



# Wandoan State School P-10

# Student Code of Conduct 2023-2026

## ***Every student succeeding***

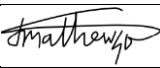

***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

Queensland Department of Education  
State Schools Strategy 2019-2023

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## Endorsement

Principal Name:	Jack Mathewson
Principal Signature:	
Date:	10/05/2023
P/C President and-or School Council Chair Name:	Greg Zillman
P/C President and-or School Council Chair Signature:	
Date:	02/06/2023

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## Purpose

Wandoan State School P-10 is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Wandoan State School P-10 Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

At Wandoan State School P-10 we believe that a Student Code of Conduct:

- Is necessary so that quality learning can occur
- Can be best achieved through a whole school approach based on the principles and practices of Positive Behaviour for Learning (PBL)
- Should be adhered to by all staff, administration and the wider school community to ensure consistency of approach for prevention, positive support and intervention.
- Should be easily understood by all concerned.
- Should be consistent, fair, respectful and just.

The Wandoan State School P-10 approach to developing responsible behaviour is focused on relationships and takes place in a caring supportive environment where all members feel safe and welcome.

We believe that self-control and taking responsibility is necessary for children's welfare and happiness and their ability to function effectively in society.

Creating a responsible and socially acceptable environment with the involvement of parents is of paramount importance. Parents and staff have a joint responsibility to encourage and teach students to be accountable for their behaviour and that, in turn, will contribute to the wider community wellbeing and quality of life. We are all responsible for our actions and behaviour.

## Principal's Foreword

All areas of Wandoan 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). PBL provides a framework for enhancing the adoption and implementation of continuum-based interventions to achieve academically important outcomes for students.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, being proactive and responding to challenging behaviours. Through our school plan, shared expectations for student behaviour, assist Wandoan State School to create and maintain a positive and productive learning and teaching environment.

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

- **Respect**
- **Responsibility**
- **Reaching**

These expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined, honest, integrous and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Wandoan State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. It defines the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Wandoan State School Student Code of Conduct together over the last eighteen months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Jack Mathewson



Principal  
Wandoan State School P-10

## P&C Statement of Support

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

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Wandoan 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 38 provides an excellent starting point to understand how to approach the school about these types of problems.

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

Greg Zillman



P&C President  
Wandoan State School P-10

## School Captains' Statement

On behalf of the student body at Wandoan State School, we endorse the Student Code of Conduct for 2023. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Wandoan State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

**School Captain:** Lucy Zillman



**Date:** 10<sup>th</sup> May, 2023

**School Captain:** James Klass



**Date:** 10<sup>th</sup> May, 2023

## Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.



## School Opinion Survey (2022)

	Parent/Caregiver Agreement				Student Agreement				Staff Agreement			
	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year
<b>Common items</b>												
...student behaviour is well managed...	77.3	-0.5	-5.0	2.3	82.6	17.3	15.2	15.9	100.0	21.6	23.6	0.0
...students are treated fairly...	72.7	-13.4	-16.0	-2.3	78.3	2.1	0.9	4.9	100.0	9.4	10.1	0.0
...expectations and rules are clear...	90.9	-1.2	-2.1	-2.8	95.7	2.4	2.7	-4.3	100.0	9.5	12.2	5.3
...respectful student relationships fostered...	81.0	-6.4	-8.5	12.2	100.0	9.6	9.8	7.1	100.0	8.6	7.9	0.0
...gender equality at school...	85.7	-2.9	-5.6	10.7	91.3	16.3	16.3	6.7	100.0	5.0	5.0	5.3
...this is a good school...	81.0	-9.1	-10.7	-5.7	87.0	6.5	4.8	-5.9	100.0	7.3	8.3	5.3
...opinions are taken seriously...	71.4	-9.1	-10.5	-3.6	87.0	16.6	15.9	2.3	96.0	15.9	18.5	1.3
...like being at school...	85.7	-2.4	-4.6	10.7	81.8	7.3	5.2	3.2	100.0	8.3	8.9	5.3
...feel safe at school...	90.9	3.6	1.0	9.7	91.3	9.9	8.0	18.0	100.0	8.6	9.4	5.3
...students are interested in school work...	95.2	8.3	8.5	7.7	78.3	7.0	6.4	-1.7	92.3	9.6	6.5	2.3
<b>Concepts</b>												
Fairness / Clarity of rules	80.3	-5.1	-7.7	-0.9	85.5	7.3	6.3	5.5	98.0	10.0	11.7	0.7
Safety	84.1	-4.9	-6.5	6.0	92.8	8.2	7.1	12.8	97.3	3.8	5.1	0.8
Partnerships	82.3	-4.6	-5.3	-0.7	89.7	8.8	8.7	-2.8	98.0	12.0	13.3	0.6
School culture	85.1	-4.0	-5.4	0.1	91.2	9.7	9.1	3.1	99.3	8.5	9.0	2.8
Teaching and learning	89.7	0.6	0.6	2.2	94.2	8.0	7.4	1.1	98.0	6.8	5.9	5.6
Staff wellbeing									90.4	11.7	14.4	-1.2
Staff development									95.9	9.4	11.7	1.1
Workplace culture*									96.4	13.0	15.9	4.9

**Agreement** presents the aggregation of positive responses as a percentage; i.e.: "Somewhat agree", "Agree", and "Strongly agree".

**Common items** are asked in the Parent/Caregiver Survey, the Student Survey and the Staff Survey.

**Concepts** show the overall result for items that belong to a concept.

A **green reference result** means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.

\* The result for 'Workplace culture' does not include responses in relation to staff interactions in the Staff Survey.

## School Disciplinary Absences (SDA)

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

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

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

Wandoan State School Disciplinary Absences					
Type	2018	2019	2020	2021	2022
Short Suspensions – 1 to 10 days	12	6	6	13	14
Long Suspensions – 11 to 20 days	1	0	0	0	0
Charge related Suspensions	0	0	0	0	0
Exclusions	0	0	0	0	0

## Learning and Behaviour Statement

Wandoan State School developed this plan in collaboration with our school community and in conjunction with the implementation of Positive Behaviour for Learning (PBL) strategy.

Our school teachers expect high standards of personal achievement and behaviour.

The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff, students and community.

Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.

A review of school data relating to current processes, procedures and recorded behaviour incidents has also informed developing process.

We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

## Multi-Tiered Systems of Support

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

### Universal behaviour support (Tier 1 support)

Our whole school approach provides a supportive learning environment through:

- Clear articulation and communication of the Student Code of Conduct;
- Implementation of agreed programs and procedures that are known and understood by all members of the school community;
- Managing incidents through clear and well understood processes.

Our school values are RESPECT, RESPONSIBILITY and REACHING that are necessary to create a productive learning environment and pleasant atmosphere. Each person must be responsible for their own actions. Additionally, each person is expected to respect the rights of every other person at Wandoan State School P-10.

All members of the school community are responsible for school standards and behaviour. These standards are outlined under the Parent and Community Code of Conduct (see *appendix J*)

Wandoan State School P-10's **primary focus** is on the development and facilitation of a **positive school culture** that acknowledges and rewards the good and productive behaviour of a vast majority of its students.

### Whole school Positive Consequences for Acceptable Behaviour

Our whole school expectations are outlined in the Wandoan State School Behaviour Expectations Matrix (see *appendix A*)





## ESCM (essential skills for classroom management)

Teachers will use strategies such as the 10 Essential Skills of Classroom Management to actively reduce student inappropriate behaviour and increase student learning outcomes.

The skills include:

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through

When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

## Reinforcing Expected School Behaviour

### RStars

#### Awarding RStars

RStars are awarded to students who are consistently displaying the school values of RESPECT, RESPONSIBILITY AND REACHING. The purpose of the RStars is to promote positive interaction between students and staff and to reward positive behaviour.

#### How do RStars work?

RStars points are collected weekly. These RStars (Signatures) give students an opportunity to exchange these points for reward items from the Triple R Café.

#### Short Term Reward

Please find below an example of the Triple R Café Menu. The menu is modified every term after student input and updated through the PBL team.

## 2023 P-6 PBL REWARDS

Long Term Rewards	
Winning House Each Term	House with the greatest average for the term will receive a reward of their choice.
End of Term Raffle	Entry into raffle is awarded to student that earn over 200 points. Winner: \$30.00 gift voucher/ VR goggles.
Celebration Events	100 board classroom reward
TRIPLE R CAFÉ MENU	
Reward	Points
Paint Principal's face	400
Paint teacher's face	350



\$20.00– (voucher)	250
Help at the kindy during (5-6) Tue, Thurs 2 <sup>nd</sup> Wed even	200
Paint students face (with students' permission (Teacher permission))	200
Helping in another class/Teacher Aide Assistant	150
Homework PASS (One night, One per cafe)	150
Spend eating times (both breaks) with a friend from secondary	120
Tuckshop voucher (\$10.00)	100
Cap (3-6)	90
Lunch with a staff member / picnic (minimum of 3 students)	80
Free dress Including crazy socks. (Monday excluded)	80
Chair on parade for one week	80
Choose where you sit for one lesson	70
Art and Craft Session (P-6) FAS / Once a term	70
Footy trading cards (1 pack) (Footy season only March to September.)	60
Tuckshop voucher (\$5.00)	60
Small toy	50
Teachers chair for a lesson	50
One Swimming pool admittance (Term 1/4)	50
Wii lunch time session (3-6)	40
Lolly bags	40
Ice-cream cone/ Popcorn/ Mini-chocolate bar/ Zooper dopper (1 per Triple R Star Café)	25

## 2023 7-10 PBL REWARDS

Long Term Rewards	
Winning House Each Term	House with the greatest average for the term will receive a reward of their choice.
End of Term Raffle	Entry into raffle is awarded to student that earn over 200 points. Winner: \$30.00 gift voucher/ VR goggles.
Celebration Events	100 board classroom reward
TRIPLE R CAFÉ MENU	

Reward	Points
Principal's face decoration (shaving cream/slime)	500
1 x Graduation Dinner ticket (year 10)	300
\$20.00– (voucher)	250
Glencore esky pack	250
Fishing excursion (bring own equipment) / Skate Park FAS (min. 3)	200
Help at the kindy during Tue, Thurs 2 <sup>nd</sup> Wed even	200
Paint students face. (with students' permission (Teacher permission))	200
Helping in another class/Teacher Aide Assistant	150
Homework PASS (One night, One per cafe)	150
Cooler Bag/Glencore Bag	150
Spend eating times (both breaks) with a friend from primary	120
Tuckshop voucher (\$10.00)	100
Bring a game from home for a day	100
Cap/Bucket Hat	90
Free dress Including crazy socks. (Monday excluded)	80
Lunch with a staff member / picnic (minimum of 3 students)	80
Choose where you sit for one lesson	70
Pizza/chicken crackles	70
Soft drink	70
Footy trading cards (1 pack) (Footy season only March to September.)	60
Tuckshop voucher (\$5.00)	60
Teachers chair for a lesson	50
Small toy	50
One Swimming pool admittance (Term 1/4)	50
Wii lunch time session/ lolly bags	40
Ice-cream cone/ Popcorn/ Mini-chocolate bar/ Zooper Dooper (1)	25

## Long Term Rewards

### *100s board class celebration*

Students that consistently display positive behaviour throughout the term are invited to attend a celebration day. Students are encouraged to collect as many signatures as they can to enter into the class draw. Each time a signature card is 'banked' students enter their name on the 100s board. When the board is full, students earn the privilege of a class reward. Students collaboratively with teachers decide what their class reward will be.

Examples of rewards have included but are not limited to, free afternoon at skate park, movie celebration, class party, camp fire and whole school hide and seek. Classes may have earned more than one reward per year. All students within the class are eligible to attend celebrations.

Students are encouraged to reach the set target of 100 R Stars as well as less than one major and 3 minors to attend the celebration. Students who receive an external suspension in the term for their behaviour choices will not receive an invitation to attend celebration activities for that term. Students who are not invited to celebration day will participate in an alternative activity.

### *Term Sporting House*

The winning Sporting House each term is invited to choose a reward such as a lunch in celebration of their continued teamwork.

### *200 Point Raffle*

At Wandoan State School P-10, we set a goal for each student of 200 signatures each term to be eligible to enter the 200 R Stars raffle.

### *Presentation Night Awards*

Students that consistently make valuable contribution to the school community, may be acknowledged at Presentation Night. To be eligible for the **PBL award**, students must have reached 95% attendance throughout the year and have achieved an 'A' on their report cards for both behaviour and effort. The PBL team nominate candidates from data but the final recipient is chosen by the classroom teacher.

Additional awards are also presented that consider student behaviour:-

**Most Improved** - A student who has improved either, academically to achieve a fair standard, and/or socially to become self-motivated in other areas over the entire year.

**All-rounder** - A student who displays all round abilities in cultural, academic or sporting pursuits with a positive attitude to other students and staff.

**Citizenship** - A student whose appearance and behaviour, both within and out of school are of a high standard, and who takes an active interest in school and/or community activities.

## Targeted and Intensive Behaviour Support (Tier 2 and 3 Support)

### Processes Used To Address Behaviour

Staff use the behaviour management flow chart (see *appendix c*) to make decisions regarding managing and referring student behaviours.

If students behave inappropriately in the school environment, they are made aware of the consequences for their behaviours, and that they accept responsibility for infringement of the SCOC. Behaviours have been placed in two separate categories, minors and majors.

*Appendix B* illustrates the differentiation between majors and minors, giving some examples and some “non-examples” to aid interpretation. Minor behaviours are defined as staff managed, major behaviours are defined as administration managed.

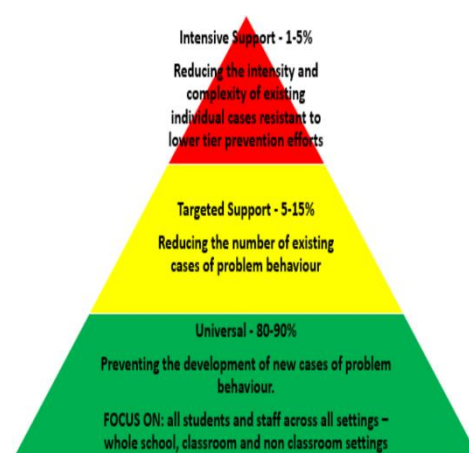
Wandoan State School P-10 makes systematic efforts to prevent problem student behaviour by teaching reinforcing expected behaviours on an ongoing basis.

## Targeted behaviour support

Data is used to identify students needing extra in the way of targeted behavioural support. Though the problem behaviours of these students may not be immediately regarded as severe, the frequency of their behaviours may put these students’ learning and social success at risk.

Students requiring more targeted support are referred by the class teacher to Classroom Problem Solving Team (see *Appendix D*). Each individual case is discussed and strategies decided upon. Many of these students are placed on an individual behavioural plan which are written by the Classroom Problem Solving Team. They have increased daily opportunities to receive positive contact with adults, meet achievable behaviour goals and receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Students on behaviour plans are monitored closely and reviewed on a regular basis by the Classroom Problem Solving Team. Students whose behaviour does not improve after targeted support may require specialised / external intervention.



## Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies

#### *PACE – Trauma informed practice*

- P - Playfulness
- A - Acceptance
- C - Curiosity
- E - Empathy

#### *Avoid escalating the problem behaviour*

(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).



#### *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).

#### *Approach the student in a non-threatening manner*

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

#### *Follow through*

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

#### *Debrief*

(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).

### **Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

**NB: All incidents involving physical intervention MUST be reported to the Principal or Teacher In Charge immediately. Administration will ensure parents/carers are informed of any incidents involving their child. Reports will then be completed on MyHR and restrictive practice procedure will be followed.**

Appropriate physical intervention may be used to ensure that Wandoan State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats

- leaving a classroom or the school, unless student safety is clearly threatened.
- Any physical intervention made must:
- be reasonable in the particular circumstances,
  - be in proportion to the circumstances of the incident
  - always be the minimum force needed to achieve the desired result, and
  - take into account the age, stature, disability, understanding and gender of the student.

### Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

### Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Health and Safety incident record on MyHR
- One school record of incident
- Debriefing meeting (see above)

## Network of Student Support

Universal Support	Targeted Support	Intensive Support
<ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Support Staff</li> <li>• School Chaplain</li> <li>• Administration Staff</li> <li>• Form Teachers</li> <li>• Primary/Secondary Coordinators or HOD/HOC</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Officer</li> <li>• School Chaplain</li> <li>• School Based Youth Health Nurse</li> <li>• Special Education Teacher</li> <li>• HOSES</li> <li>• Gifted and Talented Coach</li> <li>• PBL Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language Pathologist</li> <li>• Occupational Therapist</li> <li>• Physiotherapist</li> <li>• PBL Behaviour Support</li> <li>• Senior Guidance Officer</li> <li>• External Agencies</li> <li>• Advisory Visiting Teachers for: <ul style="list-style-type: none"> <li>○ autism spectrum disorder</li> <li>○ hearing impairment</li> <li>○ intellectual impairment</li> <li>○ physical impairment</li> <li>○ speech-language impairment</li> <li>○ vision impairment</li> </ul> </li> </ul>
Government and Community Agencies		
<ul style="list-style-type: none"> <li>• Disability Services Queensland</li> <li>• Child and Youth Mental Health (CYMS)</li> <li>• Family and Child Connect (FACC)</li> <li>• Queensland Health</li> <li>• Department of Communities (Child Safety Services)</li> <li>• Police</li> </ul>		

## Related legislation

Commonwealth Disability Discrimination Act 1992

- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## Related policies

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

## Some related resources

[National Safe Schools Framework](http://ncab.nssfbestpractice.org.au/resources/resources.shtml) [ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml)

[National Safe Schools Framework Resource Manual](#)

[Working Together resources for schools](#)

[Cybersafety and schools resources](#)

[Bullying. No way! www.bullingnoway.com.au](http://www.bullingnoway.com.au)

[Take a Stand Together](#)

School Wide Positive Behaviour Support

[www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668)

Code of Conduct for School Students Travelling on Buses

<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

## Consideration of Individual Circumstances

Staff at Wandoan State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

Students requiring support to display positive behaviour regularly may be placed on an Individual Behaviour Support Plan.

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

## Student Wellbeing

Wandoan State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services. We also have a school chaplain who visits every Wednesday and Thursday who students can access. We also have a school health nurse, who visits each fortnight.

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

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school curriculum at Wandoan State School, we provide age-appropriate drug and alcohol education that

reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 9 and 10 students.

### **Policy and expectations**

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

#### *Drug education and intervention*

Wandoan State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

#### *Specialised health needs*

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

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

#### *Medications*

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

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

Wandoan State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

#### *Mental health*

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

#### *Suicide prevention*

Wandoan State School staff who notice suicide warning signs in a student should seek help from the Principal and then help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

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

### *Suicide postvention*

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

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

## **Student Support Network**

Wandoan State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Wandoan State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Dean of Students or Principal on the school phone number.

<b>Role</b>	<b>What they do</b>
Dean of Students	<ul style="list-style-type: none"><li>• leadership of Student Support Network to promote an inclusive, positive school culture</li><li>• leadership of Classroom Problem Solving Team</li><li>• monitors attendance, behaviour and academic data to identify areas of additional need.</li><li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li><li>• coordinate transition to secondary for students moving from Year 6 to Year 7</li><li>• careers and SET Planning</li><li>• VET and work experience</li></ul>
Guidance Officer	<ul style="list-style-type: none"><li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li><li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li><li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li></ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"><li>• provides individual health consultations with assessment, support, health information and referral options related to:<ul style="list-style-type: none"><li>○ healthy eating and exercise</li><li>○ relationships</li><li>○ personal and family problems</li><li>○ feeling sad, worried and angry</li><li>○ sexual health</li><li>○ smoking, alcohol and other drugs.</li></ul></li></ul>

#### School Chaplain

- provides individual and, at times, group support to students to assist their engagement with education and training
- support students to overcome barriers to education such as
  - attendance at school
  - drug and alcohol support needs
  - suspension/exclusion/referral for behaviour support
  - relationships/social skills
  - conflict with family/peers/teachers
  - social/emotional/physical wellbeing.

It is also important for students and parents to understand there are regional and state-wide support services available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

## Whole School Approach to Behavioural Learning

Wandoan State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

Wandoan State School staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Wandoan State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Principal.



## PBL Expectations

### Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Wandoan State School.

#### Respect

- Accept differences positively
- Use manners
- Listen to fellow students' questions in class
- Care for equipment, grounds and property
- Follow directions
- Respect others space and belongings

#### Responsibility

- Be organised
- Report problems to staff
- Move around the school appropriately
- Wear full school uniform
- Respond appropriately

#### Reaching

- Strive to do your best
- Make good choices
- Take pride in your work and classroom environment
- Provide positive feedback
- Be a good sportsman
- Encourage fellow students to do their best

## Parents and staff

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

### Respectful

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
<ul style="list-style-type: none"><li>○ You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.</li><li>○ You are respectful in your conversations at home about school staff.</li><li>○ You leave and collect your child from the designated area at school.</li><li>○ You take a positive, solution-focused approach to resolving complaints.</li><li>○ You respect school, student and staff privacy in your online communications i.e., emails, phone calls, or in person meetings or conversations</li><li>○ You respect the obligation of staff to maintain student and family privacy</li></ul>	<ul style="list-style-type: none"><li>○ We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.</li><li>○ We will ensure positive behaviours are role modelled for all students.</li><li>○ We will give clear guidance about a designated area for parents to leave and collect students.</li><li>○ We will nominate a contact person for you to work with to resolve a school related complaint.</li><li>○ We will act quickly to address issues including social media, that affect staff, students or families.</li></ul>

### Responsible

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
<ul style="list-style-type: none"><li>○ You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details</li><li>○ You recognise people are different and will be non-judgemental, fair and equitable to others in the school community</li><li>○ You share relevant information about your child's learning, social and behavioural needs with school staff</li><li>○ You help your child to see the strengths and benefits in diversity and difference in their classmates</li></ul>	<ul style="list-style-type: none"><li>○ We will maintain confidentiality about information relating to your child and family</li><li>○ We will create a safe, supportive and inclusive environment for every student</li><li>○ We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events</li><li>○ We will share relevant information with you about your child's learning, social and behavioural progress at school</li><li>○ We will promote every child's individuality and build a cohesive, inclusive classroom and school culture</li></ul>

### Reaching

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
<ul style="list-style-type: none"><li>○ You support your child to meet the learning and behavioural expectations at school.</li><li>○ You stay informed about school news and activities by reading the school newsletter, <i>Facebook</i> page, school LED sign and other materials sent home by school staff.</li><li>○ You approach the class teacher or principal if you are concerned about the</li></ul>	<ul style="list-style-type: none"><li>○ We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.</li><li>○ We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.</li><li>○ We will work with every family to quickly address any complaints or concerns about</li></ul>

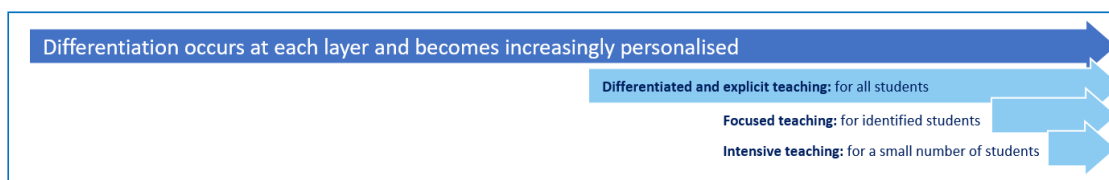
- behaviour of a staff member, another student or parent.
- You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.
- You notice when others need help, (parents, staff and students), and ask if there is anything you can do to assist.
- the behaviour of staff, students or other parents.
- We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
- We will check in with you about your child's needs or any support your family may require.

## Differentiated and Explicit Teaching

Wandoan State School is an inclusive 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 Wandoan State School take a differentiated approach to value what students are taught, how they are taught and how students can demonstrate what they know. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

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

For further information please see *Appendix K – PBL Handbook*

## Focused Teaching

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

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

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

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

Wandoan State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Functional Based Assessment
- Zones of Regulation
- Trauma Informed Practices
- PBL Programs

## Intensive Teaching

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

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

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

- Regional support staff
- School support staff i.e. GO
- IBSPs
- Risk Assessments
- ISSPs
- Behaviour Tracking
- Weekly Mindfulness
- Routines

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

## Legislative Delegations

### Legislation

In this section of the Wandoan State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [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

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

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

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

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

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

## Differentiated

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

- Pre-correction (e.g., "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g., posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g., "Hand up when you want to ask a question")
- Rule reminders (e.g., "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g., "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)

- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- 10 Essential Skills for Classroom Management
- Detention/Positive Thinking Time
- Principal referral or detention
- Other appropriate consequences

## **Focussed**

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
- Detention/PTT
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Classroom Problem Solving team
- Stakeholder meeting with parents and external agencies

## **Intensive**

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

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

- Temporary removal of student property (e.g., mobile phone, ruler, unapproved toys)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Wandoan State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### Re-entry following suspension

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



As a part of the re-entry process, all students are required to be placed on an Individual Behaviour Support Plan. The purpose of this plan is to ensure that students are best supported to show positive behaviour.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry meetings are short, and kept small with only the Principal or their delegate and/or the Dean of Students attending with the student and their parent/s.

### **Structure**

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- IBSP and support discussion
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

### **Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Wandoan State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Wandoan 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 and vapes)
- 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).
- Chewing gum
- Energy/cafeinated drinks
- Smart devices i.e. watches and phones

\* 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 Wandoan State School:

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

### Parents of students at Wandoan State School

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

## Use of mobile phones and other devices by students

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

In consultation with the broader school community, Wandoan State School has determined that the school will be a device free zone. Students have access to school laptops and iPads for research or curriculum purposes so there is no need to have mobile phones in the school grounds.



## Responsibilities

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

Students should switch off and place the mobile device in a safe box in the administration building upon arrival to school (if device brought from home). The mobile device should remain there during classes, before and after school and during lunch breaks and be collected after school.

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

- use a mobile phone or other devices in an unlawful manner
- use a personal mobile phone while or other electronic devices without permission, on school grounds
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language

- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

Process	Incorrect use	Consequence
1	Phone found, turned on, rings or text message used – 1st offence	<ul style="list-style-type: none"> <li>• Student directed by the teacher to take the phone to the office and shows receipt of property handed in on return to class.</li> <li>• Student collects phone after 3pm from the office.</li> </ul>
2	Phone found, turned on, rings or text message used – 2 <sup>nd</sup> offence	<ul style="list-style-type: none"> <li>• Student directed by the teacher to take the phone to the office and shows receipt of property handed in on return to class.</li> <li>• Student has a meeting with Dean of Students or Principal to discuss use of mobile phones at school and contact is made home to parent.</li> <li>• Student collects phone after 3pm from the office.</li> </ul>
3	Phone found, turned on, rings or text message used – 3 <sup>rd</sup> offence	<ul style="list-style-type: none"> <li>• Student directed by the teacher to take the phone to the office and shows receipt of property handed in on return to class.</li> <li>• Student has a meeting with Dean of Students or Principal to discuss use of mobile phones at school and contact is made home to parent</li> <li>• Parent/carer to collect the mobile phone from the office.</li> <li>• Suspension (1-10 days, 11-20 days).</li> </ul>
4	Harrassing, threatening text messages/inappropriate images/harassing calls	<ul style="list-style-type: none"> <li>• Phone lodged at office and parent/carer contacted (if at school).</li> <li>• Suspension (1-10 days, 11-20 days).</li> </ul>
5	Taking photos or filming without consent or related misuse	<ul style="list-style-type: none"> <li>• Phone lodged at office and parent/carer contacted (if at school).</li> <li>• Suspension (1-10 days, 11-20 days).</li> </ul>
6	Use of another person's phone without consent	<ul style="list-style-type: none"> <li>• Parent/Carer contacted.</li> <li>• Suspension (1-10 days, 11-20 days).</li> </ul>

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.
- Mobile phones and other electronic devices are brought to school entirely at the owner's risk. Wandoan State School P-10 cannot accept any responsibility for theft, loss, damage or health effects resulting from the use of an electronic device. Parents and students are reminded that electronic devices are personal property and are not insured by Wandoan State School P-10 or the Department of Education and Training.

## Preventing and responding to bullying

Wandoan State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Wandoan State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve



student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2020, and at Wandoan State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts. Wandoan State School P-10 participates in *Day for Dolly* and *National Day of Action Against Bullying* annually.

## Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Wandoan 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.



## Wandoan State School - Bullying response flowchart for teachers

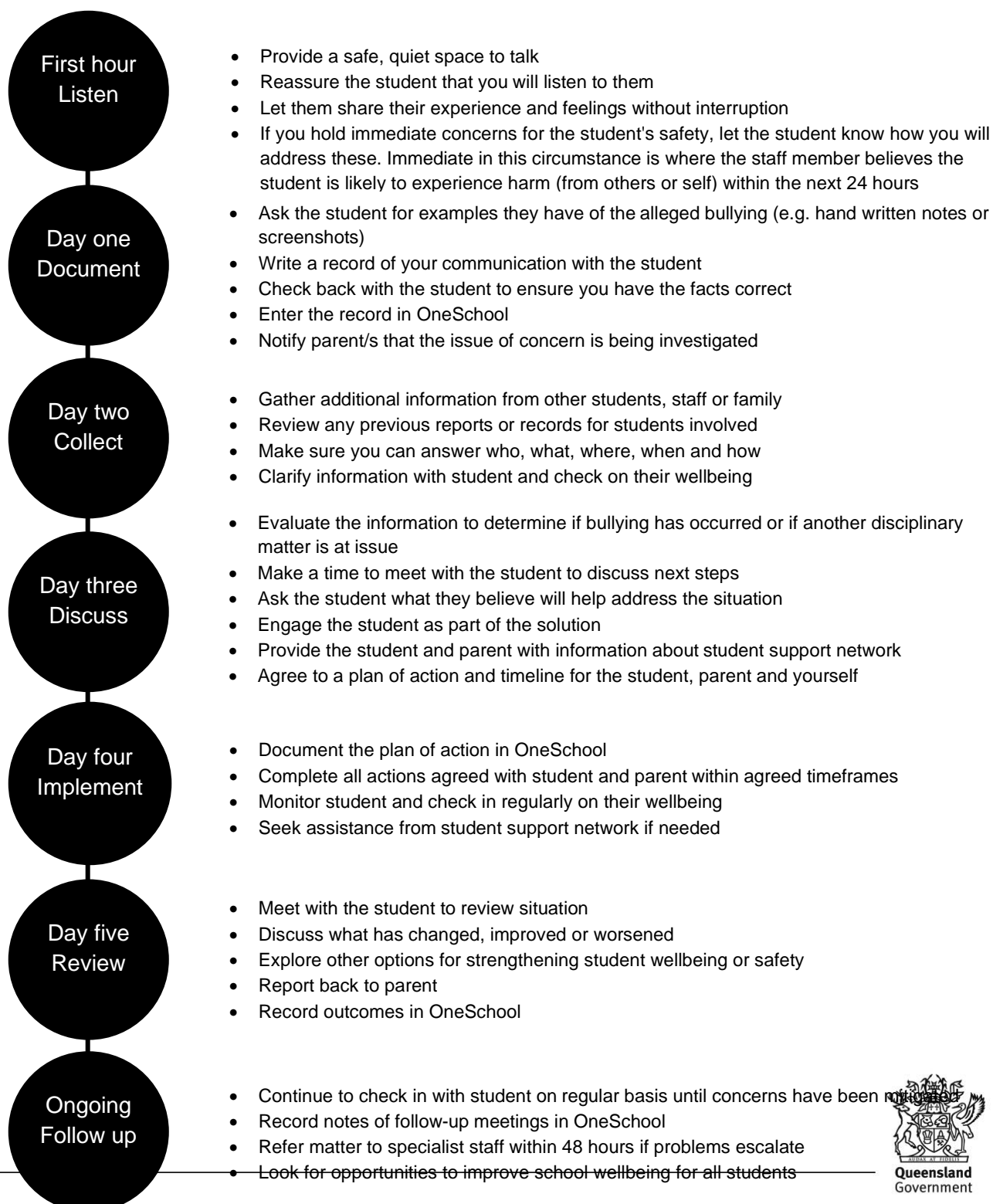
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

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

**Prep to Year 10** – Class teacher

**Dean of Students** – Louise Oakman (07) 46288888

**Principal** – Jack Mathewson (07) 46288888



## Cyberbullying

Cyberbullying is treated at Wandoan 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 the Dean of Students. Dean of Students, can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Wandoan State School may face in-school disciplinary action, such as detention (including after school) PTT 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 Principal, Jack Mathewson.

# Wandoan State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

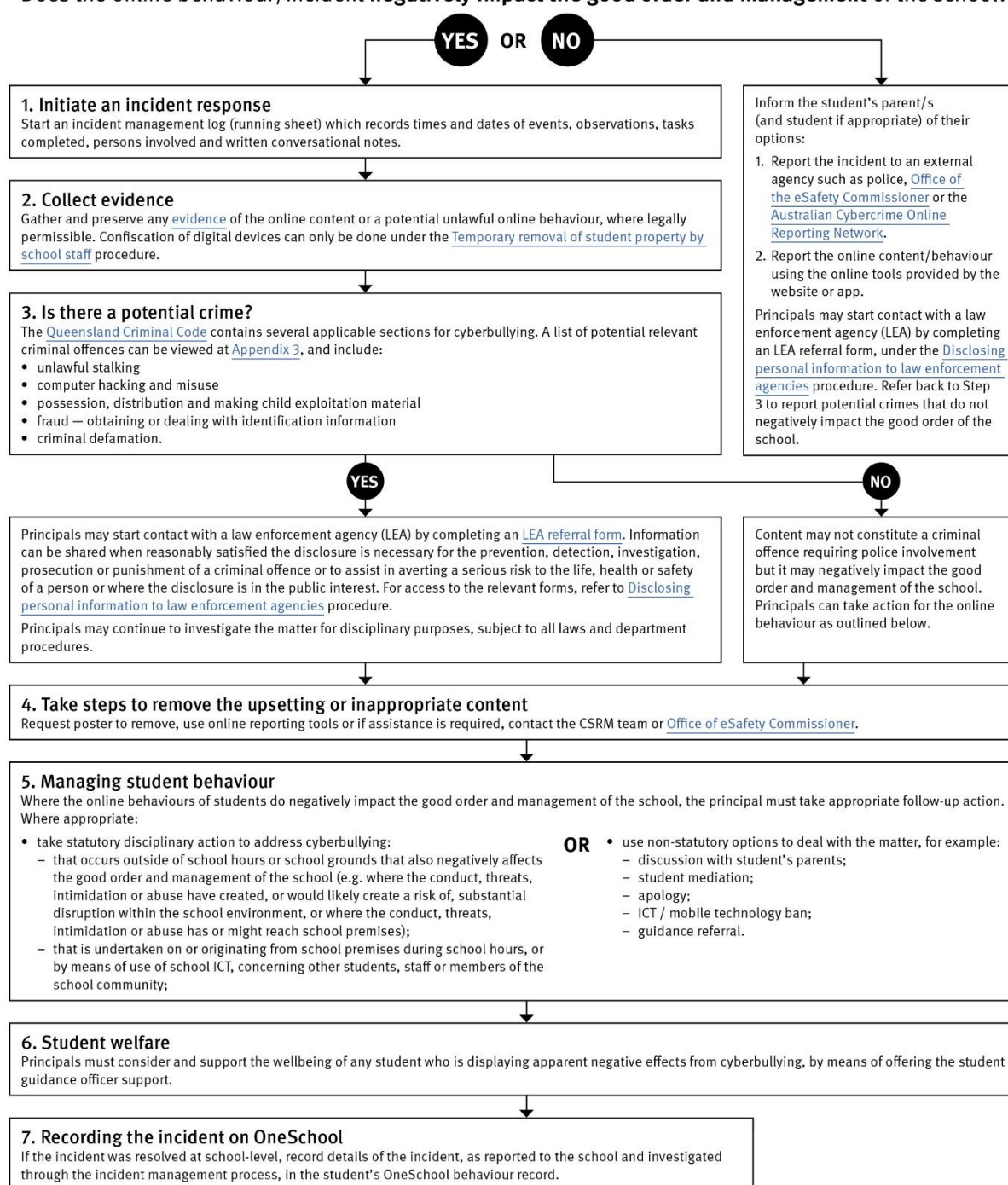
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

## Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Wandoan State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## **Wandoan State School – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Wandoan State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

### **Wandoan State School – Anti Bullying Compact**

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

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

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

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

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

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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



## Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

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

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

## Resources

- [Australian Professional Standards for Teachers](#)
- [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

Wandoan 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](#)

WANDOAN STATE SCHOOL BEHAVIOUR EXPECTATIONS MATRIX				
		Respect	Responsibility	Reaching
All settings		<ul style="list-style-type: none"><li>5 A's - Audience, attend, appreciate, applaud, allow</li><li>Use manners/Ask not tell</li><li>Follow directions</li><li>Accept differences positively</li><li>Care for equipment, grounds and property</li><li>Keep yourself and others safe</li></ul>	<ul style="list-style-type: none"><li>Keep hands, feet and objects to yourself</li><li>Be ready to learn</li><li>Wear full school uniform proudly</li><li>Own your behaviour</li><li>Be hygienic</li></ul>	<ul style="list-style-type: none"><li>Continue to try while recovering from challenges</li><li>Strive to do your best</li><li>Show school spirit</li><li>Make good choices</li><li>Be a positive role model</li></ul>
Classroom		<ul style="list-style-type: none"><li>Sit appropriately</li></ul>	<ul style="list-style-type: none"><li>Stay on and apply yourself to tasks</li><li>Respond appropriately by questioning, helping and answering</li><li>Keep Bookwork tidy</li></ul>	<ul style="list-style-type: none"><li>Ask for help</li><li>Work efficiently</li><li>Provide positive feedback</li><li>Take pride in your work and classroom environment</li></ul>
Playground/ Sport	Eat	<ul style="list-style-type: none"><li>Leave area clean</li></ul>		<ul style="list-style-type: none"><li>Make healthy choices</li></ul>
	Play	<ul style="list-style-type: none"><li>Play fair</li><li>Take turns</li><li>Care for the environment</li><li>Use the High 5 Strategy</li></ul>	<ul style="list-style-type: none"><li>Return borrowed equipment</li><li>Be Sun Safe</li><li>Play in designated areas</li></ul>	<ul style="list-style-type: none"><li>Be a good sportsman</li><li>Encourage and support others</li></ul>
Toilets		<ul style="list-style-type: none"><li>Give others privacy</li><li>Straight there, straight back!</li></ul>	<ul style="list-style-type: none"><li>Use the toilet appropriately [Flush toilet, use water, soap, paper and towel correctly]</li></ul>	<ul style="list-style-type: none"><li>Use toilets during breaks</li></ul>
Transitions <small>(Walkways/Verandahs Locker Area/Port Rack)</small>		<ul style="list-style-type: none"><li>Move safely and quietly</li><li>Move with purpose</li></ul>	<ul style="list-style-type: none"><li>Keep lockers/port racks clean and tidy.</li><li>Lock lockers at the end of the day</li></ul>	
ICT		<ul style="list-style-type: none"><li>Use your own equipment</li><li>Seek permission to take and share visual and audio recordings</li></ul>	<ul style="list-style-type: none"><li>Use devices for academic purposes as directed</li><li>Keep computers charged</li><li>Follow ICT agreement</li><li>Follow cyber safety guideline</li><li>Keep phones at home</li></ul>	
Bus		<ul style="list-style-type: none"><li>Follow school expectations whilst on bus</li><li>Use appropriate language and inside voice</li></ul>	<ul style="list-style-type: none"><li>Keep your belongings stored correctly</li><li>Remain seated, facing forward with seat belts fastened</li></ul>	<ul style="list-style-type: none"><li>Care for younger students</li></ul>
Assembly/ Formal Occasions		<ul style="list-style-type: none"><li>Actively participate/listen</li><li>Acknowledge and appreciate speakers</li></ul>	<ul style="list-style-type: none"><li>Know the school creed and national anthem</li><li>Acknowledge others achievements</li></ul>	<ul style="list-style-type: none"><li>Take pride in your achievements</li><li>Strive to use correct tone, pitch and volume during the school creed and national anthem</li></ul>
Routines		<ul style="list-style-type: none"><li></li></ul>	<div> See routines matrix</div>	<ul style="list-style-type: none"><li></li></ul>

WANDOAN STATE SCHOOL P-10						
MINOR AND MAJOR BEHAVIOUR OVERVIEW						
Behaviour	MINOR			MAJOR		
	Staff managed			Office managed		
	Definition	Examples	Non Examples	Definition	Examples	Non Examples
Verbal misconduct	Student engages in low intensity repeated use of inappropriate language	<ul style="list-style-type: none"><li>Swearing when they make a mistake</li><li>Mumbles obscenity in frustration</li><li>This is “crap”</li><li>Talking back</li><li>Yelling at another student</li><li>Disrespectful tone</li><li>Insolent response to instructions</li><li>Muted or inferred swearing</li><li>Calling out</li><li>Poor attitude - ‘whatever’</li></ul>	<ul style="list-style-type: none"><li>Spontaneous reaction to accidental incident (eg. Oh shit when dropping object).</li><li>When asked by a teacher to repeat words that that were spoken.</li></ul>	Student engages in high intensity repeated use of inappropriate language	<ul style="list-style-type: none"><li>Student repeatedly uses highly offensive language in ear shot of others</li><li>Student directs highly offensive language towards students or members of staff</li></ul>	
Truant/ skip class	Arrives late at school or class without adequate reason	<ul style="list-style-type: none"><li>Arrives repeatedly late for school or class</li></ul>	<ul style="list-style-type: none"><li>Late due to circumstances out of their control</li></ul>	Student in school ground but not in their timetabled class	<ul style="list-style-type: none"><li>Student wandering around school</li><li>Attending a non-timetabled class without permission</li><li>Hiding in toilet</li><li>Hiding in various other locations</li></ul>	<ul style="list-style-type: none"><li>Late due to circumstances out of their control</li><li>Absence due to health/medical reasons or reasons out of the individual’s control</li><li>Student uses ‘cool down’ strategies.</li></ul>
Threats to others	Student threatens to harm others (low likelihood of it being carried out)	<ul style="list-style-type: none"><li>aggressive body language</li><li>verbal taunts</li><li>written taunts</li></ul>	<ul style="list-style-type: none"><li>Making unintentional contact with peers as part of a game – bumping into someone</li></ul>	Student threatens with the intention of causing physical or emotional harm to others in a more aggressive manner	<ul style="list-style-type: none"><li>Encouraging/instigating others to fight</li><li>“I’ll get you after school”</li><li>“You’re dead”</li></ul>	<ul style="list-style-type: none"><li>Play-fighting without intent</li></ul>
Third minor referral				Repeated problem behaviour despite staff support, correction and intervention requiring Minor ODR	<ul style="list-style-type: none"><li>As per all minor behaviours on this list</li><li>3 minor referrals in a short period of time</li></ul>	<ul style="list-style-type: none"><li>Medication has not been administered according to student’s individual medical plan.</li><li>Refusal to follow directions due to skill deficit ei. Inability to complete task/direction. Could be auditory processing disorder</li></ul>
Substance misconduct involving tobacco and other legal substances	Student is consuming or assisting another student to consume inappropriate legal substances.	<ul style="list-style-type: none"><li>Consuming energy drinks</li><li>Consuming soft drinks</li></ul>	<ul style="list-style-type: none"><li>PBL Reward</li></ul>	Student in school uniform is in possession, using or assisting another student to access inappropriate legal substances	<ul style="list-style-type: none"><li>Alcohol</li><li>Tobacco</li><li>Prescription medication</li><li>sniffing aerosols/glues</li></ul>	<ul style="list-style-type: none"><li>Student has permission from health professional.</li></ul>
Substance misconduct involving illicit substance				Student is in possession or supporting another student in accessing illicit substance (illegal drugs)	<ul style="list-style-type: none"><li>using mobile devices to contact others dealing in drugs</li></ul>	
Refusal to participate in program of instruction	Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions	<ul style="list-style-type: none"><li>“I’m not doing this”</li><li>Task avoidance</li><li>Refusing to bring required materials</li><li>Arms folded, head on desk</li><li>Walking away or around classroom</li><li>“You can’t make me”</li></ul>	<ul style="list-style-type: none"><li>Students who have difficulty maintaining focus due to medical or educational needs (auditory processing difficulties)</li><li>Not completing work due to a skill deficit which would impair completion of work</li></ul>	Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks	<ul style="list-style-type: none"><li>Leaving class without permission</li><li>Continuing verbal defiance/ refusal</li><li>Temper tantrums</li><li>Leaving school without permission</li><li>Repeated failure to attend classes or school</li><li>Early departure without permission or signing out</li><li>Repeated absence from school without carer’s permission</li></ul>	<ul style="list-style-type: none"><li>Leaving class for requested time-out due to behaviour contract</li><li>Refusal to follow directions due to skill deficit ei. Inability to complete task/direction. Could be auditory processing disorders</li><li>Admin has been notified but not teacher</li></ul>



Property misconduct	Low intensity misuse of property by using school or other equipment inappropriately.	<ul style="list-style-type: none"> <li>Playing with scissors</li> <li>Kicking over furniture</li> <li>Scribbling or writing in inappropriate areas</li> <li>Hiding others school belongings</li> <li>Not storing items in their place</li> <li>Tearing pages from a book</li> <li>Snapping rulers, pencils, crayons, erasers etc</li> <li>Taking other's things to use – but not stealing (eg opening other's tidy trays)</li> <li>Throwing waste on the floor</li> <li>Carrying laptops inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>Accidentally taking other's property eg confusion over who owns the property</li> <li>Unintentional dislocation of objects – dropping pencils, rubbers on the floor</li> </ul>	Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property	<ul style="list-style-type: none"> <li>Letting tyres down</li> <li>Breaking property</li> <li>Deliberate sabotage of equipment or property</li> <li>Deliberate vandalism/graffiti</li> </ul>	<ul style="list-style-type: none"> <li>Accidentally breaking school equipment</li> </ul>
				Taking someone else's property without permission, being in possession of, having passed on, or being involved in the removal of someone else's/ school property	<ul style="list-style-type: none"> <li>Stealing property that belongs at school, or to the school, or that of others</li> </ul>	<ul style="list-style-type: none"> <li>In possession of others property without intent to keep it</li> </ul>
Possess prohibited items	Student found in possession of prohibited items	<ul style="list-style-type: none"> <li>aerosols / water bombs</li> <li>Chewing gum</li> <li>Rubber bands</li> <li>Steel rulers</li> </ul>	<ul style="list-style-type: none"> <li>When materials are specifically allowed for curriculum purposes</li> </ul>	Student in possession of weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers	<ul style="list-style-type: none"> <li>Weapons</li> <li>Inappropriate published/ downloader pornographic material/ how to construct illegal objects/ materials</li> </ul>	<ul style="list-style-type: none"> <li>Students in possession of prescription medication with school and parent permission.</li> <li>Artefacts brought to school for display purposes with school permission</li> </ul>
Prohibited items	Student <u>uses</u> and shows other students non-dangerous, prohibited items	<ul style="list-style-type: none"> <li>aerosols/ water bombs</li> <li>Chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>Using appropriately as directed by teacher</li> </ul>	Student uses/ shows to others - weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers	<ul style="list-style-type: none"> <li>Weapons</li> <li>Inappropriate published/ downloader pornographic material/ how to construct illegal objects/ materials</li> </ul>	<ul style="list-style-type: none"> <li>Bringing a cultural item (which could be considered a weapon) to school for a curriculum task. These need to be handed to a staff member on arrival and collected at the end of the day</li> </ul>
Physical Misconduct	Non serious, but inappropriate physical contact/touching which does not result in injury	<ul style="list-style-type: none"> <li>Pushing/shoving</li> <li>Inappropriate physical contact</li> <li>Rough play</li> <li>Throwing objects, food</li> <li>Tripping others</li> <li>Spitting on ground</li> <li>Playing tackle football</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Making unintentional contact with peers as part of a game – bumping into someone</li> </ul>	Actions involving serious physical contact where injury may occur. Intent to cause injury, harm to others, or threaten others.	<ul style="list-style-type: none"> <li>Fighting</li> <li>Punching</li> <li>Hitting with an object</li> <li>Kicking/ Scratching</li> <li>Using or intent to use sharp/dangerous object or weapon</li> <li>Slapping/ Choking</li> <li>Tackling/slinging to ground</li> <li>Hair pulling</li> <li>Spitting at or on another</li> <li>Dacking</li> <li>Throwing objects at another</li> </ul>	<ul style="list-style-type: none"> <li>Pushing and shoving</li> <li>Horseplay that does not escalate</li> </ul>
Other conduct prejudicial to the good order and management of school	<p>Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else</p> <p>Student engages in any other minor behaviours which do not fall into the above categories</p>	<ul style="list-style-type: none"> <li>Running on cement or around buildings</li> <li>Running on stairs and verandahs</li> <li>Sliding down stair railings</li> <li>Riding bikes, scooters or skateboards in school grounds</li> <li>Entering out of bounds areas</li> <li>Spitting on ground</li> <li>Rolling your eyes</li> </ul>	<ul style="list-style-type: none"> <li>Making unintentional contact with peers as part of a game – bumping into someone</li> <li>Culturally sensitive behaviours</li> </ul>	<p>Dangerous behaviour on school grounds.</p> <p>Conduct damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform</p>	<ul style="list-style-type: none"> <li>Ongoing breach of minor definition</li> <li>Climbing on top of rooves</li> <li>Smoking outside of school while in school uniform</li> </ul>	<ul style="list-style-type: none"> <li>Engaged in high risk authorised activities under supervision of teacher</li> </ul>
Non-compliant with routine	Brief or low-intensity failure to respond to adult requests	<p>As per school's routines matrix</p> <ul style="list-style-type: none"> <li>Asking for help</li> </ul>	<ul style="list-style-type: none"> <li>Refusal to follow directions due to skill deficit eg.</li> </ul>	<p>Repeated refusal to follow or comply with expected (and taught) routines.</p>	<p>As per school's routines matrix</p> <ul style="list-style-type: none"> <li>Routines</li> </ul>	<ul style="list-style-type: none"> <li>Refusal to follow directions due to a skill deficit ie</li> </ul>



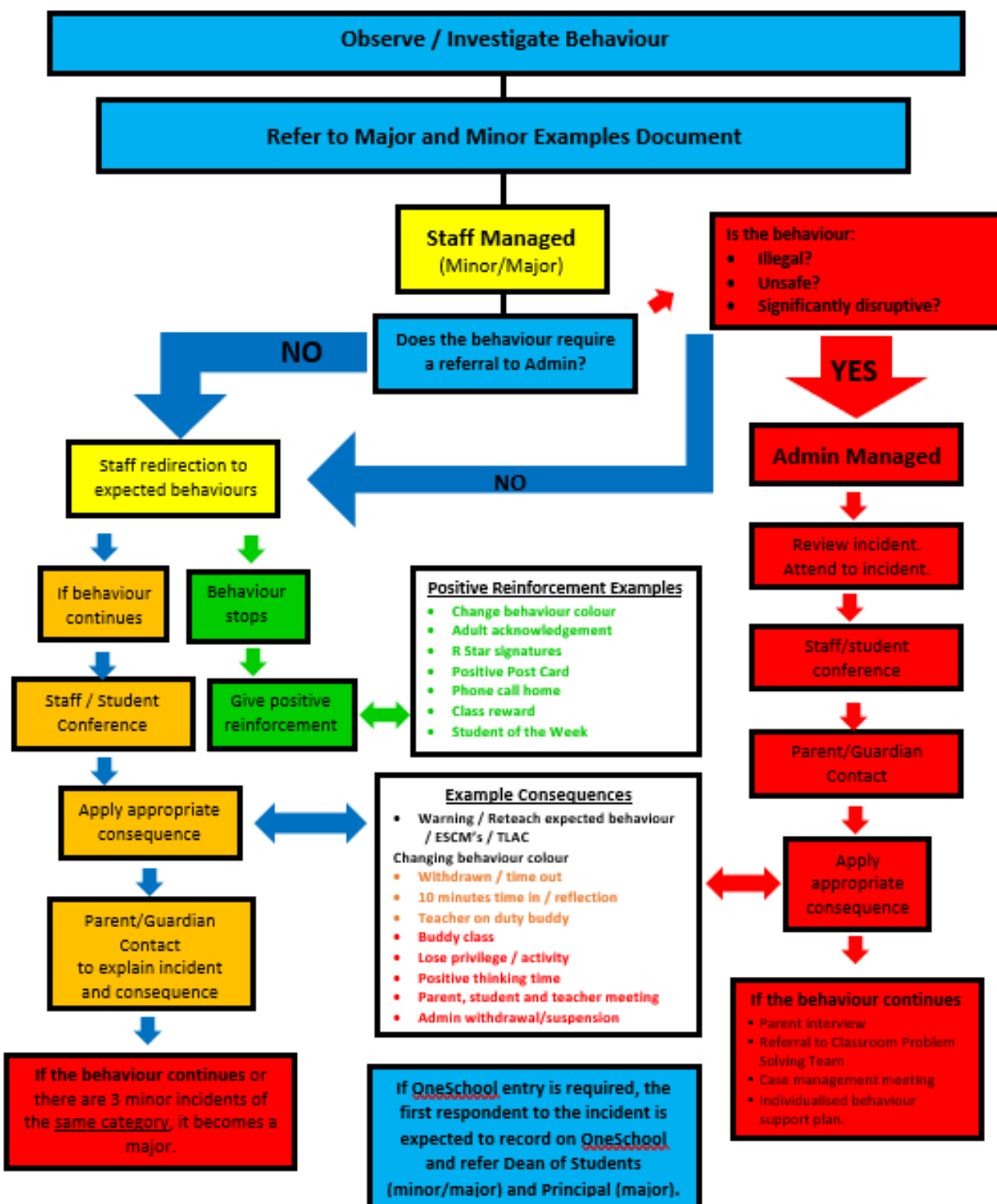
	<b>Not following class or school rules, expectations and routines</b>	<ul style="list-style-type: none"> <li>• Entering the classroom</li> <li>• Lining up</li> <li>• Toilet</li> <li>• Transition</li> </ul>	inability to complete task/direction			inability to complete task/direction <ul style="list-style-type: none"> <li>• Students who have difficulty maintaining focus due to medical or educational needs (auditory processing difficulties)</li> </ul>
<b>Misconduct involving object</b>				<b>Using objects, equipment as weapons with the intention of causing harm to self, others or property</b>	<ul style="list-style-type: none"> <li>• Throwing/using an object to threaten or risk harm to others (stones/ sticks, balls, skipping rope etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing or using objects without intent to harm. Eg. Accidentally swinging a skipping rope and hitting someone.</li> </ul>
<b>Lying/cheating</b>	<b>Engaging in minor, low level, lying/cheating</b>	<ul style="list-style-type: none"> <li>• Starting stories</li> <li>• Consistently cheating to win eg, during a cricket game</li> <li>• denies behaviour violations despite evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Misinterpretation of a message</li> </ul>	<b>Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage.</b>	<ul style="list-style-type: none"> <li>• Plagiarism</li> <li>• Using technology to access information during tests</li> </ul>	<ul style="list-style-type: none"> <li>• During appropriate assessment, that permits student to access information.</li> </ul>
	<b>Student spreads rumours</b>	<ul style="list-style-type: none"> <li>• Spreading stories/ gossip, rumours about others</li> </ul>	<ul style="list-style-type: none"> <li>• Misinterpretation of a message</li> </ul>	<b>Student spreads rumours with intent to hurt</b>	<ul style="list-style-type: none"> <li>• Spreading stories/ gossip, rumours about others with the intent to hurt or harm other's reputation</li> </ul>	
<b>IT misconduct</b>	<b>Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology</b>	<ul style="list-style-type: none"> <li>• Sending inappropriate emails, video material etc.</li> <li>• Use of personal technology in class without permission.</li> <li>• Refusal to turn off devices when requested</li> <li>• Personal actions that may cause damage to device</li> </ul>	<ul style="list-style-type: none"> <li>• Personal ICT devices used when directed on excursion</li> </ul>	<b>Student engages in serious misuse use of personal or school technology (as per IT Policy)</b>	<ul style="list-style-type: none"> <li>• Sending malicious emails, offensive video material etc.</li> <li>• Accessing or displaying pornographic material</li> <li>• Recording students (self or others) engaging in socially unacceptable behaviour</li> <li>• Recording students/adult without consent.</li> <li>• Uploading or sharing recordings</li> <li>• Repeated use of personal technology in class</li> <li>• Personal actions that cause significant damage to device</li> </ul>	<ul style="list-style-type: none"> <li>• Playing games in class when not instructed</li> </ul>
<b>Dress Code</b>	<b>Failure to comply with school dress standards</b>	<ul style="list-style-type: none"> <li>• Denim shorts</li> <li>• Hooded jumpers</li> <li>• Lip/nose studs</li> <li>• Boldly coloured hair</li> <li>• Wearing clothing displaying offensive, obscene language or imagery</li> </ul>	<ul style="list-style-type: none"> <li>• Not wearing school uniform due to circumstances out of their control: ie. not having a school jumper on a cold day; being unclean, parents inability to provide the clothing</li> <li>• Free Dress Reward/Events</li> </ul>	<b>Repeated failure to comply with school dress standards</b>	<ul style="list-style-type: none"> <li>• 3 minors or without explanation from parent/carer</li> </ul>	
<b>Disruptive</b>	<b>Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning</b>	<ul style="list-style-type: none"> <li>• Inappropriate, non-related talking</li> <li>• Talking over teacher/ calling out</li> <li>• Tapping pencils or other objects</li> <li>• Playing with objects/toys</li> <li>• Hiding from teacher</li> <li>• Deliberately making distracting noises</li> <li>• Talking to others to distract from learning</li> <li>• Wandering around room</li> </ul>	<ul style="list-style-type: none"> <li>• Unintentional dislocation of objects – dropping pencils, rubbers on the floor</li> </ul>	<b>Repeated behaviour that deliberately disrupts teaching and learning 3 times within a 2 week period.</b>	<ul style="list-style-type: none"> <li>• Sustained loud talking</li> <li>• Constant noises with materials</li> <li>• Out-of-seat behaviour that continually/ deliberately disturbs others</li> </ul>	<ul style="list-style-type: none"> <li>• Making loud noises which are disability related</li> <li>• Calling out answers through enthusiasm</li> </ul>
<b>Defiant/threat/s to adults</b>				<b>Repeated refusal to follow adult directions Student threatens an adult when given a direction</b>	<ul style="list-style-type: none"> <li>• Yelling at an adult and refusing to follow instructions</li> <li>• Abusive/threatening language or gestures towards adult</li> <li>• Walking away while being spoken to by an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Saying "This is stupid" not directed at others.</li> </ul>

Bullying / Harassment	Student engages in low level, <u>repeated</u> behaviour intended to annoy, bother or belittling others.	<ul style="list-style-type: none"> <li>Excluding others</li> <li>“Go away we don’t like you”</li> <li>Insults</li> <li>Blaming others without evidence</li> </ul>	<ul style="list-style-type: none"> <li>Acceptable humour without malice</li> </ul>	<p><b><u>Repeated</u> swearing or curse words directed toward others in a demeaning, provoking or aggressive manner.</b></p> <p><b><u>Repeated</u> Disrespectful messages, verbal attacks, including negative comments based on race, religion, gender, age, national origin, on ethnic origin, disabilities or other personal matters in person or online.</b></p>	<ul style="list-style-type: none"> <li>Swearing, use of abusive language at target person/s</li> <li>Name calling</li> <li>Deliberate use of offensive language / gestures.</li> <li>Discriminatory or racist remarks</li> <li>Cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>Recalling an event/incident to staff</li> </ul>
				<p><b><u>Student engages in repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters in person or online.</u></b></p>	<ul style="list-style-type: none"> <li>Sexual comments intended to intimidate,</li> <li>Verbals and physical threats to harm another person</li> <li>Inappropriate touching of others</li> <li>Encouraging/ instigating others to fight</li> <li>Forcing another student to hand over tuckshop money</li> <li>Cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>Light hearted threats during horse play ie “I’m going to smash you” while playing handball.</li> </ul>



# WANDOAN STATE SCHOOL P-10

## Behaviour Management Flow Chart





## 2023 Student Referral Form

Student's Name		M / F	
Referring Staff member		DOB	
Referral Date		Class	

List student's strengths & interests	List top 3 concerns for student behaviour
1.	1.
2.	2.
3.	3.

What is the reason for the referral (can choose more than one)?		
Academic	Social/Emotional	Behaviour

Student Profile	Date	Comments (must provide information)			
Student has an ICP YES/NO					
Relevant medical diagnosis and medication					
Student receives additional support YES/NO					
The student is <b>frequently late</b> OR unsuccessful transitions YES/NO		<input type="checkbox"/> Morning <input type="checkbox"/> 1 <sup>st</sup> Break <input type="checkbox"/> 2 <sup>nd</sup> Break <input type="checkbox"/> Other by ____ minutes			
Major / Minor Data		Major		Minor	
Attendance data (previous 12 months)	% Term __ 20__	% Term __ 20__	% Term __ 20__	% Term __ 20__	
Curriculum differentiation provided YES/NO/Not Applicable	See below for further				

Behaviour			
How have you taught the expected behaviours?	What strategies work best?	What consequences have you implemented?	What conditions seem to escalate behaviours?
<input type="checkbox"/> Explicit lesson <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Reminder /pre-correct <input type="checkbox"/> Clarify rule/routine <input type="checkbox"/> Feedback provided about behaviour <input type="checkbox"/> Other: _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Loss of privileges <input type="checkbox"/> Time – out/move <input type="checkbox"/> Buddy class <input type="checkbox"/> Individual Conference	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
What do you think the function of the behaviour is? (Choose A or B, not both)	What examples can be observed in this function?		
<b>Avoid/escape</b>  <input type="checkbox"/> Peer attention <input type="checkbox"/> Adult attention <input type="checkbox"/> Object	<input type="checkbox"/> e.g. walks around room when it is time to write		
<b>Gain/obtain</b>  <input type="checkbox"/> Peer attention <input type="checkbox"/> Adult attention <input type="checkbox"/> Object	<input type="checkbox"/> e.g. taps pen, stops when I am close		
Curriculum Differentiation			
Describe the strategies you currently employ to support the student and/or educational adjustments you have made to the class program to cater for the student's needs.			
<i>Review differentiation planning to assist</i>			

Social Emotional/ Concern	
What is your area of concern?	Details of Concern
<input type="checkbox"/> Peer relationships <input type="checkbox"/> Home life	

<input type="checkbox"/> Self-harm <input type="checkbox"/> Sexualised behaviours <input type="checkbox"/> Other: _____	
<input type="checkbox"/> Peer relationships <input type="checkbox"/> Home life <input type="checkbox"/> Self-harm <input type="checkbox"/> Sexualised behaviours Other: _____	

Parent Contact	
Date	Details of contact

Support	
Date	List all other teachers/teacher aides/AVTs that the student has contact with

## Appendix E: Excursion and Extra- Curricular Attendance Policy

This policy outlines specific guidelines for students' eligibility to attend excursions and extra-curricular (including sporting, cultural and academic) activities organised by the school.

Eligibility to Participate:

- Student resource scheme fees must have been paid in full or have a documented approved payment plan in place with the Principal.
- Students must have an attendance percentage of greater than 85%
- Students must have less than 6 minors or 2 majors, and or equivalent, behaviour incidents in the current term.
- Students must consistently comply with school expectations as outlined in the WSS behaviour expectations matrix.
- Students must consistently comply with uniform requirements/dress expectations including following our sun safe policy.

Final approval to participate in any excursion and or extra-curricular activities will be determined by the Principal.



# WANDOAN STATE SCHOOL P-10

## Sun Safety Policy and Procedures

### RATIONALE/PURPOSE

The purpose of this document is to detail the policies and procedures that the staff, students and community believe in relation to sun safety at Wandoan State School P - 10. At Wandoan State School we believe that all members of our school community (students, staff, parents, visitors) have the right to feel safe and valued. A component of this is to be provided with information, structures and planning revolving around Sun Safety. As "students spend approximately 40 weeks of the year at school and are often exposed to the sun for lengthy periods at times when the UV radiation is at its strongest" (Queensland Cancer Fund, p.2), we have a responsibility to develop and maintain appropriate Sun Safety Strategies so as all members of the school community will gain greater knowledge and awareness of the need to be "Sun Safe".

### AIMS

Through the development and implementation of a shared Sun Safety Policy in a Supportive School Environment, we aim to create a positive and proactive attitude to Sun Safety amongst all members of the school community. Ultimately, Sun Safety is a personal choice, we aim to develop life-long strategies and beliefs which will reduce the risks of skin cancer for the total school community. This policy and plan aims to:

- provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection;
- provide environments that support SunSmart practices;
- create an awareness of the need to reschedule work and outdoor activities to support SunSmart practices where possible.

### SCHOOL/COMMUNITY BELIEFS

It is a shared belief that all staff, students and community members adhere to the procedures for sun safety while on the school grounds or at school events.

Wandoan SS expectations that all persons foster 'safety' as one of the school's values and expectations. Sun safety is important for our school because our students are here during peak times for ultraviolet radiation (UVR), which is 10 am to 3 pm. Cancer Council Queensland says childhood sun exposure contributes significantly to a person's risk of developing skin cancer in their lifetime, so our school encourages sun safe behaviours.

Wearing wide brim hats, sun protective clothing, sunscreen and keeping in the shade as much as possible are good habits to get into and we encourage parents and staff to set a good example for our students. Our school has a sun safety policy and students are encouraged to wear a hat, protective clothing and apply sunscreen when they are outside of the classroom. They are also required to wear swim shirts during all water-based activities.

As we move into summer, it's important to remember that peak times for exposure to the harmful effects of ultraviolet radiation are 10am – 2pm. It is vital that parents encourage their children to be sun safe every day.

### GUIDELINES

Our school recognises that winter sun also contributes to skin damage. The implementation of this policy will therefore be implemented throughout the year. The purpose of this SunSmart policy is to ensure that all children attending Wandoan State School are protected from the harmful effects of the sun throughout the year.



## Key Elements

**Personal and Group  
Sun Safety**

**Society and Culture**

**Physical  
Environment**

## Effective Sun Safety Practices

- Promote a range of sun protection strategies
- Develop positive attitudes towards protecting skin
- Challenge cultural complacency to sun exposure
- Where possible reschedule outdoor activities
- Encourage self-examination for skin cancer
- Raise awareness of school's sun safety policy with students, parents and staff
- Compulsory wearing of school bucket hats by all students, and wide brimmed hats for staff for any outdoor activities when exposed to the sun.
- Uniform incorporates Sun Safety design features.
- Reduce exposure to the sun between 10:00a.m. and 2:00 p.m. where ever practical.
- Compulsory wearing of collared shirts.
- Utilise a range of educational programs to reinforce and educate students about Sun Safety. E.g. Health and Phys. Ed., Queensland Cancer Council presentation, Sun Smart kits
- Provide and utilise SPF 30+ broad spectrum sunscreen for use by the students, staff and volunteers.
- Encourage students to play in shade areas whenever possible.
- Continue to review play areas for the future.
- Reinforce the need for all school community members to be appropriate role models.
- Remind students to drink plenty of water as they can dehydrate quickly during hot weather.

Practices that we **avoid** at Wandoan State School include:

- Rely on sunscreen as the sole sun protection strategy
- Encourage the use of solariums or fake tanning products for 'safe ' tanning
- Run screening or early-detection promotional programs for skin cancer
- Employ teaching practices that contradict sun safety messages

# ANTI-SMOKING/VAPING POLICY for STUDENTS



## BACKGROUND

The Department of Education and the Arts in accordance with *The Queensland Government Smoking Policy*, and the legislative *Tobacco and Other Smoking Products Acts 1998*, has a total ban on smoking on all departmental premises.

This ban applies to all persons entering Department of Education and the Arts premises including all employees of the Queensland Government, school students, family members, visitors, contractors and employees of any other organisations.

## RATIONALE:

At Wandoan State School P-10, we recognise the importance of providing employees, students and visitors a smoke-free and healthier physical environment. We strive to ensure that our policies and procedures are reflective of a safe and supportive school environment.

The development and implementation of our "Anti-Smoking Policy for Students" aims at assisting students to overcome or prevent drug dependency and potential life threatening diseases.

## OPERATING PRINCIPLES

- Any student involved in a "smoking incident" at school or during an organised school activity, will face possible consequences as outlined below.
- A "smoking incident" can constitute:
  - i) Student caught in the possession of cigarettes or act of smoking or lighting of a cigarette
  - ii) Student caught in the presence (sight and smell) of cigarette smoke
  - iii) Group of students caught in the presence of cigarette smoke.

## ACTION PLAN - Consequences

### First Offence

- Student will be spoken to by a member of administration and Parent/Guardian will be notified via a written letter outlining the breach of school policy.
- Student will be allowed one written warning/semester before counting as a second Offence.

### Second Offence

- Suspension (minimum - 3 days). Parent/Guardian notified.
- Parent/Guardian will be required to attend a return to school interview.

### Third/Continual Offence

- Suspension (5 – 20 days). Parent/Guardian notified.
- On return to school, student will be required to attend and complete a school based intervention program E.g. QUIT
- Possible referral to Police

## HLS-PR-001: Creating Smoke-Free Environments - Queensland Government Smoking Policy

[http://www.opsme.qld.gov.au/directives/smoking\\_policy.htm](http://www.opsme.qld.gov.au/directives/smoking_policy.htm)

### - Tobacco and Other Smoking Products Act 1998

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/T/TobacoPrPrSuA98.pdf>

### - HLS-PR-007: Occupational Health and Safety strategic/eppr/health/hlspr007/- Workplace Health and Safety Act 1995 Section 28

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/W/WorkplHSaA95.pdf>

## Appendix H: School Uniform Policy (As Endorsed By P&C)

### Wandoan State School P-10 Dress Code

The Wandoan State School Parent's & Citizen's Association has endorsed the following dress code for 2016 and beyond. Students who attend this school will wear the prescribed uniform for the following reasons:

- school identity
- personal safety
- pride
- sense of belonging
- public image
- minimize visible evidence of economic, class or social difference
- eliminate the distraction of competition in dress and fashion and workplace health and safety requirements

#### General Uniform (Day/Sports Wear)

##### Girls

- Maroon shorts, skirt, skort or culotte
- School Polo shirt (Primary/Secondary)
- Low cut, lace up or Velcro joggers – predominantly white/grey/black in colour
- White short socks
- Hats – WSS hat

##### Boys

- Maroon or grey shorts
- School Polo shirt (Primary/Secondary)
- Low cut, lace up or Velcro joggers – predominantly white/grey/black in colour
- White short socks
- Hats – WSS hat

#### Formal Uniform – Years 7 - 10 - to be worn on assembly days and official school events

##### Girls

- Maroon skirt, skort or culotte of a respectable length.
- WSS blouse with maroon tie.
- Black dress shoes with short white socks or stocking socks OR general uniform joggers.

##### Boys

- Grey shorts
- WSS formal buttoned shirt
- Black dress shoes with short white socks OR general uniform joggers.



Primary Day Uniform



Secondary Day Uniform



Girl's Formal Uniform



Boy's Formal Uniform



School Hat

#### Winter Uniform

- Maroon track suits may be added to the regular uniforms.
- Long grey dress pants are acceptable.
- Undershirts like any under garment, should not be visible.
- Stockings (maroon, grey or flesh colours) may be worn.

#### Sports House Competition

Plain coloured polo shirts may replace the school polo shirt on authorised days and be worn with maroon shorts.

- Cherwondah – Yellow
- Juandah – Red
- Cooringa – Green

#### Purchase of Uniforms

- Maroon shorts, all polo shirts, and formal secondary uniforms are available from the school. A price list can be collected from Administration.
- Uniforms are ordered in September through a form inserted in the school newsletter. If a uniform is required outside of this ordering period, please contact the P & C Uniform Coordinator.

#### Please note:

- If students are unable to wear the correct uniform on any given day they are expected to wear sensible sun-smart clothing to school.
- A note from home must also be provided with an explanation of why the student is out of uniform.
- Formal wear should be worn each Monday and for School Photographs, Presentation Night, etc.
- All students are to wear the school hat with a brim. NO HAT – NO PLAY; caps are not acceptable.
- Hats are not to be worn in the classroom or between classes and are to be left in school bags or lockers during class time.
- Sporting representatives should wear maroon (skirts/shorts) with the appropriate school polo shirt. These will be supplied by the team coach/manager

- Miles and District, South West uniforms are approved for sporting days/occasions only, not for general daily use.
- Team uniforms/merchandise for teams outside Wandoan State School should not be worn.
- Year Ten Jerseys are approved as part of the day uniform for general school days only and must not be worn at formal occasions.
- No make-up is to be worn. This includes nail polish.
- Items such as beanies, gloves and scarves are not a part of the uniform.
- Hair ties, ribbons and clips may be worn in school colours (maroon, grey, white).
- Hair colourings in natural tones (brown, black, blonde or red) are permitted so long as the nature of the colouring is discreet. (No large patches of colour or stripes are acceptable.)
- Hair styles must be of a conservative nature and neatly presented. It is recommended that long hair is tied back as part of normal procedure and must be in particular subjects. Hair must be clear of face.
- Students are required to be clean shaven if they have facial hair.
- Wrist watches, medic-alert bracelets or medic-alert necklaces are acceptable where the need arises and the class/form teacher is consulted.
- Small gold or silver ear piercing sleepers or studs are allowed. A maximum of two pairs of lobe earrings are acceptable. Spacers are unacceptable.
- Any piercing other than lobe piercing must be completely covered while at school, at the family's cost.
- Others forms of jewellery including rings and spacers are not acceptable. Religious jewellery may be worn only after negotiation between Principal and parent/caregiver. The wearing of jewellery presents a safety concern for students undertaking activities in many subjects.
- Sunglasses may only be worn if they are plain in colour and are approved by the Cancer Council of Australia.
- **Shoes/joggers should be predominantly white/grey/black in colour.** No bright colours acceptable.
- Tennis shoes are unacceptable. The following pictures provide guidelines for appropriate general and formal shoe

### Formal Shoes



### General Uniform/Sport Shoes







# Parent and Community Code of Conduct

## Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents<sup>1</sup> and other members of our diverse community into schools across Queensland.

Working together with their school community<sup>2</sup>, school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
<b>Communication</b> 	<ul style="list-style-type: none"> <li>• be polite to others</li> <li>• act as positive role models</li> <li>• recognise and respect personal differences</li> <li>• use the school's communication process to address concerns</li> </ul>	<ul style="list-style-type: none"> <li>• using polite spoken and written language</li> <li>• speaking and behaving respectfully at all times</li> <li>• being compassionate when interacting with others</li> <li>• informing staff if the behaviour of others is negatively impacting them or their family</li> <li>• respecting staff time by accepting they will respond to appropriate communication when they are able</li> <li>• requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited</li> </ul>
<b>Collaboration</b> 	<ul style="list-style-type: none"> <li>• (parents) ensure their child attends school ready to learn</li> <li>• support the Student Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• taking responsibility for their child arriving and departing school safely on time every day</li> <li>• reading and encouraging their child to understand and follow the Student Code of Conduct</li> </ul>
<b>School Culture</b> 	<ul style="list-style-type: none"> <li>• recognise every student is important to us</li> <li>• contribute to a positive school culture</li> <li>• work together with staff to resolve issues or concerns</li> <li>• respect people's privacy.</li> </ul>	<ul style="list-style-type: none"> <li>• valuing each child's education</li> <li>• acknowledging staff are responsible for supporting the whole school community</li> <li>• speaking positively about the school and its staff</li> <li>• not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media</li> <li>• understanding, at times, compromises may be necessary</li> <li>• considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.</li> </ul>

<sup>1</sup>The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

<sup>2</sup>The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.