Waterford State School

Responsible Behaviour Plan 2018

(Version: Jan. 2018)
WATERFORD STATE SCHOOL
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Waterford State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Self-discipline is a learned process and is achieved through implementing appropriate strategies. Parents have a joint responsibility to encourage students to be accountable for their behaviour and that, in turn, will contribute positively to the wider school community.

2. Consultation and data review

Waterford State School developed this plan in collaboration with our school community. Through the establishment of a Positive Behaviour for Learning (PBL) approach to the teaching and management of student behaviour, a review of school data including attendance, school disciplinary absences, behaviour incidents and School Opinion Survey data informed the development process.

The Plan was endorsed by the Principal, the President of the school P&C and Assistant Regional Director and will be reviewed as required in legislation.

3. Learning and behaviour statement

At Waterford State School, we believe that everyone has rights and responsibilities. Students and staff have the right to learn, play and work in a safe, supportive environment. All areas of Waterford 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 Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Waterford State School to create and maintain a positive and productive learning and teaching environment, where school community members have clear and consistent expectations and understandings of their role and responsibilities in the educational process.

We are committed to implementing a Positive Behaviour for Learning (PBL) approach to the teaching and management of student behaviour (refer Appendix 1). A PBL approach means that we use data to track progress and identify areas for intervention, use schoolwide expectations and rules in specific settings to explicitly teach appropriate behaviour, use positive incentive programs to encourage appropriate behaviour and use effective consequences to discourage inappropriate behaviour.
Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Responsible
- Be Respectful
- Be a Learner

These expectations are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Our school community believes that:

- learning is lifelong and students need to be prepared for an ever-changing world;
- different learning styles and abilities should be catered for through quality curriculum planning and delivery which is engaging, relevant, challenging and differentiated;
- expected behaviours that build positive relationships need to be explicitly taught, modelled, acknowledged and rewarded across all settings;
- the diversity of the school community should be acknowledged and valued, encouraging involvement of all members;
- there is a shared understanding amongst all community members of their rights and responsibilities and their role in the development of a positive community spirit;
- effective communication enables a shared understanding and stronger reinforcement of behaviour expectations.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Waterford State School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports.

Universal Behaviour Support (Tier 1)

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

- provision of a balanced, relevant and engaging curriculum delivered through quality teaching and learning practices;
- ongoing implementation of a PBL approach with regular use of data to guide decision making processes;
- a set of high expectations for the behaviour of students;
- visual copies of the school expectations displayed around the school;
- schoolwide expectations are explicitly taught as part of a schoolwide teaching program;
- Awesome@Waterford Acknowledgement System- a whole school positive reinforcement and incentive program reviewed regularly to maintain student motivation (Appendix 2);
- development of specific policies to address:
  - The Use of Personal Technology Devices at School; (Appendix 3)
  - Procedures for Preventing and Responding to Incidents of Bullying including the High 5 Strategy (Appendix 4);
- school pride is promoted through the wearing of a school uniform as outlined in the School Dress Code (Appendix 5);
- a set of consistent, logical consequences for inappropriate student behaviour;
ongoing development of productive partnerships and communication processes between school and home so that parents and caregivers are actively involved and regularly informed about both appropriate and inappropriate behaviour;

comprehensive induction programs in the Waterford State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;

staff provided with appropriate professional development and training to enhance knowledge and skills and enable consistent responses to student behaviour.
The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. It provides teachers with explicit expectations that form the basis of social skills lessons that occur regularly in the classroom.

**At Waterford We…..**

<table>
<thead>
<tr>
<th></th>
<th><strong>STUDENTS</strong></th>
<th><strong>STAFF</strong></th>
<th><strong>PARENTS</strong></th>
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<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>• use manners and show courtesy to all</td>
<td>• establish productive partnerships within &amp; beyond the classroom</td>
<td>• encourage students to solve conflicts in positive ways</td>
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<td></td>
<td>• wear the school uniform with pride</td>
<td>• establish calm &amp; productive classrooms</td>
<td>• work in partnership with school staff</td>
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<td></td>
<td>• follow instructions the first time</td>
<td>• keep parents informed of student progress</td>
<td>• treat all staff with respect</td>
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<td></td>
<td>• use toilets appropriately &amp; hygienically</td>
<td>• work together to ensure every day, in every classroom, every student is succeeding</td>
<td>• maintain an interest in student learning</td>
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<td></td>
<td>• care for the school environment</td>
<td></td>
<td></td>
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<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>• are prepared &amp; punctual for learning</td>
<td>• deliver effective instruction for all students</td>
<td>• report concerns/issues to appropriate staff</td>
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<tr>
<td></td>
<td>• keep our work space tidy and organised</td>
<td>• provide feedback to students &amp; parents</td>
<td>• sign in &amp; out at the office when required</td>
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<td></td>
<td>• are in the right place at the right time</td>
<td>• work collaboratively with all stakeholders</td>
<td>• advise school of student absences</td>
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<td></td>
<td>• report problems immediately</td>
<td>• follow schoolwide routines &amp; processes</td>
<td>• inform of any changes in circumstances</td>
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<td></td>
<td>• solve differences in a calm manner</td>
<td>• cater for individual needs</td>
<td>• provide accurate &amp; relevant information</td>
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<td></td>
<td>• follow the ICT agreement</td>
<td>• explicitly teach school expectations</td>
<td>• collect/wait in the correct area after school</td>
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<tr>
<td><strong>BE SAFE</strong></td>
<td>• move sensibly &amp; safely through the school</td>
<td>• are punctual for class &amp; duties</td>
<td>• follow procedures at pick up zones</td>
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<td></td>
<td>• keep hands, feet &amp; objects to self</td>
<td>• ensure classrooms are safe environments</td>
<td>• follow emergency response procedures</td>
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<td></td>
<td>• are sun safe</td>
<td>• regularly update students on emergency response procedures</td>
<td>• move safely in &amp; around the school</td>
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<td></td>
<td>• wait in the correct area before/after school</td>
<td>• actively supervise students at all times</td>
<td>• support school policies and processes to ensure the safety of all school members</td>
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<td>• play appropriate games fairly</td>
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<tr>
<td><strong>BE A LEARNER</strong></td>
<td>• give ‘Our Best Always’</td>
<td>• set high standards for learning</td>
<td>• respect the learning environment</td>
</tr>
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<td></td>
<td>• actively participate in learning</td>
<td>• contribute to collaborative team meetings</td>
<td>• encourage &amp; support homework tasks</td>
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<tr>
<td></td>
<td>• work co-operatively &amp; collaboratively</td>
<td>• keep abreast of current policies and procedures</td>
<td>• participate in school events</td>
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<td></td>
<td>• ask for help when needed</td>
<td>• complete all mandatory training annually</td>
<td>• work with school staff to support students</td>
</tr>
<tr>
<td></td>
<td>• do our job</td>
<td></td>
<td>• ensure students attend school every day</td>
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</tbody>
</table>
Reinforcing expected school behaviour
At Waterford State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Awesome@Waterford Acknowledgement System reinforces appropriate student behaviour. This system may change from time to time to provide variety for students and offer a range of opportunities for student success.

The Awesome@Waterford Acknowledgement System includes, but is not limited to:
- using A@W tokens free and frequent acknowledgements for appropriate behaviour;
- acknowledgement certificates including Student of the Week,
- Academic Excellence and Most Improved Academic Achievement Awards.

Re-directing low-level and infrequent problem behaviours
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

When a student exhibits low-level and infrequent problem behaviour, the first response of staff is to:
- make the student aware their behaviour choice is inappropriate;
- remind the student of expected school behaviour and the relevant school expectation;
- prompt the student to articulate appropriate behaviour choice;
- remind the student the consequences of continued inappropriate behaviour.

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.

Targeted Behaviour Support (Tier 2)
Students identified through analysis of behaviour data may require extra behaviour support through targeted intervention. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put student learning (their own and that of others) and social success at risk if not addressed in a timely manner.

To provide targeted behaviour support, Waterford State School utilises processes and strategies such as:
- the School Intervention team meets regularly to address school concerns;
- the use of behavioural data to identify students requiring support and their target behaviours;
- use of Education Queensland’s Essential Skills for Classroom Management (ESCM);
- a classroom referral process for students with identified behaviour needs;
- a team approach to supporting students on targeted support programs as required;
- use of data-based criteria for evaluation and exit from targeted support programs;
• making adjustments as required to address individual students’ needs (e.g. curriculum modifications, participation in social skills programs, individual incentive programs).

Students who demonstrate inappropriate behaviours may be issued a reflection at first break. The behaviour incident, category of incident, strategies put into place, motivation for behaviour and contact details are recorded on OneSchool. At Reflection, students reflect on their actions and discuss how to improve their behaviour.

**Individual Behaviour Support Plans (IBSP)**

Students who regularly fail to follow school expectations may be placed on an individual behaviour support plan. Plans will outline target behaviours and set behaviour goals for students. Each plan will also identify rewards for students who achieve their behaviour goals.

**Alternative Play Options**

Students who regularly have difficulty in following school expectations during playtime may be required to have an alternative monitored playground option. Options are tailored to address individual needs and may nominate a specific area in which students may play or a specific activity in which to participate. These options aim to assist students in gaining skills and strategies that will help them follow school expectations and promote good decision making during playtimes.

Students whose behaviour does not improve with targeted behaviour support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive Behaviour Support (Tier 3)**

Waterford State School is committed to educating all students, including those with challenging behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support and the following processes and strategies may be implemented, e.g.

- in-school referral process (Special Needs Action Committee) for teachers seeking assistance to support students with high level needs;
- use of behaviour data to accurately identify students requiring individualised support;
- use of functional behaviour analysis (FBA) process to investigate patterns of behaviour where necessary;
- individual support profiles and plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support students consistently across all classroom and non-classroom settings;
- flexible and/or alternative learning options;
- use of district, regional and state behaviour support options (e.g. Bardon Road Behaviour Unit);
- liaising with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Autism Queensland).

Individual Behaviour Support Plans outline a systematic approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours.

IBSPs incorporate incentives for students who achieve their behaviour goals. The plan will be drafted in consultation with relevant stakeholders such as class
teacher, guidance officer, behaviour advisory personnel, school administration, parents and the student (where appropriate) and consider the student’s current level of behaviour and determine needs and priorities. It promotes

- shared responsibility;
- a consensus about behavioural and educational goals for the student;
- a focus on a small number of key behaviours;
- a collective accountability for outcomes;
- an opportunity for communication.

Parents and staff involved will be required to attend a meeting where the plan is explained and opportunity for feedback provided before the plan is signed by all stakeholders.

The Individual Behaviour Support Plan is reviewed at agreed intervals and modified as required. Once the student consistently meets the target behaviours, the Individual Behaviour Support Plan may no longer be required.

5. Consequences for unacceptable behaviour

Waterford State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. 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.

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and have consequences. Consequences are applied after consideration has been given to the unique circumstances of each situation.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is defined as incidents where the student is required to be removed from normal instruction/activity. Referral directly to the school Administration team may be required.

**Minor** behaviours are those that

- are minor breaches of the school expectations;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours;
- do not require involvement of specialist support staff or administration.

**Minor** problem behaviours may result in consequences including:

- a minor consequence logically connected to the problem behaviour, individual meeting with the student, apology or restitution;
- time out in classroom/playground;
- time out in buddy class;
- making up time;
- seating considerations;
• phone/written contact with parent/carer.

**Major** behaviours are those that
• significantly violate the rights of others;
• put others/self at risk of harm;
• require a reflection;
• may require the involvement of school administration.

Major behaviours may result in an immediate referral to administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

**Major** problem behaviours may result in consequences including:
• a consequence logically connected to the problem behaviour, individual meeting with the student, apology or restitution;
• time out in office;
• a reflection during break time;
• making up time;
• phone/written contact with parent/carer;
• community service;
• monitored play options;
• establishment of an Individual Behaviour Support Plan (IBSP);
• referral to specialist staff, guidance officer or other agencies;
• non-participation in specific school activities;
• suspension (1-20 days);
• Behaviour Improvement Condition (BIC);
• exclusion.

A detailed breakdown of Minor and Major behaviours can be found in Appendix 6. Refer to Appendix 7 for information on “Working Together to Keep Waterford State School Safe”.

**Suspension:**
The range of available consequences will be considered when responding to inappropriate student behaviour. The Education Act (General Provisions) 2006 gives Principals authority to suspend a student for up to 20 school days. A student can be suspended for disobedience, misconduct or conduct that is prejudicial to the good order and management of the school.

At Waterford State School, suspensions may be considered for
• persistent and wilful disobedience;
• failure to follow the program of instruction;
• violent behaviour;
• verbal harassment of staff or students;
• persistent bullying;
• vandalism;
• theft;
• threatening staff or students;
• verbal misconduct;
• immoral behaviour;
• bringing items such as cigarettes, drugs, knives or weapons to school;
• use of harmful substances at school;
• failure to comply with an Individual Behaviour Support Plan;
• failure to follow strategies agreed at re-entry meeting;
• other circumstances that threaten the good order and management of the school as determined by the Principal.

Re-Entry Plans: 2018
After a student has been suspended, a meeting should take place with the student, their parent and a member of the Administration Team to discuss re-entry to the school. At this meeting a plan is developed to enable the student to successfully return to school. Strategies may include include:
• flexible return to school (part days for a set period) through an approved plan;
• formulation of an Individual Behaviour Support Plan (IBSP);
• establishment of monitored play arrangements;
• a check in/check out arrangement;
• an alternate play program;
• alternate classroom sessions with other classes for a period of time.

Behaviour Improvement Condition (BIC):
Prior to the formal exclusion process, the Principal may impose a Behaviour Improvement Condition where a student's behaviour warrants grounds for exclusion. The Principal may decide that the student’s continued attendance at the school is subject to the student complying with a behaviour improvement condition for the challenging behaviour. The student would be required to undertake a behaviour management program which is appropriate for the challenging behaviour, conducted by an appropriately qualified person and designed to help the student not to re-engage in the challenging behaviour.

Exclusion:
The Principal will consider the circumstances of a case and exclude a student from the school
• for a determined period;
• permanently.

At Waterford State School, exclusions may be considered for
• persistent and wilful disobedience;
• persistent violent behaviour;
• persistent verbal harassment of staff or students;
• persistent insolence;
• persistent unwillingness to participate in a program of instruction;
• extremely aggressive and violent behaviour;
• using a weapon at the school against another person;
• possession of drugs at school;
• selling drugs at school;
• other circumstances that threaten the good order and management of the school as determined by the Principal.
6. Emergency or critical incident responses

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:
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 restraint
School staff are responsible for using physical restraint
○ as an immediate or emergency response;
○ as part of student’s individual plan, including prevention of self-harming behaviours;
○ when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation;
○ after considering the welfare of student, staff and other students;
○ with such force as is reasonable under the circumstances;
○ in conjunction with teaching and reinforcement of alternative appropriate behaviour.)
Developing strategies to deal with situations involving the use of physical restraint by
- using risk management procedures;
- following procedures in accordance with Code of Conduct;
- following the Student Protection procedure.

Considering any issues that might exacerbate the situation such as
- body language, tone of voice or facial expressions;
- student’s sensitivity to sounds or touch;
- student’s methods of communication.

Assuming a calm demeanour to avoid escalating student’s behaviour.
Maintaining appropriate observation or monitoring of student during and after incident of
physical restraint.
Following specific processes for
- Physical restraint - immediate or emergency response;
- Physical restraint – planned response including prevention of self-harming behaviours
  (individual plan).

Physical restraint – immediate or emergency response Principals and school staff:
- give clear verbal instruction before physical intervention is used, unless the urgent
  nature of the situation makes this impractical;
- call for assistance from another member of the school staff and make arrangements to
  ensure that other students in the vicinity are safe and properly supervised;
- notify the principal (if not directly involved) and the student’s parent of the incident,
  detailing:
  - the behaviour that preceded the use of physical restraint;
  - the type and duration of restraint used;
  - staff members and other witnesses present during the period of the incident;
  - student’s physical condition before and after physical restraint;
  - counselling provided to the student following the period of physical restraint;
  - planned future action to prevent further incidences of the behaviour;

Prepare an incident report.
Provide debriefing for the student and any other students after a suitable interval of time
has elapsed.
Hold a debriefing meeting with the relevant staff members.
Develop an individual plan if physical restraint is necessary as an ongoing strategy.

Record keeping
Instances involving the use of physical restraint are documented. The following
records are maintained:
- OneSchool incident report;
- OneSchool contact re debriefing for student and staff.

A database for tracking student behaviour is available on OneSchool and data
assists with student needs being met.

7. Network of student support

Students at Waterford State School receive support from many sources including:
- School teaching and support staff;
- School administration;
- Special Needs Action Committee (SNAC);
- Parents;
- Guidance Officer (GO);
- Senior Guidance Officer (SGO);
- Advisory Visiting Teachers (AVT);
- Staff from Positive Learning Centres (PLC);
- School chaplain;
- Adopt – A – Cop;
- Student support including P-2 Playground Leaders.

Support is also available through the following government and community agencies including:
- Disability Services Queensland;
- Child and Youth Mental Health;
- Queensland Health;
- Department of Communities (Child Safety Services);
- Police;
- Local Council;
- Neighbourhood Centre.

Local organisations such as Family and Child Connect also provide support to students and their families.

8. Consideration of individual circumstances

Consequences for not following school expectations or breaching the school’s Responsible Behaviour Plan for Students vary according to a number of factors which may include
- age of the student;
- previous behaviour record;
- severity of the incident;
- amount of reliable evidence;
- degree of provocation;
- intent of the action;
- special education needs;
- honesty and perceived level of genuine remorse;
- extenuating circumstances.

To ensure alignment with the Code of School Behaviour 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.

9. Related legislation

- State Schools Strategy 2016- 2020
- 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
- Crime and Misconduct Act 2001
- Anti-Discrimination Act 1991
- Public Interest Disclosure Act 2010
- Commission for Children and Young People and Child Guardian Act 2000
- Child Protection Act 1999
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related policies/ Procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Supporting Students' Mental Health and Wellbeing
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Use of ICT systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Code of Conduct
- Code of School Behaviour

Endorsement

Principal ________ P&C President ________ Assistant Regional Director ________

Effective Date: ________________
Appendix 1

PBL Fundamentals

What is PBL?
Positive Behaviour for Learning is a process to improve the behaviour of students in a school. It is not a commercial program therefore it looks different in every school. However, there are fundamentals of the process that will look similar in schools. These include a set of school wide expectations, acknowledgement system, teaching program, data analysis and consistent procedures for dealing with misbehaviour. At the heart of the process is a philosophy that all behaviour is learned and it is important that positive behaviours are taught to replace undesirable behaviours and it is the responsibility of everyone in the school to do this.

Systems of Prevention
One of the objectives of PBL is to improve the existing resource capacities of the school to support the behaviour needs of all students. Three broad demographic zones of problem behaviour prevention are represented in the “PBL triangle” by the colours green, yellow and red. The triangle depicts a school that is operating at an optimal level of school wide behavioural support.

The significance of the three-tiered system lies in
- increasing the capacity of the existing school system to provide support for all students rather than attempting to “fix” only those individuals whose behaviours might place them in the “yellow” and “red” zones
- the continuum of support that extend across all three zones. That is, all students receive the same universal system of support described as primary prevention. Students who require support over and above the universal are identified by school behaviour data.

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:

The green zone represents the percentage of students who would appropriately comply with expectations. Ideally, this zone would represent 80-85% of the total student population who are supported by primary intervention consisting of schoolwide and classroom systems of support, undertaken by regular school staff and referral structures.
The yellow zone represents the 7-10% of students who require secondary or targeted support because they are at risk for developing chronic problem behaviours. These students are supported by the primary intervention systems as well as additional support perhaps involving more positive contact with adults in the school, either individually or in group instructional settings.

The red zone represents the 1-5% of students with chronic or severe, challenging behaviour. These students are supported by the primary intervention systems but with the addition of targeted and highly individualised systems of support from specialist staff including Guidance Officer, Behaviour Support Staff and staff from external agencies.

Supporting and increasing the green zone is a primary objective of PBL.

The four elements of Positive Behaviour Support are depicted in the diagram below. The over-arching outcomes of Supporting Social Competence and Academic Achievement are gained via the use of data to support decision making, systems that support staff behaviour, and practices that support student behaviour.

PBL is about:

- Everyone knowing what is expected and what to do
- Everyone knowing the consequences of behaviour choices
- High expectations and teaching required behaviours
- Rewarding appropriate behaviour
- Consistency across the school.

PBL has been a process in development at Waterford State School since 2013. Regular reviews will continue to be conducted as part of the ongoing development process with additional resources and strategies utilised. Incentive programs will be reviewed regularly to continue to motivate students.
Appendix 2

Awesome@Waterford Acknowledgement System

At Waterford, we acknowledge students demonstrating school expectations. Staff use verbal acknowledgement to label the behaviours students are demonstrating independently e.g. Jack you are being safe walking on the concrete, Sue you are being a learner when you work hard! Staff acknowledge students by giving stamps/stickers to put on the school wide acknowledgement card system ‘Awesome@Waterford’. At the start of each term, every student begins on ‘Awesome@Waterford’ Card 1. The card has 25 opportunities for the student to receive a stamp/sticker for demonstrating school expectations. On completion of the card, the student receives a certificate and the certificate goes home to celebrate their success with family. The student records on the ‘Awesome@Waterford Class Tracker’ and then moves on to the next card. Teachers may also acknowledge students as they reach each step in the acknowledgment system.

### Awesome@Waterford Acknowledgement System

<table>
<thead>
<tr>
<th>Card</th>
<th>Student:</th>
<th>Teacher:</th>
</tr>
</thead>
</table>
| 1    | - receives Card 1 certificate  
- records on class tracker | - records on OneSchool  
- sends card home to parents |
| 2    | - receives Card 2 certificate  
- records on class tracker | - records on OneSchool  
- sends card home to parents |
| 3    | - receives Card 3 certificate  
- receives a OneSchool certificate  
- records on class tracker | - records on OneSchool  
- prints OneSchool certificate  
- presents certificates in class or invites DP/Principal to present in class  
- sends card home to parents |
| 4    | - receives Card 4 certificate  
- reaches the Waterford Wall  
- records on class tracker | - records on OneSchool and prepares Waterford Wall with student and posts on wall  
- sends card home to parents |
| 5    | - receives Card 5 certificate  
- signs up to Rewards Session  
- records on class tracker | - records on OneSchool  
- displays available rewards activity in classroom  
- sends card home to parents |

### Awesome@Waterford (A@W) Tokens

The Awesome@Waterford Acknowledgement System is a school wide system and all staff are expected to use the system.

Classroom teachers may choose to use a stamp or stickers or sign the boxes on the Awesome@Waterford cards. Specialist teachers, support staff, administration, office staff and tuckshop staff will all acknowledge students demonstrating the school expectations by labelling the expected behaviour and giving the student a token which they can take back to class to record on their card. A@W tokens will also be used in the playground to acknowledge awesome behaviour.
When students have recorded their token on their card they must hand the token in to the class teacher to be reused. Teachers can use these to re-stock their supply in the playground duty folders.

End of Term Rewards Session

Rewards Session is held in Week 10 of every term. When a student has completed Awesome@Waterford Card 5 they are eligible to sign up for a Rewards Session activity. Activities will be on display in classrooms from early in the term.

To sign up, students:

- take their completed Card 5 to the office and ask for the “Rewards Session” sign up folder
- choose an activity from the lists provided for their year level and sign their name on the sheet
- if their chosen activity is full they must choose another activity
Appendix 3

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in consequences.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once, will be referred to administration and may not be permitted to have the device at school for a set time.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed to the office before the commencement of school and collected at the end of the school day.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Waterford State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher. A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording.

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 4

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Waterford State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
   - raising achievement and attendance;
   - promoting equality and diversity and;
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Waterford State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Waterford State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture;
   - disability;
   - appearance or health conditions;
   - sexual orientation;
   - sexist or sexual language;
   - young carers or children in care.

5. At Waterford State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place
themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Waterford State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- our Positive Behaviour for Learning processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
- all students know our 4 school expectations and have been taught the expected behaviours attached to each expectation in all areas of the school;
- all students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
- all students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school;
- a high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

**Proactive Support**

9. Bullying issues within the school will be addressed through specific age appropriate strategies and programs.

10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Waterford State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

11. Waterford State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
The High Five Strategy
The High 5 anti-bullying strategy is a recommended positive support program. This strategy is taught to all year levels and students are encouraged to use it to respond to bullying situations.

If you meet a bully at school, use the High 5 and stay cool!

- Ignore
- Walk Away
- Talk Friendly
- Talk Firmly
- Report or Tell

Intensive Support

12. Support for students directly involved in bullying behaviour, both the person being bullied and the person bullying, is provided with support from Administration staff, Engagement Team and Guidance Officers.  
13. Students demonstrating major bullying behaviours may require the intensive support of external behaviour specialists and agencies including:

- Senior Guidance Officer
- Child, Youth and Mental Health
- Positive Learning Centre
Student Dress Code

What is the Dress Code?
We actively encourage our students to take pride in themselves and their school. One way in which this may be achieved is through adherence to the school’s Student Dress Code.

Our Student Dress Code consists of an agreed standard of dress for students who attend our school. The uniform for students is developed by the Parents & Citizens Association in consultation with parents, staff and students. The Student Dress Code also covers other aspects of personal presentation of students.

Statement of Intent
The Student Dress Code applies to students when:
- attending or representing our school including school excursions;
- travelling to and from school;
- engaging in school activities out of school hours.

Aims of the Code
Our uniform aims to contribute to a safe and supportive teaching and learning environment through:
- ready identification of students and non-students at school;
- fostering a sense of belonging;
- developing a mutual respect among students by minimising visible evidence of economic or social differences;
- being “Sun Smart”.

Special Circumstances
Our Student Dress Code incorporates strategies to accommodate special needs and circumstances of students. These arrangements are negotiated between parents and the Principal. Examples of special circumstances may include:
- student medical conditions (allergies etc.);
- student disability, physical attributes or requirements;
- religious, ethnic or cultural background;
- economic hardship;
- constraints of time and economic hardship at the time of enrolment.

Parents seeking an exemption to aspects of the Student Dress Code must consult with the Principal for her consideration.

Responsibilities
Our students are required to:
- wear the agreed school uniform on a daily basis;
- be of neat appearance at all times;
- wear enclosed shoes as outlined in the Dress Code;
- wear a school approved black hat while engaging in outdoor activities;
- wear the school uniform when representing our school in community activities.

Parents/Carers are responsible for:
- purchasing, maintaining and naming school uniform items for their children;
- ensuring their children wear the correct uniform to school each day;
- ensuring that their children meet the aspects of personal presentation outlined in this document;
- providing an explanation to class teachers for their children being out of uniform.

Teachers are responsible for:
- expecting all students wear their correct uniform each day;
- following up identified breaches of the Student Dress Code;
- communicating uniform breaches to parents/carers;
- notifying Administration regarding repeated or significant breaches of the Student Dress Code.

The **Principal** is responsible for:
- managing strategies to support the Student Dress Code;
- providing the Student Dress Code to families at the time of enrolment;
- ensuring that the Student Dress Code and its application comply with Education Queensland policy and the *Education (General Provisions) Act 2006*;
- communicating with the P&C Association and the school community.

The **P&C Association** is responsible for:
- consulting with the school community regarding uniform information and uniform changes;
- managing the school uniform shop.

**Uniform Shop**
The uniform shop is operated by the Parents & Citizens Association of Waterford State School and runs out of the P & C shed. Operating times are available from the school office. 

All compulsory items of uniform are available for purchase from the uniform shop.

**Emergency Clothing Pool**
The school office maintains an emergency supply of student uniforms. These are not for sale to families but are used to assist students when necessary. Donations of uniform garments are greatly appreciated.

**Our School Uniform**
All items should be clearly marked with the owner’s name to assist with return if lost.

<table>
<thead>
<tr>
<th>Uniform Items and Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Senior Shirt</td>
</tr>
<tr>
<td>Sports Shirt</td>
</tr>
<tr>
<td>Dress/ Tunic</td>
</tr>
<tr>
<td>Bottom</td>
</tr>
<tr>
<td>Footwear</td>
</tr>
<tr>
<td>Socks</td>
</tr>
<tr>
<td>Hat</td>
</tr>
<tr>
<td>Winter Uniform</td>
</tr>
<tr>
<td>Jewellery</td>
</tr>
<tr>
<td>Rings</td>
</tr>
<tr>
<td>Earrings</td>
</tr>
</tbody>
</table>
### Facial and Body Piercing

Observable body piercing is totally banned. Students are not allowed to wear nose studs, tongue studs, eyebrow studs or earrings. Students are not allowed to cover pierced objects with band aids nor are plugs or retainers acceptable. Religious piercings require approval by the Principal.

### Necklaces, bracelets and anklets

Medical alert necklaces or bracelets are permitted as well as a Waterford State School attendance wristband.
No other necklaces, bracelets or anklets unless parent applies to the Principal in writing for an exemption based on religious, ethnic, cultural, disability or health reasons. For safety reasons, all necklaces worn with Principal’s permission must be worn out of sight.

### Appearance

**Hair**

Hairstyles are to be conservative. Excessiveness in style (e.g. spikes, Mohawks, rats tails, tracks etc), gel or cut is not acceptable.
Hair should be of a natural colour and extreme hair colour (e.g. green, purple etc.) is not acceptable.
Hair that is shoulder length or longer should be tied back with appropriate accessories preferably in school colours (orange, black and/or white) regardless of gender.
Long hair must be tied or pinned away from eyes.

**Cosmetics**

Sunscreen can be worn.
No false nails are allowed but clear nail polish is acceptable.
No make-up.

**Tattoos**

No visible markings/drawings on skin including stick-on tattoos.

### Special Activities

**Special events including:**
- Camps
- Excursions
- Free Dress Days

Students are permitted to wear acceptable and reasonable clothing instead of their school uniform when participating in activities such as camps, some excursions and free dress days.
Clothing and accessories should be modest and tidy and of a standard that is deemed safe, appropriate and not likely to cause offence. No inappropriate wording is to be displayed and covered footwear is required. As per sun safe requirements, shirts are to cover the shoulders and midriff. All students must wear sun safe shirts during any outdoor water activities.

### Sanctions

In accordance with the *Education (General Provisions) Act 2006*, sanctions can be imposed for non-compliance with the school’s Student Dress Code and may include:
- preventing student from attending, or participating in, any activity for which they are representing the school;
- preventing student from attending or participating in any school activity that is not an essential school educational program.

Follow up actions for breaches of the Student Dress Code may also include:
- a reminder of expected dress standard given to the student;
- student requested to remove inappropriate item (e.g. jewellery);
- student requested to remove inappropriate clothing item and loan item provided where available and returned at the end of the school day;
- student directed to play in an area where a hat is not required if there is a hat infringement;
- student requested to remove coloured nail polish or nail art by the following school day;
- verbal and/or written communication (e.g. breach notice) provided to parents/carers;
- referral to Administration for serious or continual breaches of the school Student Dress Code.

In one-off cases where the parent/carer has communicated with the school to explain the uniform infringement, no follow up action will apply.

**Community Endorsement of the Code**
The Parents & Citizens Association of Waterford State School resolves that it supports this Student Dress Code for our school because it believes that the code promotes the objectives of *Education (General Provisions) Act 2006* through providing a safe and supportive teaching and learning environment by:

- ready identification of students and non-students at school;
- eliminating distraction of competing in dress and fashion at school;
- fostering mutual respect among students through minimizing visible evidence of economic or social difference;
- fostering a strong sense of belonging and school spirit.
# Appendix 6

## Waterford SS MINOR & MAJOR BEHAVIOUR DEFINITION

<table>
<thead>
<tr>
<th>ONSCHOOL CATEGORY</th>
<th>MINOR DEFINITION</th>
<th>MAJOR DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying / harassment</td>
<td>A one-off random act or behaviour which causes hurt, fear or humiliation to another person. This may be in person, through other students or via technological devices. It may involve physical, social, verbal &amp; emotional intimidation.</td>
<td>On-going &amp; persistent acts or behaviours which cause hurt, fear or humiliation to another person. This may be in person, through other students or via technological devices. It may involve physical, social, verbal &amp; emotional intimidation.</td>
</tr>
<tr>
<td>Defiant / threat/s to adults</td>
<td>Refusal to follow directions or engage with the adult or the learning.</td>
<td>Threatening an adult with violence or retribution. Blatant or persistent refusal to follow directions.</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Exhibiting off-task behaviour which interferes with the learning/safety of others.</td>
<td>Persistent interruption to the learning, causing a teacher to stop teaching for a prolonged period of time.</td>
</tr>
<tr>
<td>Dress code</td>
<td>Violation of dress code through ignorance or misinformation.</td>
<td>Explicit and/or persistent defiance of school dress code or deliberate contradiction of directions given in relation to dress code.</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Any actions resulting in a breach of the internet agreement, misusing equipment and/or accessing accounts other than your own.</td>
<td>Using school computers for inappropriate or illegal activity.</td>
</tr>
<tr>
<td>Lying / cheating</td>
<td>Lying: Elaborations, altering outcomes, falsifying events, not reporting factually. Cheating: Plagiarism, copying work of another student, not following rules of a game or sport.</td>
<td>Deliberate alteration of the truth for personal gain or to cause blame/harm to others.</td>
</tr>
<tr>
<td>Misconduct involving an object</td>
<td>Using, or threatening to use, any object in a way that is not for its intended purpose.</td>
<td>Threatened or actual use of an object in an aggressive manner with the intent to harm another person, property or the object.</td>
</tr>
<tr>
<td>Non-compliance with routine</td>
<td>Failure or refusal to comply with expectations and/or instructions.</td>
<td>Continued and deliberate flaunting of expectations and procedures made clear to students.</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Physical contact between students to annoy and/or provoke.</td>
<td>Fighting or physical aggression towards another student or adult with the intent of harming the other person. Physical gestures of a sexual nature.</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td></td>
<td>Refer Appendix 7</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>The misuse of school or personal property.</td>
<td>The theft of property or the deliberate destruction of school or personal property.</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Students refusing to participate in, or choosing to avoid completion of individual, group or whole class activities and set tasks.</td>
<td>Persistent refusal to participate in class activities or complete set tasks without a valid reason.</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance misconduct involving tobacco &amp; other legal substances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third minor referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threats to others</td>
<td>Acting in a way that intimidates or makes another person fearful.</td>
<td>Verbal, physical or gestural behaviour that signals a desire to cause physical harm or intimidate.</td>
</tr>
<tr>
<td>Truant / skip class</td>
<td>Failure to attend physically the learning area. Absconding from class e.g. Toilet/messages.</td>
<td>Failure to attend physically the learning area for a sustained amount of time or on multiple occasions.</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Inappropriate comments that are disrespectful to others or the school or staff.</td>
<td>Severe verbal misconduct including swearing &amp; threatening or abusive comments aimed at staff or students.</td>
</tr>
</tbody>
</table>
WORKING TOGETHER TO KEEP WATERFORD STATE SCHOOL SAFE

Knives at school
We can work together to keep knives out of school. At Waterford State School:

- there is no reason for a student to have a knife at school;
- no knives are allowed to be taken to school by students;
- it is against the law for a student to have a knife at school;
- a student who has a knife at school can receive very serious consequences.

What types of knives are banned?
Students are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives;
- any item that can be used as a weapon, for example, a chisel.

If students need a knife or tools for school activities, school staff will provide them and supervise their use.

What will happen if students bring a knife to school?

- If a student has a knife at school, the Principal can inform the police.
- Police can search a student and the student’s property at school if they think they have a knife.
- Possessing a knife at school may result in serious disciplinary action.
- Students may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects that a student has a knife on or in school property.
- If the Principal thinks a student has a knife in their bag, the bag can be confiscated until police arrive.
- If a student has a knife at school, it can be confiscated by the Principal and given to the police.

How can parents help?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact the Principal if you require information about knives at school.