Warwick East State School

Student
Code of Conduct
2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Education Queensland is committed to provisions that ensure all young Queenslanders have access to and receive a quality education in a safe and supportive learning environment.

Our aim is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. As we focus on differentiating for all of our diverse learners, we realise that all children will move towards this goal at their own pace and that some may also have individual needs along the way.

The use of a proactive, explicit teaching approach builds relationships, increases individual skill sets and encourages self-monitoring.

At Warwick East State School, we strive to support students to achieve their best in our academic, social, cultural and sporting programs, guiding them to fulfilling experiences, while preparing them for the future.

Our Purpose Statement

At Warwick East State School we believe that children **'learn to live and live to learn'** through being at school every day, always **trying their best** to be **safe,** **respectful** and **responsible learners.**

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Endorsement

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Principal Signature:	*signature*
Date:	3-12-2020

P&C President Chair Name:	Susan Kynaston
P&C President Chair Signature:	*signature*
Date:	3-12-2020

Consultation

Warwick East State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students is core to our decision making. Our behaviour policies and procedures are reviewed annually through survey distribution to staff, students and community and with PBL Leadership Team meetings held twice a term. Warwick East State School has been a Positive Behaviour for Learning (PBL) school since 2014. We continue to review and refine the processes developed to implement PBL with integrity.

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Introduction

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

Warwick East State School has four core expectations for all members of its diverse community, to be Safe, Respectful and Responsible Learners.

Safe
trying to avoid actions and pro-actively prevent situations that might result in someone being harmed or something being damaged.

Respectful
treating everyone and everything in a kind, caring, considerate way.

Responsible
choosing to do the right thing for the good of the community.

Learners
actively participating in experiences to acquire new skills, information and ideas for continual improvement.

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 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.

Warwick East 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 on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

This document provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Warwick East State School has been implementing a **Positive Behaviour for Learning** (PBL) approach with integrity since 2014.

Warwick East State School has four school behavioural expectations - *The 4 Be's*:

- ☺ **Be Safe**,
- ☺ **Be Respectful**,
- ☺ **Be a Learner** and
- ☺ **Be Responsible**

The PBL processes and 4 Be expectations develop a whole school culture that:

- creates a safe, supportive and productive school environment that enhances learning opportunities for all students and staff;
- assists students in their development of positive self-worth, self-control and interconnectedness with their community; and
- assists students and the community in choosing productive respectful interactions and responses when more challenging situations arise.

At Warwick East State School, our Student Code of Conduct is guided by our beliefs about behaviour and learning:

- education is a life-long process;
- everyone learns at different rates;
- students, parents and teachers are part of a team;
- children have the capacity for both appropriate and inappropriate behaviour, and they function best when clear guidelines are established;
- learning experiences and behaviour discussions/reflections will be most effective when they increase a student's social skill set;
- the ratio of four positive comments to each one constructive comment allows students to learn in a supportive atmosphere;
- analysing data allows us to make an informed decision about our resources, policies and relationships;
- through guidance, explicit teaching and multiple opportunities, students can learn to self-manage their behaviour; and
- consistent whole school behaviour systems aim to establish, manage and enhance the education of students as well as to maintain positive relationships with others.

These beliefs operate effectively in a supportive school environment where:

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- all members feel safe, respected, able to learn and take responsibility for their own actions;
- quality curriculum programs, interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- non-discriminatory, non-violent and equitable actions are practised and reinforced;
- school policy reflects both proactive steps to encourage self-worth and self-discipline; and consistent planned procedures to deal with a variety of situations that may arise; and
- through a graduation of procedures, all avenues of management are employed prior to the use of suspension and exclusion.

This school aims to provide an environment that maximises the educational opportunities and outcomes for all students by endeavouring to ensure that learning and teaching:
- is inclusive and responds to the needs of all;
- fosters full participation;
- achieves effective outcomes;
- provides equal opportunity for all;
- occurs within a framework of accountability;
- promotes socially acceptable behaviour as the norm of all school members; and
- continually improves through reflection and review of practices and procedures.

Student Wellbeing and Support Network

In line with the DDSW Regional focus on supporting our students' mental health and wellbeing and after analysing our school data, the Warwick East State School's PBL review process identified a need to support students to develop the skills to self-regulate so that everyone can follow the 4 Be's consistently. The decision to include the **'Zones of Regulation'** program as part of the PBL lessons was initiated in 2019. This program involves the explicit teaching of emotional regulation through Years 1 to 6.

The Preps learn to identify a variety of emotions using the **'Transporters'** program in their second Semester of school, to prepare them for Zones of Regulation in Year 1.

Zones of Regulation teaches:

- There are 4 zones to identify how we are feeling emotionally and physically (Appendix 3);
- A common language to talk about how we are feeling and how that affects our choices;
- There is no wrong/bad zone, but there are zones that are better for different situations;
- We can self-regulate by using "Tools" to help ourselves get into the most appropriate zone for the situation;
- Which tools (physical/sensory, thinking, social) work for us in different situations.

Our **Student Learning and Wellbeing Framework** (2018) includes the proactive approaches in place at Warwick East State School to support the mental health and wellbeing of both students and staff. As part of this framework, we also have an **NSSI and Suicide Intervention Procedure** which clearly identifies the actions for staff to take if a student discloses thoughts of suicidal ideation.

In line with the PBL process and the DDSW Region's framework for catering to our diverse learners, Warwick East State School has a 3 tiered approach to behaviour, with a proactive and positive focus.

It is underpinned by the philosophy that all behaviour is purposeful and misbehaviour is the best attempt by the individual to meet a need. Therefore, to elicit a change in behaviour one must learn a more appropriate behaviour to meet the need.

The 3 tiers address the increasing need for support and explicit teaching to enable each student to meet the school's expectations:

Tier 1 Universal Behaviour Support
- Whole school processes and procedures to ensure every student has Explicit teaching of how to enact the **4 Be's in every setting in** the school.

Tier 2 Targetted Behaviour Support
- It is expected that between 8 and 15% of the student population will require additional support and teaching in the form of focussed small group interventions.

Tier 3 Intensive Behaviour Support
- On average, between 3 and 5% of students will require intensive individual support to manage their behaviour. Students with this level of need receive a team approach involving family / carers and often include outside agency support.

Universal Behaviour Support (Tier 1 PBL)

Our school community has identified the following school expectations to promote our high expectations of behaviour related to our 4 Be's – Be Safe, Be Respectful, Be a Learner and Be Responsible. The first step in facilitating expectations of positive behaviour is communicating and explicitly teaching these expectations to all students.

How we teach the 4 Be's:
- Weekly lessons where focused specific behaviours are explicitly taught via the Expectation Matrix (See Appendix 1);

- Every child has an interactive PBL workbook to keep a record of the lessons completed and any sheets or work completed in PBL lessons;

- There is immediate and intermittent reinforcement of specific behaviours through the school's reward system (Terrific Tickets);

- Analysis of school data (week 4 and 9 of each term) by the PBL Team identify areas of need, to reteach the specific behaviours required (week 5 and 10 of each term);
- Positive contact between parents, school staff and behaviour management personnel; and
- Awareness raising days/weeks where there are focused lessons, resources and special activities to provide additional skills and knowledge around pro-social behaviours E.g. Bullying No Way, Day for Daniel, Disability Action Week and NAIDOC week.

How we promote the 4 Be's:
- The 4 Be's behaviour expectations will be promoted within the whole school community e.g. weekly parade, noted in the fortnightly school newsletter and discussed at P&C and staff meetings.
- Extensive visual signage including posters in all teaching and non-teaching spaces, Behaviour Walls in each teaching space, and 4 Be pencil statues in the central garden further promote the four expectations.

Reinforcement of Expected Behaviours

It is recognised that students are more likely to use pro-social behaviours when they know exactly what behaviours are expected and are acknowledged/reinforced when they use the expected behaviours. The following Free and Frequent, Short Term and Long Term reward/acknowledgement strategies are used for acknowledging acceptable behaviour:

Free and Frequent (anytime in the day)	▪ Terrific Tickets ▪ Class Rewards	To be given out to individual students, predominantly for the focus of the week from the school expectation matrix, but not exclusively for only these behaviours (i.e. all behaviours on the matrix can be rewarded.)
Short Term (at the end of the week or month)	▪ Terrific Ticket Draw	To randomly reward one student at the end of the week through a class draw of Terrific Tickets.
	▪ Accumulated Terrific Ticket Rewards for achieving the following milestones each term: 20, 40, 60 80 and 100 Terrific Tickets.	To acknowledge accumulated positive behaviour of Terrific Tickets, throughout each term. For each accumulated Terrific Ticket milestone from 40 Terrific Tickets and up, there is a choice of rewards. The reward choices are written in student diaries and displayed on Behaviour Walls.
Long Term (at the end of the term or year)	▪ End of Term reward	To reward students who have demonstrated the 4 Be's at a high level throughout the term. Every student with fewer than 3 Majors (including Lunchtime Reflections) and no suspensions for the term are eligible to attend the End of Term Reward activities. The Schedule of End of Term Rewards is displayed on Behaviour Walls.

Other acknowledgements include:

- Each week, class teachers nominate a <u>Student of the Week</u>. On parade each Monday these students are presented with a 'Student of the Week' Arm Band and a certificate, outlining the reason for their nomination. Student of the Week photos are included in the fortnightly school newsletter.
- Positions of responsibility are awarded annually – School Captains, House Captains and Student Council Members.
- Optional short-term whole class rewards may be awarded when all students in a class are exhibiting the specific behaviours chosen from the Expectation Matrix.
- Year 3 to 6 students can participate in 'Playground Leaders' training and then facilitate games with students in lower grades to model and support students in enacting the 4 Be's in the playground.

Consideration of Individual Circumstances

Students at Warwick East State School are treated as individuals and their unique circumstances are always taken into consideration. Students are able to access special programs and/or support to help them become successful members of the school community. Considerations include, but are not exclusive to-

- Age
- Disability
- Emotional State
- Socioeconomic situation
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Intent of the action
- Honesty and perceived level of genuine remorse

To ensure alignment with the Student Code of Conduct and to demonstrate respect for everyone when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Differentiated and Explicit Teaching

As part of the universal strategies in our PBL approach, Warwick East State School delivers weekly lessons in every classroom, explicitly teaching the school's behaviour expectations as well as the social and emotional regulation skills to develop as civic-minded, caring, respectful and responsible individuals who contribute to a safe, supportive learning environment.

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We recognise that all of our students have different learning needs in both academic and social/emotional curriculums. Therefore, we recognise the need to implement a variety of differentiation strategies to support our students in learning to follow the school's behaviour expectations.

Warwick East State School also recognises that we need to support students at all stages of their behavioural learning journey.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
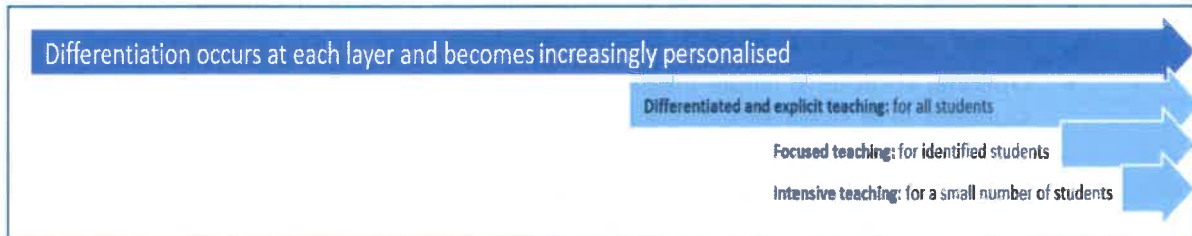
Focused Teaching

Targeted Behaviour Support (PBL Tier 2)

Warwick East has a school system for identifying and supporting students who require additional teaching and support to demonstrate the 4 Be Expectations and manage their emotional regulation consistently. Staff are encouraged to complete student referrals and attend our fortnightly **Individual Behaviour Support Meetings** where a team approach is used to develop appropriate interventions for specific students as required.

If there is a single predominant behaviour, a *Competing Pathways* framework to planning the interventions may be used.

Tier 2 interventions such as small group programs, supported play and access to programs run by outside agencies; provide focussed teaching to groups of students with similar needs.

Through the analysis of behaviour data, students are identified as requiring further attention with the 4 Be expectations. The PBL Team, Individual Behaviour Support Team (IBST) and other key stakeholders pinpoint who may benefit from targeted support in a small group setting. Students in these programs attend their normal classes, but spend their lunch break (or other scheduled time) with a teacher in a structured social group where they receive targeted skill development.

Further strategies used for targeted behaviour support include:

Curriculum Adjustment	Staff members determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:
	• Adjusted or differentiated curriculum
	• Working with a peer or older student
	• Working with a teacher aide or special education teacher
	• Development of an individual curriculum plan
Verbal	Verbal reinforcement, used every day in both the classroom and

	playground, includes:
	• Specific reinforcement e.g. Thank you for sitting down.
	• Targeted direction giving.
Non-Verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes:
	• Body language – smile, thumbs up
	• Behaviour charts
	• Visual prompts
	• Privately understood signals
	• Proximity to the child in terms of desk placement or where staff members are standing
	• Awards.
Further Support	Students may require further support for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
	• **Supported Play** - a small number of students identified from behaviour data, attend Supported Play in the HUB for a negotiated period of time, to access higher ratios of staff support to model and reinforce social skills before they re-enter back into the playground.
	• **Play Skills** – a staff member is on duty at each break to run structured games where students can be monitored and social skills can be taught, practised and reinforced in a supervised supported setting.
	• Teacher aide support
	• Work with another member of school staff
	• **Targeted programs** on self-regulation, social problem solving, classroom skills are run as whole class or in small groups with students identified at IBS Meetings.
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.
	Students requiring Tier 2 Interventions may have a more formal and regular form of communication between home and school using Communication Books, emails, Behaviour Monitoring cards or other systems negotiated between school and families.
Added responsibilities - meaningful roles	A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:
	• Peer tutoring
	• Working with a younger or older classmate
	• Classroom jobs
	• School jobs.
	• Playground Leaders

Intensive Behaviour Support (Tier 3)

Warwick East State School is committed to the education of all students, including those that need the highest behavioural support. We realize that students with highly challenging and complex behaviours need scaffolded and thorough systems of support. The Intensive Behaviour Support Team meets fortnightly with referring teachers to develop **Tier 3 interventions** for individual students requiring intensive support:

- Individual student plans specifying the Tier 3 interventions are documented as Individual Behaviour Support Plans (IBSP), developed with relevant stakeholders. IBSPs are recorded under Support Provisions on One School;
- For individuals with more complex circumstances, Functional Behaviour Assessments (FBA) may be conducted and Multi-element Plans (MEP) developed with all relevant stakeholders, including outside agencies. These students have the interventions recorded on One School under the Complex Case Management tab.
- These plans also consider the curriculum, pedagogy and environmental adjustments as required for the student;
- Interventions are monitored to evaluate the effectiveness of support for individual students through continuous data collection; and
- Children involved in Tier 3 interventions have regular case review meetings with parents/carers and other stakeholders, to assess goal progress, review and refine plans.

Developing an Individualised Behaviour Support Plan (IBSP)

Following a referral (using the **SNAC/IBSM Referral Form**) to the **Intensive Behaviour Support Team** from the classroom teacher, parents/caregivers and any relevant stakeholders form a support team and begin the assessment, for example the completion of a Functional Behavioural Analysis (FBA) and support process including the development of an IBSP. Other relevant stakeholders may include:

- Guidance Officer;
- Behaviour Support Teacher;
- Child Safety Officer;
- AVT/Therapists

IBSPs are reviewed on pre-determined dates as negotiated during case review meetings.

The case manager, for each student who is placed on an IBSP, is the class teacher, with the exception of some students who spend all or the majority of the day in the HUB (SEP Classroom) or students with highly complex needs (a member of the school Leadership Team will be allocated as the

case manager for these students). However, a support team approach is adopted with team members working collaboratively.

Strategies adopted in the IBSP may include:

- Referral to school Chaplain;
- Referral to Guidance Officer for assessment and preliminary behavioural support;
- Referral to Behaviour Coach for consultation or support;
- Small group focused or individual intensive teaching of replacement skills to achieve goals outlined in plans;
- Significant adjustments to the environment and / or curriculum.

An IBSP should include:

- Specific Behaviour Goals;
- How the replacement behaviours, outlined in the goals, will be taught;
- A reinforcement plan for when the student is using the desired behaviours;
- A consequence set to outline the specific consequences of using the undesirable behaviours, which moves from least intrusive to most intrusive in a clear and planned sequence; and
- A review date.

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

At Warwick East State School, all students are acknowledged and rewarded for following the school expectations. Breaches of the 4 Be expectations are considered to be either 'minor' or 'major' in nature. Minor breaches are handled by staff members at the time and major breaches are referred directly to the Principal/administration team.

Minor behaviours are those that:
- Do not or may not cause serious harm to others;
- Do not violate the rights of others;
- Are not part of a pattern of behaviours; and
- Do not require the intervention of specialist staff or the Principal.

Major behaviours are those that:
- Cause serious or chronic disruptions;
- Threaten the safety of students or others; or
- Are potentially illegal in nature.

The types of Minor or Major Problem Behaviours that may be encountered are listed on the WESS Minor and Major Misbehaviours Placemat (Appendix 2).

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.

If a student has been explicitly taught the expected behaviour, but is instead using an inappropriate behaviour that is considered a **Minor** problem behaviour, then it is managed at a classroom teacher / duty staff level.

Class teacher/duty staff provides in-class or in-school disciplinary responses to low-level or minor problem behaviour.

This may include differentiation strategies such as:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")

- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

The minor misbehaviour and consequence issued by the supervising staff member is recorded on an **Orange Card**. Orange cards are kept by the classroom teacher.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with 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, approximately 3-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with the IBST, 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.

When students fail to adhere to the 4 Be expectations, posing situations that are minor in nature, the following strategies are used to assist students to positively realign their behaviour:

- **Reteach, Monitor (Practise) and Acknowledge** - discussion and reminder of the specific 4 Be expectations that are not being followed;
- **Minor Behaviour Tracking** – the staff member dealing with the incident will give students who have been reminded about their behaviour, but continue to use inappropriate behaviours, an immediate consequence. An **Orange Card** will be completed by the staff member circling the consequence given.
- **Lunchtime Reflection** – If a child has *3 Orange Cards within 5 consecutive school days*, they will be given a Lunchtime Reflection (with one of the Leadership team) to reflect on their behaviour and to discuss/record their plan of action for future similar situations.

The classroom teacher records the Lunchtime Reflection on OneSchool:

- as a Single Behaviour Incident,
- as a MINOR incident,
- checking the most common Initial Behaviour of the 3 Orange Cards,
- outlining the 3 incidents briefly in the description,
- checking the consequence given as "Lunchtime Reflection".

A photocopy of the completed Lunchtime Reflection sheet is sent home on completion to parents/caregivers for signing. The original completed Lunchtime Reflection sheet remains in the Lunchtime Reflection folder (kept in the office).

- **Office Referral** – For **all Major offences**, staff complete an **Office Referral** (Pink Form). The Principal/administration team investigate the issue and decide on a suitable consequence.

  If a student receives *3 Lunchtime Reflections in a term*, these are attached to an Office Referral form and sent to the Principal to discuss their behaviour. This is now considered to be persistent low level behaviour and is recorded on One School as a Major.

  Students receiving 3 Major Office Referrals in a term are NOT eligible to participate in the Whole School End of Term Reward activity.

  Students receiving Major Office Referrals that result in a suspension are NOT eligible to participate in the Whole School End of Term Reward activity.

- **Referral to IBS Meeting** – Students who are identified through school data as being involved in multiple Minor behaviour incidents (3 Lunchtime Reflections) or a Major behaviour incident may be referred to the Individual Behaviour Support Team to identify interventions and create a collaborative planned approach to addressing the student's behavioural support needs.

Staff discretion is used with all strategies depending on the individual circumstances, age and ability of the student. Implementing consequences will be consistent, based on the school Minor and Major Incidents Policy, but the particular consequence chosen for addressing a behaviour may vary according to the situation and needs of each offending student (and pre-existing plans).

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Disciplinary Absences – Suspension and Exclusion:

If after all avenues have been worked through and the student continues to engage in major breaches of the schools expectations, suspension and exclusion may be considered.

Suspension

Suspension is a serious disciplinary consequence applied to address inappropriate behaviour.

The principal can suspend a student from their school on the following ground/s:

1. disobedience
2. misbehaviour
3. conduct that adversely affects, or is likely to adversely affect, other students
4. conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
5. the student is charged with a serious offence (as defined in the *Commission for Children Young People and Child Guardian Act 2000*)
6. the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

The principal must consider the appropriate disciplinary strategy in line with the school's Student Code of Conduct for Students. The principal must also consider the individual circumstances such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

The principal notifies the student, and his/her parent of the suspension verbally and in writing. The school is required to enable the student to continue his/her education during the suspension.

In some cases an "Internal Suspension" may be given, where the student works away from other students on set tasks during the day and has separate morning tea and lunch breaks.

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After a suspension

Before a student returns to normal school activities, after a suspension there will be a re-entry conference with all parties (including Parent/ Caregiver, Principal, Child, Behaviour Support Teacher, Class Teacher and any other relevant key stakeholders) to set out expectations, support structures and further consequences for repeated offences as recommended by Education Queensland procedures. An Individual Behaviour Support Plan will be developed (or an existing IBSP will be reviewed and adjustments made to address the circumstances leading to the suspension) with parents, teacher, student and principal as an outcome of the re-entry meeting.

Exclusion
A principal of a state school can exclude a student from their school on the following grounds:
- persistent disobedience or misbehaviour
- conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that:

  ➢ adversely affects, or is likely to adversely affect other students enrolled at the school

  ➢ adversely affects, or is likely to adversely affect the good order and management of the school

- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school.

The principal must be satisfied that suspension of the student from the school would be inadequate to deal with the student's behaviour, unless the student poses an unacceptable risk to the safety or wellbeing of other students or staff or the student has been convicted of an offence.

Circumventing Suspension/Exclusion
Every effort will be made by the staff at Warwick East State School to work with the student and other relevant stakeholders (through the processes outlined previously) to circumvent the need to suspend or exclude students.

Warwick East 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

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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 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 Warwick East State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** 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 Warwick East State School:
- do not require the student's consent to search school property such as desks or computers 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 bags). 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 Warwick East 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 Warwick East 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 school staff that the property is available for collection.

Students of Warwick East 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 Warwick East 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, Warwick East State School has determined that explicit teaching of responsible use of digital devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is further noted that some students are required to bring personal digital devices, in particular mobile phones, from home so they can be contacted by / contact caregivers after school hours.

Responsibilities

The responsibility for students bringing **personal digital devices** to school is:
- Device is to be turned off and handed in to the office on arrival in the morning and collected from the office upon leaving.

The responsibilities for students using **school provided digital devices** at school or during school activities, are outlined below.

It is **acceptable** for students at Warwick East State School to:
- use mobile phones or other devices for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to school work
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and return devices when directed by staff
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Warwick East State School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures

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- 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 digital device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 Warwick East 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.

Preventing and responding to bullying

Warwick East 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.

Warwick East State School has a **Student Council**, with diverse representatives from each class in years 3 to 6, 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 Council meeting 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.

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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 decision-making and planning of activities which support student well-being at Warwick East State School is an avenue for students to develop an ethos of shared leadership, team-work and mutual respect.

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); and
- 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 Warwick East 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 Warwick East State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers

Please Note: These 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 6 – Class teacher
Leadership Team – Principal, Deputy Principal, HOSES

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

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

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

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

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

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

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

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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.

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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 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.

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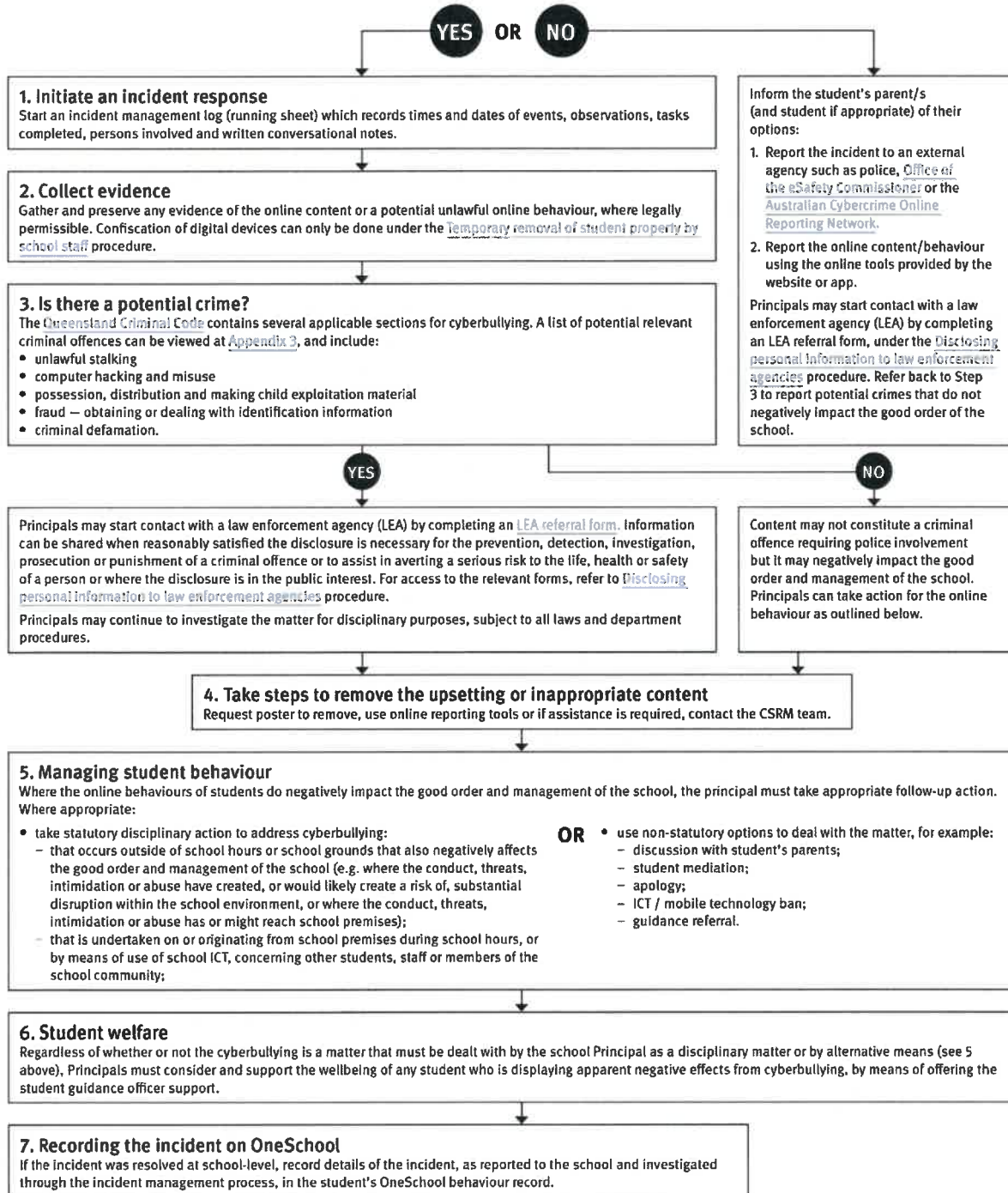
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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

YES OR NO

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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School staff at Warwick East 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.

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NOTE: Link to WESS Expectation Matrix: *I do what I am told by staff straight away and always follow emergency procedures.* (Be Safe, Whole School)

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.

The **Crisis Plan** is invoked when there is high level, challenging, potentially dangerous behaviour exhibited by any student:

1. The FIRST RESPONDER (designated Leadership Team member), or next available person on the **Emergency Contacts List** *(located and updated weekly in the staff WEM)*, is contacted on the internal phone system or the red EMERGENCY card is sent to the office/principal/closest staff member for immediate support.

IF INDIVIDUAL IS ACTING DANGEROUSLY IN A CLASSROOM:

1. The whole class exits the room through the door that offers the greatest level of safety if this is appropriate. They assemble quietly with a neighbouring teacher's supervision in a predetermined area.

2. The classroom teacher is to remain in the room with the student (or outside the classroom maintaining sight of student if unsafe for teacher to remain in the room), maintaining a safe distance until assistance arrives.

3. Clear away any possible weapons or potentially dangerous items, if safe to do so.

IF INDIVIDUAL IS ACTING DANGEROUSLY IN AN OUTSIDE AREA:

1. Contact Office to commence LOCKDOWN PROCEDURE (reversing truck siren).

2. Ensure all students and staff are inside closest room – close all windows and lock doors.

3. Keep students quiet and away from doors and windows until the ALL CLEAR signal is given.

4. Allow the student time to settle down before attempting to communicate about the incident.

5. Seek medical assistance if required.

6. The student will be taken to the office (or other suitable quiet space) for debriefing. The class needs to debrief as well. Teachers will discuss with their class what happened before they go for the next break and how they need to react when the student comes back. Teachers will debrief with the principal (or other Leadership Team member).

The debriefing process may include – help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decisive moments during the sequence of events, evaluate decisions made, and identify acceptable options for future situations.

1. If the student is sent home, the parents/caregivers are to collect him/her from the office area (or other suitable space).

2. A re-entry meeting with the student, parents/caregivers, teacher and Principal will be organized before the student re-enters the classroom. The meeting focus is to reconnect the student with school staff and remind the student of the 4 Be expectations.

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

- Complex case management
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Restrictive practices
- Student protection
- Supporting students' mental health and wellbeing

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

- 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

The Principal is the only school officer with the authority to enforce a Disciplinary Absence. If the Principal is not on site and is not contactable, the delegated Acting Principal may make the decision to enforce a Disciplinary Absence. The Principal then completes the formal process on their return.

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Resources

This section provides links to government resources and supports that may assist staff, students and parents in the area of student behaviour or wellbeing.

- 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

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Warwick East 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

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Request for internal review form within 28 days of receiving the complaint outcome.

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

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

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

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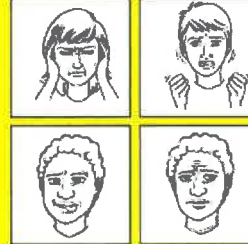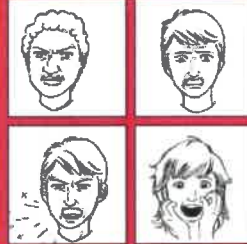
	Whole School	Classroom & other learning areas	Entering & Leaving School	Eating Areas	Play Areas	Lining Up & moving around school	Toilets & Change Room	Excursion & Off Campus
BE SAFE — Being safe is when you try to avoid doing things that might result in you or someone else getting hurt.	• I do what I am told by staff straight away and always follow emergency procedures. • I keep my hands, feet and objects to myself unless it is necessary. • I stay inside the school grounds and out of out-of-bounds areas like gardens. • I use all equipment the way it is meant to be used. • If I see anything unsafe, I tell an adult immediately.	• I am only in a classroom with adult permission. • I ask permission to leave the room. • I keep my bag in the racks. • I keep my private information to myself.	• I enter and leave the school through the footpath gates. • I walk my bike/ scooter through Canning Street entrance to the bike racks. • I use the crossing and obey the crossing guards. • I arrive at school after 8.15am. • I go to the office if I arrive late or leave early.	• I sit while eating. • I eat my own food and use my own drink bottle. • I never share food unless it has been organised by an adult.	• I wear shoes and a sun safe hat. • I stay in my play areas. • I play safely, looking after myself and others. • I use play equipment safely. • I use the stairs and ramps carefully.	• I sit still and sensibly when waiting in line/s. • I walk sensibly on the paths. • I keep to the left when passing someone. • I wash my hands carefully.	• I walk in the toilet and change room. • I am the only one in the toilet cubicle. • I use the toilet properly. • I wash my hands properly. • I leave the toilet area clean and tidy.	• I follow adult instructions (teachers, teacher aides, parents, the visited venues). • I stay with the group. • I stay alert. • I sit properly on the bus and wear a seat belt (if provided). • I follow the road rules and walk sensibly around traffic areas.
BE RESPECTFUL — Being Respectful is treating yourself, others and the environment kindly in the way you speak, act and the choices you make.	• I wear my school uniform and come to school tidy and groomed. • I respect others' personal space. • I use respectful and polite language, tone and volume. • I share and take turns.	• I use an appropriate voice. • I raise my hand to speak and wait. • I ask permission to use others' equipment. • I follow parade procedures.	• I keep noise to a minimum. • I walk through the good one at a time. • I greet people politely in the morning and afternoon.	• I use table manners when eating. • I use a quiet voice during eating time. • I wait my turn at the tuckshop.	• I model good sportsmanship whether I win or lose. • I invite others to join in. • I wait patiently in line for my turn. • I share equipment. • I encourage others.	• I go to the end of the line when lining up. • I wait and walk quietly in lines.	• I shut the door when I use the toilet. • I respect others' privacy. • I knock to check if the toilet is occupied. • I am quiet in the toilets. • I leave the toilet area clean and tidy.	• I show pride in myself and my school. • I care for others in my group. • I listen to guest speakers. • I use a quiet noise level on the bus.
BE A LEARNER — Being a Learner is doing everything you can to get new skills, information and ideas and keep trying to improve on what you already know and can do.	• I attend school every day. • I am prepared to learn. • I have a go at all learning tasks. • I celebrate mistakes and learn from them.	• I listen actively. • I attempt all tasks. • I stay on task. • I ask for help. • I try to complete work on time.	• I learn and follow road rules for my body. • I learn and follow bus rules and learn and follow bike safety.	• I learn what foods are good for my body and brain. • I eat healthy food first.	• I follow the rules of the game. • I learn how to use borrowed equipment.	• I learn how and where to line up for different activities/teachers.	• I try to go to the toilet during breaks. • I use the toilets as quickly as possible and return to class straight away.	• I take every opportunity to learn new things. • I complete set learning experiences.
BE RESPONSIBLE — Being Responsible is trying to do the right thing and be the best person you can be.	• I think about what is the right thing before I decide what to do. • I care for my own and other's belongings and school property. • I only bring items that are acceptable by the school. • I am honest and tell the truth. • I am in the right place at the right time.	• I keep my work area and the classroom tidy. • I have my equipment ready to use. • I give notes to my parents.	• I walk into the school grounds. • I sit under B Block before school (8:00 – 8:30). • I keep my bag where it belongs before school. • I obey school rules while waiting for the bus. • I leave the school promptly at the end of the day.	• I stay seated. • I tidy up after myself. • I put my lunch box in a suitable place.	• I play fairly. • I solve disagreements fairly. • I care for and return borrowed sports / play equipment. • I leave toys/ games at home.	• I leave the playground quickly when I hear the bell. • I visit the toilet and have a drink before lining up with my class. • When moving as a class, I stay in my line and keep up with my class group.	• I walk directly to the toilet and back. • I use water responsibly. • I look after my belongings in the change room.	• I am organised and arrive on time to leave. • I bring everything I need. • I care for others in my group. • I listen to guest speakers. • I look after my belongings and take everything with me when I leave.

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Minor and Major Behaviours

Minor

- Bullying/Verbal Harassment: Insults, teasing, not treating others fairly.
- Defiance towards adult instructions — answering back, disrespect towards adults instructions, refusal to follow adult directions.
- Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning - Inappropriate, non-related talking, talking over teacher calling out, moving around the room.
- Failure to comply with school dress standards.
- Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology.
- Arrives late at school or class without adequate reason.
- Engaging in minor, low level, lying/cheating - sharing untrue/hurtful stories, confidently cheating in games.
- Low intensity misuse of object without causing damage/harm (or low level accidental harm). Throwing sticks and rocks.
- Brief or low-intensity failure to respond to adult requests—Not following adult instructions, class rules, climbing on structures not designated for play.
- Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else—running on cement, sliding down stair railings, riding bikes in the school grounds.
- Non serious, but inappropriate physical contact/touching not resulting in injury—rough play, tripping others, inappropriate physical conduct, tackling to the ground.
- Student found in possession of prohibited items - water bombs, liquid paper.
- Student uses and shows other students non-dangerous, prohibited items - spray paint, aerosols, chewing gum and liquid paper.
- Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm—playing with scissors, kicking over furniture, tearing pages from a book, taking others things to use but not stealing.
- Student chooses not to engage in program of study, fails to respond to set tasks or instructions—task avoidance, walking around classroom, "You can't make me", refusal to participate, misbehaviour in Religion or Special lessons.
- Student threatens to harm others (low likelihood of carrying it through) - aggressive language, verbal or written taunts.
- Student in school ground but not in their timetabled class.
- Student engages in low intensity repeated use of inappropriate language—swearing when they make a mistake, mumbles obscenity in frustration, disrespectful tone.
- Student engages in any other minor behaviour which does not fall into above categories.

3 minor behaviours (Orange ticket with consequence administered) in 1 week (5 consecutive school days) = Lunch Time Reflection—Green Form (Record as a MINOR on OneSchool)

Major

- Bullying/Verbal Harassment: Persistent teasing, sexual comments, intended to intimidate, verbal or physical threats to harm, inappropriate touching, encouraging, instigating a fight.
- Defiance towards adult instructions - repeated refusal to follow adult directions.
- Yelling aggressively at adult, abusive threatening language, frequent answering back.
- Low-intensity sustained inappropriate behaviour that disrupts or disturbs teaching and learning—sustained loud talking, out of seat behaviour that deliberately disturbs others, leaving the classroom without consent.
- Wearing of clothing that does not comply—wearing offensive clothing with obscene language or extremely inappropriate.
- Student engages in serious misuse of personal or school technology— for example, cyber bullying, sending malicious emails, accessing inappropriate material.
- Arrives late at school or class repeatedly without adequate reason.
- Engaging in major lying/cheating –Spreading gossip and rumours with the intent to cause harm. Using technology to access information during tests.
- Using objects/equipment as weapons with the intent of causing harm to self or others/property.
- Repeated refusal to follow or comply with expected (and taught) routines— temper tantrums, verbal defiance, repeatedly not following rules or adult directions, rude gestures with finger.
- Actions involving serious physical contact where injury may occur. Intent to cause injury/harm to others, or threaten to—Fighting, hitting with an object, use or intent to use sharp object as weapon, spitting, throwing objects at others.
- Student in possession of weapons, in appropriate published materials—Weapons, matches, pocket knives, aerosols.
- Student uses/shows others—weapons, inappropriate published materials—Weapons, matches, pocket knives, cigarettes, inappropriate published material, downloaded pornographic material.
- Student wilfully damages or misuses property resulting in substantial destruction of property—Deliberate vandalism, wilful destruction of property, stealing valuables or property of the school.
- Student repeatedly and defiantly refuses to comply with teacher requests—leaving class without permission, continued verbal defiance, disruption of others learning.
- Student is in possession or supporting another student in accessing illicit substance/illegal drugs/alcohol.
- Student is using, in possession or assisting another student to access inappropriate legal substances— alcohol cigarettes, prescription medicine.
- Student threatens with the intention of causing physical or emotional harm to others—encouraging a fight, yelling out 'You're dead'.
- Unexplained absence (with or without parent/guardian consent).
- Leaving the school grounds during school hours without permission.
- Swearing or cursing towards others in demeaning, provoking, aggressive manner.

Major Behaviours incur an immediate Office Discipline Referral (ODR) - Pink Form

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The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Zones of Regulation Skill Development Sequence:

1. Understanding the 4 zones.

2. Recognising what zone you are in.

3. Recognising what zone others are in.

4. Recognising which zones are best for different situations.

5. Understanding that if we are in an unexpected zone for the situation it is going to affect others. (Perspective Taking)

6. Understanding that we can change what zone we are in.

7. Learning about tools that can help us to regulate so we can move into an expected zone.

8. Identifying which tools help you to change your zone and using them appropriately.

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