the playground 	<ul style="list-style-type: none"> * I recycle rubbish in the correct bin * I only eat in the correct eating area * I place my lunch box in the correct area/lunch tub, not on the path * I am responsible for ensuring that I eat my food. * I eat my main food first during first break * I collect my own tuckshop 	<ul style="list-style-type: none"> * I only buy food for myself * I go to the tuckshop at an appropriate time * I only spend my own money that my parents have given me. 	<ul style="list-style-type: none"> * I take turns * I report any problems to the teacher on duty * I play in the correct area * I return play equipment to the correct area * I follow the correct pathways around the school to the playground * I eat the High 5 * I attend all duties /clubs/ rehearsals/ trainings I have signed up for 	<ul style="list-style-type: none"> * I use toilets during break times * I report damages or any problems to a teacher * I flush the toilet * I wash my hands thoroughly * I return to class promptly when I need to be * I keep noise to an appropriate level * I use only the appropriate amount of soap to wash my hands * I use and dispose of toilet paper and paper towel appropriately 	<ul style="list-style-type: none"> * I am organised * I look after equipment and my own belongings * I take responsibility for my behaviour and actions * I wear my uniform with pride * I ensure that my teacher knows where I am at all times * I ensure my parents complete all permissions and that money is paid on time via QParents * I am an appropriate role model * I help to pack and carry equipment * I am aware that I am representing my school 	<ul style="list-style-type: none"> * I search for appropriate information on the internet * I turn off the monitor if inappropriate information or images appear and inform the nearest adult quietly and immediately * I recharge and neatly return iPads and laptops * I bring a charged device to school so I am ready to learn * I only email content for school purposes * I store my device away properly and handle with care * I log off the laptop after use * I take my mobile phone to the office before school and collect it after school * I ensure my smartwatch is on school mode

Be Safe	<ul style="list-style-type: none"> * I use equipment safely * I use furniture appropriately * I ask permission to leave the room * I am in the classroom only when a teacher is present * I sit correctly on my chair * I am cybersafe and use technology appropriately 	<ul style="list-style-type: none"> * I use the crossing or lights * I follow road rules * I am signed out at the office if leaving the school grounds early * I arrive and leave school promptly * I walk my bike, skateboard or scooter in school grounds and store it in the correct location * I leave my belongings in a safe place 	<ul style="list-style-type: none"> * I keep to the left of the walkways * I will wait quietly in the appropriate area 	<ul style="list-style-type: none"> * I sit while eating * I eat my own food * I sit safely on the seat while eating * I use my own drink bottle * I always wash my hands before eating * I walk from the eating area to other areas * I pack up my lunch box before going to play 	<ul style="list-style-type: none"> * I wait my turn * I hand money/ equipment to the volunteer for a snack or small item * I store my money safely 	<ul style="list-style-type: none"> * I use equipment safely * I play school approved games * I am in the appropriate areas * I walk on concrete * I wear my sun safe hat and shoes at all times * I keep my hands, feet and objects to myself 	<ul style="list-style-type: none"> * I ask permission * I take a buddy * I wash my hands with soap and water * I use toilets appropriately * I sneeze and cough into my elbow 	<ul style="list-style-type: none"> * I stay alert * I stay with the group * I wear my sun safe uniform and hat 	<ul style="list-style-type: none"> * I use ICT equipment in an appropriate manner * I carry and handle a laptop carefully * I search for appropriate information and internet sites * I use appropriate language when providing information or emailing * I follow ICT code of conduct * I use only school approved apps/games * I do not give out personal information
Be an Active Learner	<ul style="list-style-type: none"> * I am organised and have my equipment ready * I participate fully in group or individual activities * I take turns * I listen to others when they speak * I complete my work to the best of my ability * I complete my homework and hand in work on time * I arrive at school ready to learn * I ask for help 	<ul style="list-style-type: none"> * I keep noise to an appropriate level * I follow STAFF instructions respectfully * I move to designated areas promptly * I make sure I am ready for learning by having my homework and equipment out 	<ul style="list-style-type: none"> * I return to class on time, ready to learn 	<ul style="list-style-type: none"> * I wash/sanitise my hands before eating and before returning to class * I listen to the teacher instructions and or whistle to move from eating area 	<ul style="list-style-type: none"> * I make healthy choices 	<ul style="list-style-type: none"> * I learn new games and activities * I play by the rules * I interact appropriately with others * I invite others to join in our games 	<ul style="list-style-type: none"> * I am water wise and turn off taps 	<ul style="list-style-type: none"> * I am an active listener * I involve myself in the learning experience * I am a reflective thinker * I accept umpire decisions as final * I give new experiences a go 	<ul style="list-style-type: none"> * I only access appropriate sites * I use the internet to research school-based topics only * I follow teacher direction when using the internet * If I am unsure, I ask an adult for assistance

Appendix 6



Connections Before Corrections Connections Before Curriculum

		Minor		Major
		Phase 1 - Teacher	Phase 2 – Teacher, DP	Phase 3 - DP, Principal
		This phase requires teacher intervention in a classroom or playground setting using responses that may include: <ul style="list-style-type: none"> • Essential Skills • Verbal correction • Restorative practices • Given choice • Apology • Move on the road 	This phase includes behaviours that are persistent or unsafe and inappropriate behaviours that are not major. Responses may include: <ul style="list-style-type: none"> • Apology • Mediation • Social/playtime ban if persistent • Restorative practices • Communication home • White slip • Buddy class • Parent contact • Yellow Form referral if unsafe or inappropriate 	This phase involves an intensive response to behaviour that may include: <ul style="list-style-type: none"> • Yellow Form – refer to DP – DP to refer teacher with action • Lunchtime Thinking Room • Parent Contact • Recorded on OneSchool • Alternative lunchtime arrangements • Removal from school events • Possible suspension for high level behaviour or repeated offences.
Category	Definition	Examples	Examples	Examples
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way	Name Calling - Stupid, idiot, silly- one off comments Poo Head- younger grades	One off derogatory language directed at individual or groups.	High level derogatory/racist comments directed at individual or groups.
		Swearing - Under breath without intent.	Swearing in conversation – non-threatening and indirect.	Swearing with intent, at or towards others.
Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism	Required tasks not reasonably undertaken.	Repeated tasks incomplete.	Vulgar/sexual language. Cheating on assessment tasks.
				Refusal to complete assessment tasks.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.			Threat or message of possible explosive materials being on school grounds.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.		Repeated verbal, social or physical abuse aimed at a particular student.	Deliberate and persistent verbal, psychological or physical abuse aimed at a particular student.
Defiance	Student refuses to follow directions given by school staff.	Not following instructions or avoiding tasks.	Persistent refusal to following instructions.	Aggressive defiance – threatening language, gestures or actions.
		Playing in out of bounds areas – E.g., toilets around classrooms.	Continued play in out of bounds areas – E.g., toilets around classrooms.	Persistent refusal to following instructions after intervention.



Connections Before Corrections Connections Before Curriculum

Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students	Calling out - Consider intent- not aggressive or insulting. May relate to task- That's easy or this is boring. Calling out answers without raising hand. Yelling across room. Touching other's property without asking.	Persistent disrespectful behaviour. Mimicking or back chatting.	Raising voice, swearing or continued back chatting towards staff. Rude or offensive hand gestures towards staff.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Chatting, loud talk, yelling, screaming, noise with objects.	Persistent disruptive behaviour.	Major classroom disruption. E.g. knocking over furniture, throwing objects, etc.
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	Wearing non-uniform items such as coloured jumpers/pants. Inappropriate jewellery – dangly earrings, non-religious necklace. Fake nails. Not wearing hat in playground.	Repeated infringement of school dress code. Persistently not wearing hat in playground.	
Fighting	Student is involved in mutual participation in an incident involving physical violence.		Pushing or hitting with intent to harm.	Physical fighting.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.		Isolated delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Sustained delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Physical Aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Play that escalates to physical aggression without injury – E.g., play fighting, kicking someone in soccer, pinching.	Persistent rough play.	Intentional physical aggression towards peers or adults – E.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.
		Physical aggression towards flora or fauna – E.g., pulling out plants, throwing rocks at birds.		Incitement of others to undertake physical aggression.
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Unintentional damaged caused to property.		Intentional damage caused to property belonging to school or others.
Property Misuse	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Property misuse that does not cause injury, but is unsafe. E.g., throwing eraser in room, using scissors incorrectly.		Property misuse that causes injury to others, intentional or unintentional.



Connections Before Corrections Connections Before Curriculum

Refusal to Participate	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	One off refusal of participation.	Persistent refusal of participation.	Persistent refusal of participation after intervention.
Substance Misconduct	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.		In the company of others involved in substance misconduct.	Possession/use of alcohol, vape, tobacco, or other prohibited items. Possession/use of drugs or paraphernalia.
Technology Violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Use of mobile phone or smart watch during school hours.		Persistent use of mobile phone or smart watch during school hours. Using mobile devices to access social media.
		Off-task behaviours on devices during class time.	Persistent off-task behaviours on devices during class time.	Using mobile devices to film during school hours/events. Accessing or sharing inappropriate material on devices.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.		One off theft of item such as stationary.	Theft of school or someone else's property.
Truancy	Truancy (out of class) Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence). Truancy (out of school) Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	Out of class during learning time.	Persistently out of class.	Leaving school grounds during learning time.
Use/Possession of banned items	Student is in possession of objects readily capable of causing bodily harm or property damage.			Intentional possession of objects readily capable of causing bodily harm or property damage.