



WARRIGAL ROAD STATE SCHOOL

# Student Code of Conduct 2020-2023

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## 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.

## Contact Information

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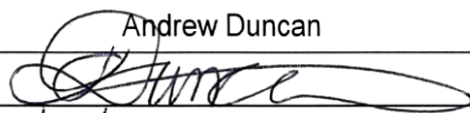
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## Endorsement

Principal Name: Andrew Duncan

Principal Signature: 

Date: 9/12/2020

P/C President Name: Greg Trivett

P/C President Signature: 

Date: 9/12/2020

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# Principal's Foreword

## Introduction

Our school has developed a fine reputation for academic, sporting and cultural pursuits. This is achieved through a whole school team commitment and strong and trusting relationships between our students, staff and parents. Every person has an important role to play in ensuring and maintaining our reputation.

This document describes the processes and practices we utilise to help “unlock brilliance” and “learn and grow” from a behavioural context.

We have high standards and high expectations of every member of our community. Students, teachers and parents are to be treated with respect at all times, in a safe, supportive and orderly environment. All members of our school community are expected to contribute, in partnership, to the education of well-rounded future citizens of an ever changing global society in positive and impactful ways.

Collectively, there are over 400 years of experience across the staff here at Warrigal Road. There is literally nothing we haven't seen nor experienced. Our focus will always be on helping our students learn from experiences and teaching them the right way to behave, be safe and be respectful. We ask all stakeholders to trust in our experience and advice, and work with us to achieve mutual benefits for all our students.

*Warrigal Road State School*

*'Learn and Grow'*



## P&C Statement of Support

The Warrigal Road State School P&C Committee is proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Deputy Principal, Mrs Lisa Geary and her team has ensured that parents have had opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Warrigal Road State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations of being safe, responsible, respectful, and active learners.

We encourage all parents to familiarise themselves with the Warrigal Road State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Teaching children how to conduct themselves in various situations is a shared responsibility. We appreciate that Warrigal Road State School encourages parents to work alongside them in teaching the expectations and also when responding to any inappropriate behaviours. If our children were to ever experience ongoing inappropriate behaviours towards them in the form of bullying, we are encouraged to share this concern with staff and to work with them in resolving the situation. There are many systems already in place to help students if they are ever affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; and it can have particularly devastating impacts on our young people. It is important that every parent and child of Warrigal Road State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 28 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Warrigal Road State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the P&C Executive or to join the Warrigal Road State School P&C Association. It is with your support that we can work collaboratively with school staff to best enable all students to be safe, respectful, responsible and active learners; and to feel supported to meet their individual social and learning needs.

## Consultation

Warrigal Road State School developed this plan in collaboration with our school community. School staff examined a range of data sets on student behaviour as well as feedback from the community in the form of the School Opinion Survey. Staff reviewed the Responsible Behaviour Plan for Students and provided feedback on our processes and practices to managing behaviour and wellbeing identifying strengths and successes, and areas for further development.

A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community and was endorsed by the Principal and P&C on 25<sup>th</sup> November 2020.

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

## Data Overview

Throughout the development of this Student Code of Conduct, school staff reviewed relevant school data including School Opinion Surveys, School Disciplinary Absences and behaviour data. Staff undertake ongoing data reviews to reflect on and amend practice.

To view the school's current data sets, please visit our website or view our School Annual Report.

# Learning and Behaviour Statement

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. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL). This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making.

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

Be Respectful

Be an Active Learner

Be Safe

Be Responsible



Our school expectations have been agreed upon and endorsed by students, staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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 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

## Tier 1 Universal Behaviour Support (All students - 100%)

**All students** (100%) in the school receive support for their academic and behavioural development. The focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:

- Teaching behaviours in the setting in which they will be used
- Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- Asking students and their families for their perspectives on school climate, instruction, reinforcement and discipline so improvements in Tier 1 may be made

### Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

#### Universal Behaviour Support

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 prevent inappropriate behaviour and to provide a framework for responding to unacceptable behaviour.

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) team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the *Warrigal Road State School Student Code of Conduct* delivered to new students, new staff and relief staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

#### Reinforcing Expected School Behaviour

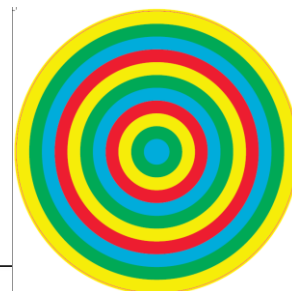
Communication of our key messages about behaviour is supported by reinforcement, which provides students with feedback for engaging in expected school behaviour. A focus school expectation and behaviour is introduced each term on assembly and further reinforced in class. FIT (Focussed Intensive Teaching) lessons occur as needed, whereby an explicit lesson is conducted by the relevant Deputy Principals in each of their sector classrooms. A formal recognition and monitoring system has been developed as outlined in the Continuum of Encouragement, Appendix 1. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to 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.

#### POSITIVE BEHAVIOURS ARE REWARDED USING THE CLASS TARGET AND STICKER SYSTEM THE TARGET (right):

Students are moved in on the target for the display of positive behaviour. Movement of a student's avatar/ name towards the centre of the target is at the discretion of the teacher.

No student can be moved backwards for inappropriate behaviour.

If a student reaches the centre of the target, their parents will receive a dingo-gram celebrating the child's outstanding behaviour. The goal of each child is to reach the centre every term.





## **Tier 2 Targeted Instruction and Supports for Some Students (10-15%)**

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- There is a clear connection between the skills taught in the interventions and the school-wide expectations.
- Interventions require little time of classroom teachers and are easy to sustain
- Variations within each intervention are limited
- Interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

## **Tier 3 Individualised Services for few students (2-5%)**

The few student who require the most intensive support a school can provide usually have this delivered in very small groups or individually.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- Prevent problem behaviour
- Teach the student an acceptable replacement behaviour
- Reinforce the student's use of the replacement behaviour
- Minimise the payoff for problem behaviour.

Tier 3 supports exist along a continuum. This support may include intensive intervention and a personalised behaviour plan. A Functional Behaviour Assessment (FBA) identifies unique strategies to help the student achieve success. Some students may require support from outside agencies working collaboratively with the school.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

## 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 encourage parents and students to communicate with their class teacher regarding any concerns. Where appropriate, teachers may then refer concerns to the Supporting the Needs of All Children (SNAC) committee for their planning and support.

Learning and wellbeing are inextricably linked – students learn best when their wellbeing is considered and nurtured. 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 Pedagogical Framework.

Warrigal Road State School has a Guidance Officer who provides a student support program within the school environment offering counselling to students, support for families and teachers and assistance with referrals to external providers. The Guidance Officer works with the support and expertise of a Senior Guidance Officer based in regional office.

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

- Cyber safety awareness sessions
- Zones of Regulation
- Lunch time clubs which promote peer interactions, mentoring or support e.g. Mates Club and Year 6 Support Buddies, Playground Ranger Buddies
- 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
- 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.
- Social Skills program explicitly taught to Prep students
- Suicide Risk Continuum- Promotion, Prevention, Intervention, Postvention

### NETWORK OF STUDENT SUPPORT

Students at Warrigal Road State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Senior Guidance Officer
- Speech Pathologist
- Regional support- Inclusion Coach, 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

## Whole School Approach to Discipline

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.

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.

All staff members are provided with ongoing professional development consisting of behaviour management strategies.

### 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 principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and 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.

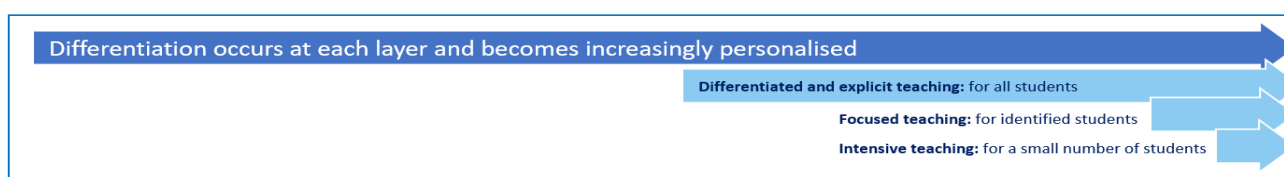
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

## 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.

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 the same used for academic and pedagogical differentiation.



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

Every classroom in our school uses the PBL Expectations Matrix, Appendix 2, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new, emerging or ongoing issues.

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 (differentiated and explicit teaching for all students) universal behaviour support - a strategy directed towards all students which is designed to prevent inappropriate behaviour and to provide a framework for responding to unacceptable behaviour.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons
- School Assemblies
- Active Supervision by staff in classroom and non-classroom environments

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.
- Referral to and response from Supporting the Needs of all Children (SNAC) Committee
- Comprehensive induction programs for staff
- Individualised plans/strategies if appropriate

We strive to use behavioural incidents as learning opportunities.

## THE WARRIGAL ROAD - USED FOR LOW-LEVEL PERSISTENT CLASSROOM BEHAVIOURS



All students begin the day starting on the pine trees.

Students who make a choice about their behaviour that impacts on their learning or the learning of others (not following the school expectations), move to the Yellow dingo on the Warrigal Way as a first warning. If they choose to disrupt teaching and learning again, they proceed to the purple dingo and have chosen to go to the Responsible Thinking Buddy Class to complete a reflection sheet (maximum of 15 minutes). Students in Prep to Year 2 receive an additional warning. Students are sent to Buddy Class with a pink and white form which outlines the behaviour and provides an opportunity for students to reflect on their actions and 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 are required to keep parents informed about their child's behaviour. Teachers are to notify parents by email or phone call if their child spends time in buddy class. This is also to be recorded on OneSchool, through a minor behaviour incident and record of contact.

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.

Support staff work collaboratively with class teachers at Warrigal Road State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and 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, SNAC (Supporting the Needs of All Children), with active administrator support and staff involvement, 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.

The SNAC team, including the Guidance Officer and the Behaviour Management Key Teacher:

- May facilitate a Functional Behaviour Assessment for appropriate students
- Works with other staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through ongoing data collection
- Makes adjustments as required for the student
- Contributes to the case story of the particular student to inform further action
- Accesses regional advice and support when needed

Following referral to the SNAC committee, the Behaviour Management Key Teacher begins the assessment and support process, in consultation with the school Guidance Officer. 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, HOSES, SEP Teachers, EAL/D, STLaNs, SLP and Behaviour Management Key Teacher.)

## **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 need comprehensive systems of support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Each year a small number of students at Warrigal Road State School are identified through data analysis as needing intensive behavioural support. In most cases, the behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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 to SNAC committee
- Referral to external support agencies

# Legislative Delegations

## Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

## Delegations

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

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

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

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)



# Disciplinary Consequences

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.

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.

## Minor and Major Behaviours

When responding to inappropriate behaviour, the staff member first determines if the inappropriate behaviour is major or minor, Appendix 3.

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 constitutes 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 those that:

- Are minor breeches 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 result in the following consequences:

- A minor consequence that is logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, restorative action, restitution or alternative arrangements for completing work
- Can be corrected by a re-direction procedure. The staff member takes the student aside and:
  - Names the behaviour that the student is displaying
  - Asks the student to name expected school behaviour
  - States and explains expected school behaviour if necessary
  - Gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:

- 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 an immediate 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 SNAC committee
- 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.

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
- 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 SNAC committee for team based problem solving
- Stakeholder meeting with parents

## Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies
- 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

### Rationale

The use of mobile phones and other devices with the capacity to receive calls and messages and similar electronic devices in class is disruptive to the learning environment of all students and must not be used. Students wishing to use these devices in special circumstances should negotiate arrangements with their Deputy Principal or Principal. It is an expectation that while the students are in our care, all communication between students and parents 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 smart watch e.g. Contact parents 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.

Mobiles are not to be turned on during school hours, without the express permission of the teacher. If mobiles are turned on in school hours, they will be placed in the office until 3:00pm. If this happens a second time, they will be placed in the strong room until the Principal or delegate discusses the issue with the relevant parent.

'In phone' 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.

### Responsibilities

- 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.
- Students wanting their mobile in safe keeping must give them into the office to be stored securely.

### Non-Compliance

- 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 to harass or bully another student or staff member.

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 Years 4-6. The guidelines to adhere to this program can be located in the Warrigal Road Staff and Parent Handbooks. The practices in this document apply to this section of the Student Code of Conduct.

### Special Circumstances Arrangement

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 special circumstances arrangement with the Deputy Principal or Principal.

## 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.

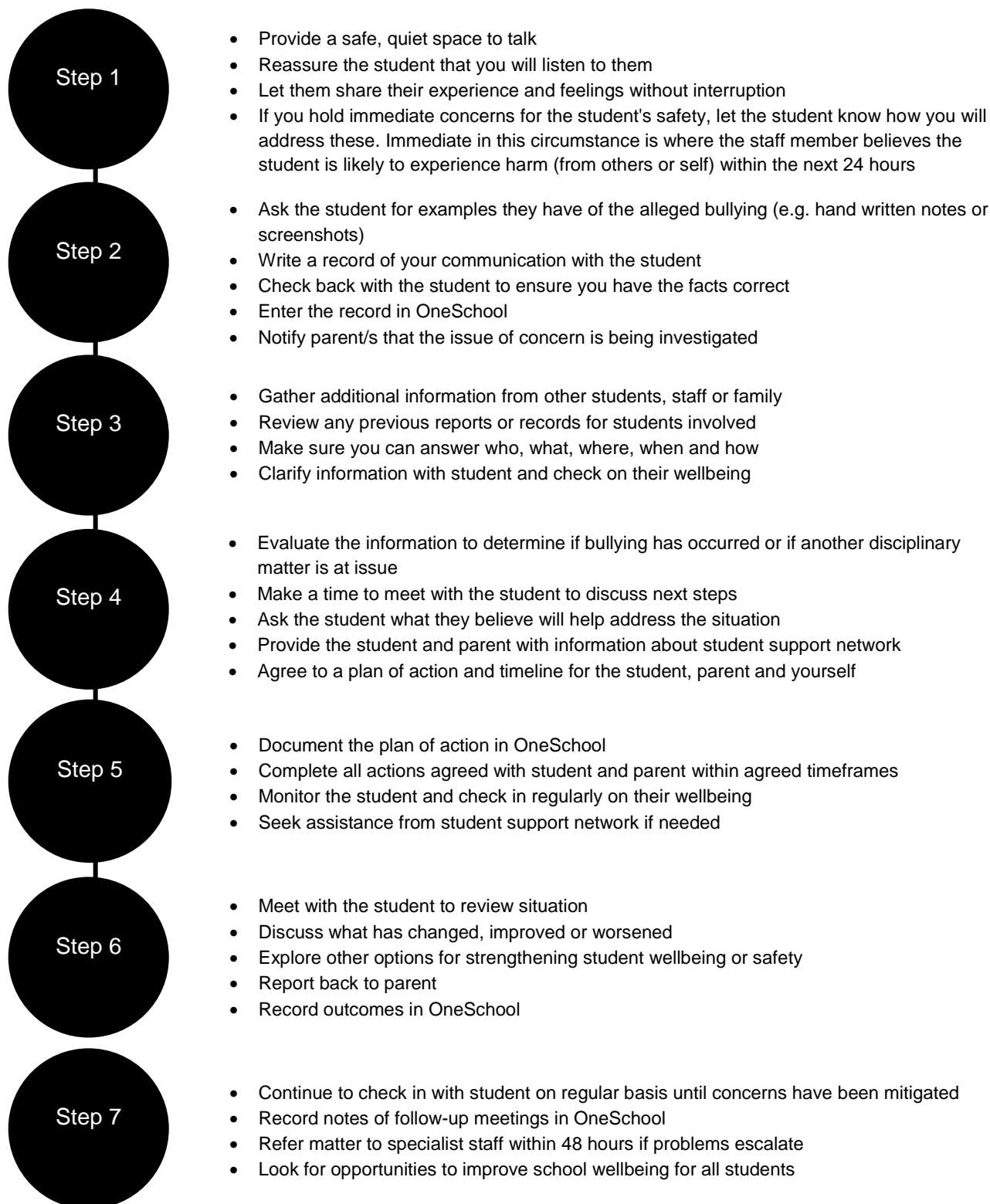
However, these conflicts are still considered serious and need to be addressed and resolved. At Warrigal Road State School our staff work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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.

# Warrigal Road State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

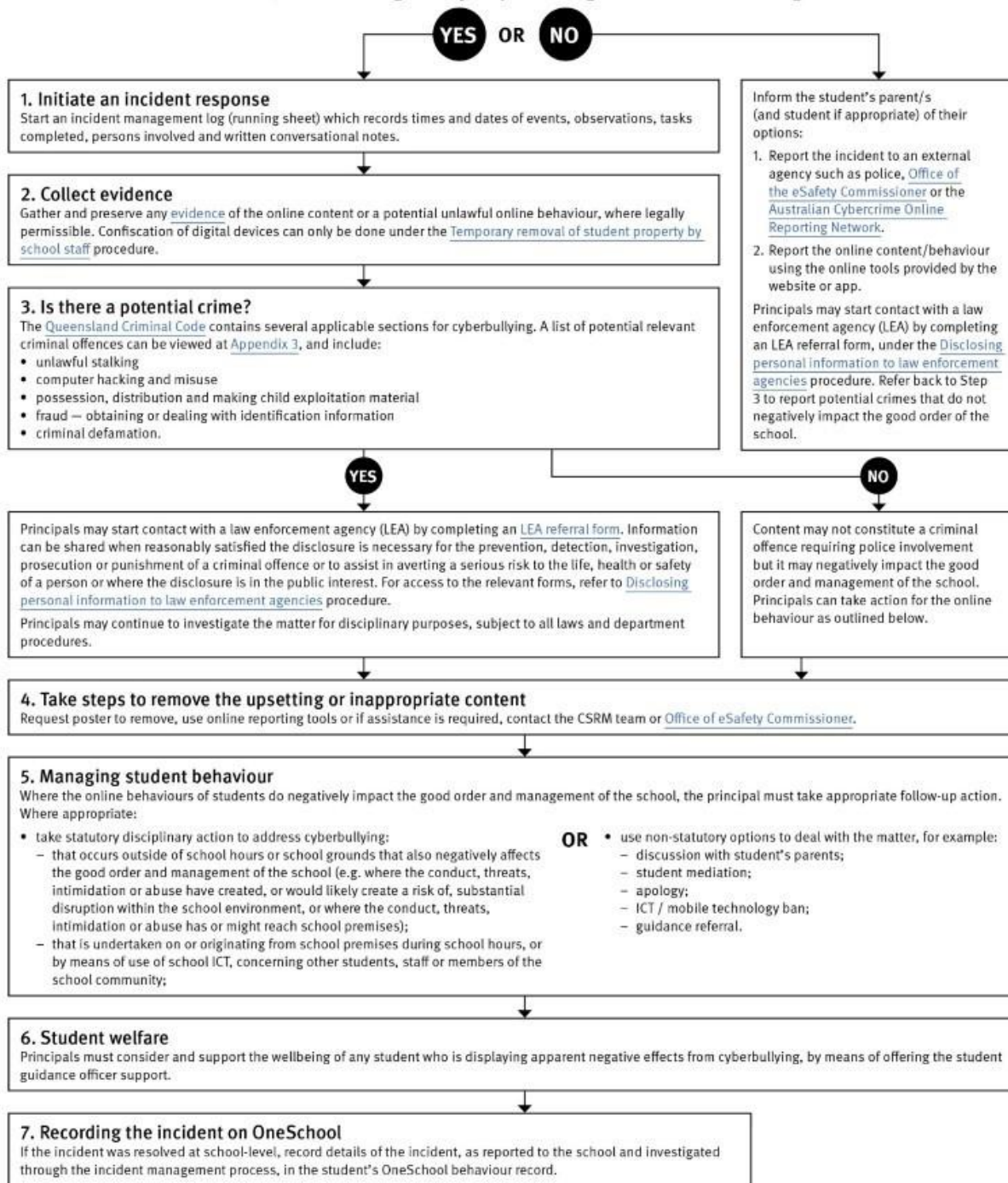
### Explicit images

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

### Report

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

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



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## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

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

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

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

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

### Possible civil or criminal ramifications of online commentary

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

## **What about other people's privacy?**

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

## **What if I encounter problem content?**

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

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

# Restrictive Practices

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.



## Related Procedures and Guidelines

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

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

# Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

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](http://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](#).

# Appendix 1

 <b>Warrigal Road State School</b> <b>Continuum of Encouragement</b> 								
	Name	Resources	Description and Criteria	When and Where Presented	Information to Staff	Goals	Celebrations	Coordinator
<b>Free and Frequent</b>  80% of students receive positive feedback on a daily basis	Targeting positive classroom citizenship	Laminated target of 10 concentric circles alternating our 4 colours  Examples of Dingo grams.	Students move their Warrigal Image each time they receive positive feedback for in-class citizenship	CT on a daily basis	How to use target. Behaviour Matrix – CT to record data on positive behaviour on One School	80% of students receive a Dingo-gram at least once in a term.	Once student reaches the bulls-eye CT sends home an electronic/hard copy <i>Dingo-gram</i>	PBL committee member to collate info for DP to announce on parade and to coordinate the handing out of the awards
	Citizenship stickers for each expectation <ul style="list-style-type: none"> <li>• Respect</li> <li>• Responsible</li> <li>• Safe</li> <li>• Active learner</li> </ul>	Stickers with branding images for each expectation	Focus expectation each term for whole school  Child demonstrates doing the Warrigal Way to receive sticker	Any staff member before school, during breaks and after school during focus month  Stickers placed on sticker charts as record	CT can continue to give stickers for non-focus expectations  Relief, TA and specialist teachers can give out stickers during lessons	80% of students to receive 25 stickers (class or playground) during term	W2 Parade-Intro Focus Expectation each term	
<b>Short Term</b>	Expectation certificates	Pre-printed certificates with branding images.	<ul style="list-style-type: none"> <li>• Be Respect</li> <li>• Be Responsible</li> <li>• Be Safe</li> <li>• Be Active learner</li> </ul>	Parade - fortnightly	What does being an honest citizen the Warrigal Way mean?	80% of receive a certificate each year	Displayed on School Facebook page	CT and DP
	Negotiated Class Celebration - NCC	Negotiated, prioritised list of celebration activities displayed in room.	Class qualifies if 80% of students reach the bulls-eye by end of term	CT at beginning of the year. Presented during Week 10 of term if class reaches school target	Possible list of NCC activities	80% of classes participate in a NCC during week 10	Display school % in hall for review at parades. Newsletter/Facebook	CT
	Wristbands	4 school colours, each labelled with an expectation	Collect 25 citizenship stickers to earn wristband	DP presents CT with wristbands for class during week 10		80% of students earn a wrist band each term.	Display school % in hall for review at parades and in newsletter	DP
<b>Long Term</b>	Citizenship badges	4 awards per class in June 4 per class at end of year 8 total for each class( different students)	Prep –Year 6- June		Ceremony Organisation and nomination process	10% of students	Newsletter	DP

# Appendix 2

Warrigal Road State School Behaviour Matrix "Be the best you can be!"									
Expectations	Whole School	Be Responsible		Be Respectful		Be Safe		Be an Active Learner	
		<ul style="list-style-type: none"> <li>* I am honest and trustworthy</li> <li>* I am responsible for my behaviour and actions</li> <li>* I am a positive role model</li> <li>* I take responsibility for solving my own problems</li> <li>* I wear the correct uniform with pride</li> <li>* I attend school every day</li> <li>* I am punctual to school and class</li> <li>* I pass on important information to my family</li> <li>* I return school notes on time for before school and lunchtime commitments.</li> <li>* I take care of my own belongings</li> </ul>	<ul style="list-style-type: none"> <li>* I treat others the way I want to be treated</li> <li>* I listen and stop when a friend says and means no</li> <li>* I follow adult instructions promptly</li> <li>* I use kind and polite verbal, written and digital language</li> <li>* I include, encourage and support others</li> <li>* I use manners at all times</li> <li>* I keep noise to an appropriate level</li> <li>* I listen to others who are speaking</li> <li>* I use equipment appropriately</li> <li>* I respect and allow personal space of others</li> <li>* I keep all areas tidy</li> </ul>		<ul style="list-style-type: none"> <li>* I keep my hands and feet to myself</li> <li>* I keep my hands away from my face</li> <li>* I model sensible behaviour</li> <li>* I walk when moving around school</li> <li>* I solve problems with my words</li> <li>* I use the High 5 to help solve problems</li> <li>* I wear appropriate jewellery – only watches, religious necklaces, sleepers and studs</li> <li>* I use equipment appropriately</li> <li>* I walk my bike and scooter in the school grounds and at road crossings and wear my helmet when riding</li> <li>* I use the safety walk and crossings before and after school</li> <li>* I leave the school grounds at the appropriate gate</li> <li>* I stay safe when using technology and report unsafe behaviours to my teachers</li> <li>* I stay home when I am ill</li> <li>* I keep myself and others safe by practising good personal hygiene</li> <li>* I wash my hands regularly</li> </ul>		<ul style="list-style-type: none"> <li>* I am an active listener</li> <li>* I always participate and give my personal best</li> <li>* I ask for help when required</li> <li>* I focus on the task at hand</li> <li>* I am always prepared</li> <li>* I will always try, even if I get it wrong I will try again</li> </ul>		
Classroom		Arrival/Departure	Transition/Lining Up	Eating Areas	Tuckshop	Playground	Toilets	Off Campus	ICTs
Be Respectful	<ul style="list-style-type: none"> <li>* I follow adult directions</li> <li>* I respect others right to learn</li> <li>* I care for my own and others property</li> <li>* I raise my hand to speak</li> <li>* I use positive language</li> <li>* I enter and exit a room in an orderly manner</li> <li>* I encourage and support others</li> </ul>	<ul style="list-style-type: none"> <li>* I walk quietly and appropriately when moving around the school.</li> <li>* I am courteous to everyone</li> <li>* I keep noise to an appropriate level</li> <li>* I follow staff instructions</li> <li>* I move promptly to designated area</li> <li>* I walk to class and unpack my bag myself</li> <li>* I meet my parent/carer at the designated area after school</li> </ul>	<ul style="list-style-type: none"> <li>* I walk/line up quietly and appropriately</li> <li>* I keep in two lines with my teacher supervising</li> <li>* I am respectful of other classes when walking</li> </ul>	<ul style="list-style-type: none"> <li>* I ask permission to leave</li> <li>* I keep eating areas clean and tidy</li> <li>* I only eat my own food</li> <li>* I keep noise to an appropriate level</li> <li>* I follow adult instructions</li> <li>* I listen to others who are speaking</li> <li>* I carry the lunch tub carefully</li> </ul>	<ul style="list-style-type: none"> <li>* I use manners</li> <li>* I line up quietly</li> <li>* I follow adult instructions</li> </ul>	<ul style="list-style-type: none"> <li>* I invite others to join in</li> <li>* I share equipment appropriately</li> <li>* I use equipment appropriately</li> <li>* I use positive language</li> <li>* I consider the feelings of others</li> <li>* I respect the environment</li> <li>* I respect all people</li> <li>* I speak respectfully to others</li> </ul>	<ul style="list-style-type: none"> <li>* I respect privacy of others</li> <li>* I keep the toilets clean and tidy</li> <li>* I am only at the toilet to use the toilet</li> </ul>	<ul style="list-style-type: none"> <li>* I treat others the way I want to be treated</li> <li>* I care for all property</li> <li>* I show pride in self and school</li> <li>* I follow adult instructions</li> <li>* I set an example in listening to others who are speaking</li> <li>* I encourage good sportsmanship</li> <li>* I am courteous to everyone</li> <li>* I walk quietly and appropriately around the community</li> <li>* I demonstrate the four school expectations</li> </ul>	<ul style="list-style-type: none"> <li>* I only use appropriate language when entering information or emailing</li> <li>* I only touch and access my device</li> <li>* I am respectful of others' devices</li> </ul>

Be Responsible	<ul style="list-style-type: none"> <li>* I keep the classroom tidy</li> <li>* I am prepared for lessons</li> <li>* I return library books and Home Readers on time and in good condition</li> <li>* I return classroom resources</li> <li>* I use all ICT equipment appropriately</li> <li>* I take care of my belongings</li> <li>* I wear the correct school uniform</li> <li>* I arrive at school on time</li> </ul>	<ul style="list-style-type: none"> <li>* I sit quietly at the designated area before school until instructed to go to the classroom at 8.45 am.</li> <li>* If I am attending EALD reading, I report at 8.30 am and wait quietly.</li> <li>* I am at class by 8.50 am</li> <li>* I place my bike, scooter or skateboard in the correct location</li> <li>* I report to the office if late and return to the classroom with a late note.</li> <li>* I hand my mobile phone into the school office when I arrive at school</li> <li>* I go to the toilet before school</li> <li>* I carry my own bag and unpack it myself</li> </ul>	<ul style="list-style-type: none"> <li>* I walk with a buddy when I leave the classroom and stay with my buddy</li> <li>* I collect all my belongings at the end of the second break</li> <li>* I make sure my area is left clean and tidy.</li> <li>* I follow the correct path to the playground</li> </ul>	<ul style="list-style-type: none"> <li>* I recycle rubbish in the correct bin</li> <li>* I only eat in the correct eating area</li> <li>* I place my lunch box in the correct area/lunch tub</li> <li>* I am responsible for ensuring that I eat my food.</li> <li>* I eat my main food first during first break</li> </ul>	<ul style="list-style-type: none"> <li>* I only buy food for myself</li> <li>* I go to the tuckshop at an appropriate time</li> <li>* I only spend my own money that my parents have given me.</li> </ul>	<ul style="list-style-type: none"> <li>* I take turns</li> <li>* I report any problems to the teacher on duty</li> <li>* I play in the correct area</li> <li>* I return play equipment to the correct area</li> <li>* I follow the correct pathways around the school to the playground</li> <li>* I use the High 5</li> <li>* I attend clubs/rehearsals/trainings I have signed up for</li> </ul>	<ul style="list-style-type: none"> <li>* I use toilets during break times</li> <li>* I report damages or any problems to a teacher</li> <li>* I flush the toilet</li> <li>* I wash my hands thoroughly</li> <li>* I return to class promptly</li> <li>* I am at the toilets only when I need to be</li> <li>* I keep noise to an appropriate level</li> <li>* I use only the appropriate amount of soap to wash my hands</li> </ul>	<ul style="list-style-type: none"> <li>* I am organised</li> <li>* I look after equipment and my own belongings</li> <li>* I take responsibility for my behaviour and actions</li> <li>* I wear my uniform with pride</li> <li>* I ensure that my teacher knows where I am at all times</li> <li>* I ensure that all permission notes are returned and money is paid on time</li> <li>* I am an appropriate role model</li> <li>* I help to pack and carry equipment</li> <li>* I am aware that I am representing my school</li> </ul>	<ul style="list-style-type: none"> <li>* I search for appropriate information on the internet</li> <li>* I turn off the monitor if inappropriate information or images appear and inform the nearest adult quietly and immediately</li> <li>* I recharge and neatly return ipads to cabinet</li> <li>* I bring a charged device to school so I am ready to learn</li> <li>* I only email content for school purposes</li> <li>* I store my device away properly and handle with care</li> <li>* I log off the laptop after use</li> <li>* I take my mobile phone to the office before school and collect it after school</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>* I use equipment safely</li> <li>* I use furniture appropriately</li> <li>* I ask permission to leave the room</li> <li>* I am in the classroom only when a teacher is present</li> <li>* I sit correctly on my chair</li> <li>* I am cybersafe and use technology appropriately</li> </ul>	<ul style="list-style-type: none"> <li>* I use the crossing or lights</li> <li>* I follow road rules</li> <li>* I have written or digital permission when leaving the school grounds early and am signed out at the office</li> <li>* I arrive and leave school promptly</li> <li>* I walk my bike, skateboard or scooter in school grounds store it in the correct location.</li> <li>* I leave my belongings in a safe place</li> </ul>	<ul style="list-style-type: none"> <li>* I keep to the left of the walkways</li> <li>* I will wait quietly in the appropriate area</li> </ul>	<ul style="list-style-type: none"> <li>* I sit while eating</li> <li>* I eat my own food</li> <li>* I sit safely on the seat while eating</li> <li>* I use my own drink bottle</li> <li>* I always wash my hands before eating</li> <li>* I walk from the eating area to other areas</li> <li>* I pack up my lunch box before going to play</li> </ul>	<ul style="list-style-type: none"> <li>* I wait my turn</li> <li>* I hand money/ equipment to the volunteer for a snack or small item</li> <li>* I store my money safely</li> </ul>	<ul style="list-style-type: none"> <li>* I use equipment safely</li> <li>* I play school approved games</li> <li>* I am in the appropriate areas</li> <li>* I will walk on concrete</li> <li>* I wear my sun safe hat properly and shoes at all times</li> <li>* I keep my hands, feet and objects to myself</li> </ul>	<ul style="list-style-type: none"> <li>* I ask permission</li> <li>* I take a buddy</li> <li>* I wash my hands with soap and water</li> <li>* I use toilets appropriately</li> <li>* I sneeze and cough into my elbow</li> </ul>	<ul style="list-style-type: none"> <li>* I stay alert</li> <li>* I stay with the group</li> <li>* I wear my sun safe uniform and hat</li> </ul>	<ul style="list-style-type: none"> <li>* I use ICT equipment in an appropriate manner</li> <li>* I carry and handle a laptop carefully</li> <li>* I search for appropriate information and internet sites</li> <li>* I use appropriate language when providing information or emailing</li> <li>* I follow ICT code of conduct.</li> <li>* I use only school approved apps/games* I do not give out personal information</li> </ul>
Be an Active Learner	<ul style="list-style-type: none"> <li>* I am organised and have my equipment ready</li> <li>* I participate fully in group or individual activities</li> <li>* I take turns</li> <li>* I listen to others when they speak</li> <li>* I complete my work to the best of my ability</li> <li>* I complete my homework and hand in work on time</li> <li>* I arrive at school on time</li> <li>* I ask for help</li> </ul>	<ul style="list-style-type: none"> <li>* I keep noise to an appropriate level</li> <li>* I follow STAFF instructions respectfully</li> <li>* I move to designated areas promptly</li> <li>* I make sure I am ready for learning by having my homework and equipment out</li> </ul>	<ul style="list-style-type: none"> <li>* I return to class on time, ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>* I wash/sanitise my hands before eating and before returning to class</li> <li>* I listen to the teacher instructions and or whistle to move from eating area</li> </ul>	<ul style="list-style-type: none"> <li>* I make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>* I learn new games and activities</li> <li>* I play by the rules</li> <li>* I interact appropriately with others</li> <li>* I invite others to join in our games</li> </ul>	<ul style="list-style-type: none"> <li>* I am water wise and turn off taps</li> </ul>	<ul style="list-style-type: none"> <li>* I am an active listener</li> <li>* I involve myself in the learning experience</li> <li>* I am a reflective thinker</li> <li>* I accept umpires decisions as final</li> <li>* I give new experiences a go</li> </ul>	<ul style="list-style-type: none"> <li>* I only access appropriate sites</li> <li>* I use the internet to research school based topics only</li> <li>* I follow teacher direction when using the internet</li> <li>* If I am unsure I ask an adult for assistance</li> </ul>

## Appendix 3

### **Minor problem behaviours are usually managed by all staff.**

Some questions to ask yourself when dealing with minor behaviours-

Do you know your students?

Are your students engaged in learning?

Is their work differentiated?

Is it a behaviour?

Is it a problem?

Are you as a teacher using your Essential Skills?

#### **Some examples include:**

<b>Examples</b>	<b>What does it look like at WRSS?</b>
Calling out	<i>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.</i>
Not following instructions	<i>Not starting work , for example, chatting, wandering, sharpening pencil. Not moving to carpet.</i>
Running on the concrete	
Name calling	<i>Stupid, idiot, silly- one off comments Poo Head- younger grades</i>
Excluding others	<i>Not letting someone play "I don't want to play with you" Friend deciding to play with another group.</i>
Unintentional physical action	<i>Bumping into or pushing someone unintentionally. Kicking someone in a game by accident, for example, soccer Running into another student in the playground. Play fighting.</i>
Not doing homework	<i>Maybe one night or only occasionally</i>
Refusing to do work	<i>One off refusal Not starting or delaying start of work. Group work- not getting along with others and not contributing to the group.</i>
Disrupting others	<i>Chatting, making noises, tapping and gaining attention in other ways. Talking at inappropriate times.</i>
Littering	<i>Dropping lunch wrappers in lunch areas Dropping papers in the classroom</i>
Playing in the toilets	<i>Running in and out of the toilets Calling out and playing peek –a-boo at the main door. Time wasting during class times.</i>
Task avoidance	<i>Frequent trips to the toilet Sharpening pencil Drinking water Fiddling Chatting</i>



	<b><i>Looking for resources</i></b>
Not taking turns	<b><i>Small group circle butting in on the group Not waiting your turn</i></b>
Swearing	<b><i>Under breath and not directed at others or anyone.</i></b>
Non compliance	<b><i>Not following adult instructions immediately and requiring further prompts. Reluctance to complete non preferred task.</i></b>
Walking around the classroom	<b><i>Wandering when should be working.</i></b>
Not being respectful when talking	<b><i>Snapping and using tone towards others. Laughing at people.</i></b>
Touching others property	<b><i>Touching others' property when walking past, for example, rubbers/ruler/pencils without asking.</i></b>
Teasing	<b><i>Commenting on a person's ability. Mimicking. Verbal banter. Name calling.</i></b>
Not keeping hands and feet to self	<b><i>Touching others when on the carpet. Physical banter.</i></b>
Not completing tasks	<b><i>Chatting and did not complete work.</i></b>
Taking someone's hat	<b><i>Throwing away someone's hat during play time.</i></b>
Chewing gum	<b><i>Chewing gum in the school grounds and not admitting to it.</i></b>

**Major** problem behaviour is referred to the school Administration team, in order to provide follow-up support to previous staff actions or in some cases to provide more immediate assistance. These behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of Administration.

**Some examples include:**

<b>Examples</b>	<b>What does it look like at WRSS?</b>
Persistent minors	<i>Three buddy classes recorded in a term Three white slips recorded in a term Three specialist pink slips recorded in a term</i>
Physical aggression	<i>Physical aggression towards another student with intent to harm</i>
Theft	<i>Deliberate taking of others property with no intent to return</i>
Vandalism	<i>Any intentional vandalism Breaking items on purpose</i>
Disrespecting authority	<i>Raising voice at admin Swearing at an adult Continued back chatting towards an adult</i>
Inappropriate language	<i>Vulgar/sexual language Intentional swearing</i>
Inappropriate touching	<i>Deliberate touching inappropriately.</i>
Swearing with intent	<i>Swearing directly with intent at others</i>
Bullying	<i>Repeated verbal or physical abuse aimed at a particular student Deliberate and ongoing</i>
Leaving school grounds	<i>Leaving without permission</i>
Verbal abuse	<i>Derogatory/ racist comments directed at individual or groups Exclusion and intent to cause emotional harm</i>
Racial discrimination	<i>Inappropriate and disrespectful comments about any aspect of a person eg race, religion</i>
Repeated refusal	<i>Noncompliance with carrying out teacher's instructions following school or classroom rules.</i>
Misuse of technology	<i>Looking up inappropriate content. Using technology to harass or bully students. Deliberate intent to damage device</i>