

# Waterford State School

## Student Code of Conduct

### ***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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## Endorsement

|                      |   |
|----------------------|---|
| Principal Name:      | Rob McCullough  |
| Principal Signature: |  |
| Date:                | 21/01/21  |

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## Purpose

Waterford State School is committed to providing a safe, respectful and disciplined learning environment for students and staff underpinned by our values: Integrity, Perseverance and Pride. In this environment, we are able to enact our school's purpose and mission.

***Our Purpose: Powered by passion. Driven to succeed.***

***Our Mission: To foster a strong and empowered community, dedicated to unlocking individual potential.***

At Waterford State School, we believe every individual has the right to work and learn in a safe and supportive environment. A Positive Behaviour for Learning framework, provides a whole school approach to student acknowledgement and discipline and aligns with our mission of:

***'Working together to ensure every day, in every classroom, every student is succeeding'.***

We have developed positive, preventative, proactive systems to explicitly teach and support appropriate behaviour and create positive environments for all school members. Students are acknowledged through Warrior Gotcha tickets for following the school expectations of:

***BE RESPECTFUL      BE RESPONSIBLE      BE A LEARNER***

Our school motto of '***Give our best always***' is underpinned by the values of **Pride, Integrity and Perseverance**.

**Waterford Warriors show pride by being respectful to self, others and community.**

**Waterford warriors show integrity by taking personal responsibility for themselves.**

**Waterford warriors show perseverance in their learning.**

*This Student Code of Conduct* supports our school *Purpose* and *Mission*. It is through the facilitation of high standards of behaviour that the learning and teaching in our school can be effective and the true potential of our school community can be realised.

## Principal's Foreword

Waterford State School is located in the Gold Coast shire bordering Logan City. The school was first opened in 1869 and one of the early school buildings is still in use today. Students come to the school from a number of surrounding suburbs with the majority from Waterford and Bethania as the school is enrolment managed with new students to the school mostly residing in catchment. Waterford State School is an Inclusive school where students of all academic ability are placed in learning environments with same aged peers. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Waterford State School operates under three core values, Integrity, Perseverance and Pride

These values 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.

Waterford 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.

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

## Consultation

The introduction of the Student Code of Conduct prompted a school-wide review of the programs, systems and processes at Waterford State School to ensure alignment to legislation and policies.

A full audit was undertaken on the school's Positive Behaviour for Learning (PBL) Program and improvements were made where the need for change was identified by students, staff, the wider community and through regional feedback. In 2021, the school will implement a new PBL Framework with opportunities for feedback and improvement throughout the year.

The review also identified a need for new policies and a review of existing policies. These policies include the:

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

The consultation process for these new policies was undertaken in Semester 2, 2020 and opportunities for feedback and improvement will continue through 2021.

## Data Overview

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

### Attendance

School absenteeism and truancy can impact significantly on students' learning and wellbeing.

Research shows that in Queensland, higher student attendance is associated, on average, with higher student achievement. Additionally, attending school every day helps children to build social and emotional skills such as communication, teamwork and resilience.

Historically, Waterford State School has recorded the following yearly attendance rates:

| 2014  | 2015  | 2016  | 2017  | 2018  | 2019  | 2020             |
|-------|-------|-------|-------|-------|-------|------------------|
| 91.1% | 90.5% | 90.1% | 90.0% | 89.1% | 90.6% | 85.6%<br>(COVID) |

**Waterford State School's 2021 Attendance target is 93% (present + medical cert approved) which aligns to the state average.**

### School Disciplinary Absences

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

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

The following table shows the number of students recommended for each type of school disciplinary absence over the past three years.

| Type of school disciplinary absence | 2018 | 2019 | 2020 |
|-------------------------------------|------|------|------|
| Short Suspensions (1-10 days)       | 226  | 150  | 91   |
| Long suspensions (11-20 days)       | 5    | 4    | 2    |
| Charge-related suspension           | 0    | 0    | 0    |
| Exclusions                          | 1    | 0    | 2    |

### OneSchool

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

OneSchool supports teachers, administrators and students in:

- student management
- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis.

Waterford State School has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

### Information security



The Queensland Government manages personal information in line with the Information Privacy Act 2009.

The student data in OneSchool can only be accessed by the school principal, teachers and other authorised departmental staff. To access OneSchool, authorised users must first login and be authenticated by the department's network. As part of the access, a two-factor authentication processes and various security measures and encryption protocols are employed.

### **Recording Incidents**

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- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis.

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

Parents can request access to their child's OneSchool record held by the school by submitting a written request to the principal. Parents can also request to have records amended.

Some documents like school reports and timetables may already be available. Please check our website before submitting a written request: <https://waterfordss.eq.edu.au/> > Support and Resources > Forms and Documents.

Principals will respond to your request within 10 school days of receiving it. Charges may apply if you request access to records that do not contain your personal information (or of the person on whose behalf you have made the request).

For more information about accessing your child's OneSchool records, please visit:

<https://www.qld.gov.au/education/schools/information/contact/accessing>



# Learning and Behaviour Statement

Waterford State School is committed to providing a safe, respectful and disciplined learning environment for students and staff that fosters quality learning experiences that are engaging and supportive of their life long wellbeing.

Teaching and learning at Waterford State School is heavily influenced by the work of leading international education researcher, Dr Lyn Sharratt. A collaborative learning culture is developed in each classroom through co-constructed learning walls. It is enhanced further by closely monitoring and responding to the assessment data of each student in the school.

Our school learning culture is guided by a set of shared beliefs and understandings among all staff:

- a) All students can achieve high standards given the right time and support
- b) All teachers can teach to high standards given the right assistance
- c) High expectations and early intervention are essential
- d) Teachers need to be able to articulate what they do and why they teach the way they do

All teachers and leadership members acknowledge a shared responsibility and accountability for the success of each student. School staff work on finding ways to assist every student to learn. They provide feedback for students and use differentiated instruction.

## INCLUSION STATEMENT

Waterford State School is committed to inclusive schooling and teaching practices. This involves best practice to maximise the outcomes for all students through the effective identification and reduction of barriers to learning. We are committed to support all students with suitable adjustments and provisions within the curriculum that will ensure meaningful engagement within the school community, whilst enabling each student to work and achieve at the appropriate level. We believe in setting high, yet achievable expectations, as well as valuing and celebrating diversity in others and ourselves. Teaching practices are evidence-based and focus on success in all areas for every student.

The Waterford Diverse Learning Team supports an engaging, supportive and safe learning environment. Classroom, specialist LPT teachers and teacher aides work as a collaborative team, assisting each individual student to improve himself or herself academically, socially and emotionally. We will always highlight students' individual strengths, encouraging and enabling them to develop social skills to improve communication. We aim to prepare each individual for active citizenship in school and the wider community.

The Queensland Government is committed to providing safe, supportive, inclusive and disciplined learning environments that provide educational opportunities for all Queensland students. The department endorses a whole-school approach to improving student learning, and places emphasis on every student succeeding.

All Queensland State schools are required to adhere to the *Disability Discrimination Act 1992 (DDA)*, the *Disability Standards for Education 2005 (DSE)* and the *EQ Inclusion Policy*. Schools and teachers are therefore legally obligated to make reasonable adjustments to ensure students with disability are able to participate in education on the same basis as students without disability.

As a result, Waterford SS must ensure that all facets of the educational environment and experience are inclusive and accessible by all learners, and does not result in additional hardship or exclusion for any student. LPT Teachers are utilised as specialist support and co-teachers, and classroom teacher aides are utilised to support and meet this obligation.

## Purpose

This policy sets out the Department of Education's (the department's) commitment to continue to work towards a more inclusive state education system and the principles, which will guide that work.

## Policy statement

The department commits to continuing our journey towards a more inclusive education system at policy and regional levels, and as part of our everyday practice in schools, educational settings and classrooms.

Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

## What we mean by inclusive education:

All students benefit, academically and socially, when provided with a high quality education.

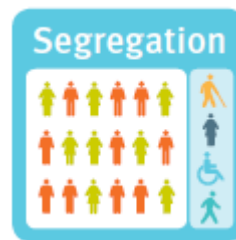


Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

## Inclusive education differs from other approaches and practices in significant ways:



Integration – students are placed in schools or educational settings with their similar-aged peers but adjustments are not made to meet their individual needs. This limits their ability to fully access or participate in learning. Integration is not necessarily a step towards inclusion.



Segregation – students learn in separate environments, designed or used to respond to their particular needs or impairment, in isolation from other students.



Exclusion – students are unable to access any form of education.

## The department's commitment to inclusive education

We have high expectations of all students, recognising that, with the right support, all students can succeed.

Our commitment means that children and young people across Queensland, from all social, cultural, community and family backgrounds, and of all identities and all abilities can:

- attend their local state school and education centre and be welcomed
- access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers
- learn in a safe and supportive environment, free from bullying, discrimination or harassment
- achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

The department will continue to offer parents the choice of enrolling their child, who meets set criteria in highly individualised programs, including through special schools and academies.

## Principles

The department's work towards a more inclusive state education system will be guided by nine principles adapted from the United Nations' nine core features for inclusive education (United Nations 2016, pp.4 to 6).

|   |   |   |   |
|---|---|---|---|
|    | <p><b>A system-wide approach</b></p> <p>Inclusive education is implemented systemically, based on evidence, across the department including in schools and other educational settings. We promote and develop policies, programs and practices to remove barriers and promote inclusive education across the department and within local school communities.</p>  |    | <p><b>Committed leaders</b></p> <p>Leaders at all levels within the department, across regions and local school communities, commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.</p>   |
|    | <p><b>Whole of school</b></p> <p>Every member of the school community, including teachers, support staff, volunteers, families and students work collaboratively to ensure students can access and participate in all aspects of school life. Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.</p>   |    | <p><b>Collaboration with students, families and the community</b></p> <p>We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.</p>   |
|   | <p><b>Respecting and valuing diversity</b></p> <p>All students and families feel, and are, welcome, respected, included and safe at our state schools. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.</p> |   | <p><b>Confident, skilled and capable workforce</b></p> <p>Our school leaders, teachers, departmental staff, support staff and volunteers build on their expertise to implement inclusive education practices. Good practice, based on evidence, is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported.</p>   |
|  | <p><b>Accessible learning environments</b></p> <p>Our schools, educational settings and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.</p>  |  | <p><b>Effective transitions</b></p> <p>The transition from early childhood and care settings to school and from school to work, training and higher education are significant milestones in students' lives. Schools continue to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in a learner's education.</p> |
|  | <p><b>Monitoring and evaluation</b></p> <p>Monitoring progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels — at the school, regional and system levels to ensure the department is continuing on its journey and to build on good practice.</p>  |   |   |

## Requirements

This policy requires the department and all state schools to comply with the Education (General Provisions) Act 2006 (Qld) and state and commonwealth discrimination laws.

As different student groups experience different barriers to inclusion, the department will continue to implement strategies and policies, and support practices that address the unique needs of:

- Aboriginal and Torres Strait Islander students
- Students from culturally and linguistically diverse backgrounds
- Students who identify as LGBTIQ
- Students living in out-of-home care
- Students from rural and remote communities
- Students with disability
- Gifted and talented students.

All areas within Waterford State School are learning and teaching environments. We consider effective behaviour management to be a positive opportunity for valuable learning and development of all individuals, as well as a means of fostering optimal outcomes and success of all education programs.

The school wide Positive Behaviour for Learning framework is a system that teaches positive behaviour, prevents problem behaviour and guides responses to problem behaviour. A positive and productive teaching and learning environment is established through all members of the school community following, modelling and promoting the following school expectations – Be Respectful, Be Responsible and Be a Learner. These behaviour expectations are communicated to all students, staff members, families and friends of the Waterford State School Community.

PBL is an evidence based framework used to:

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

At Waterford State School we emphasise the importance of directly teaching, modelling and positively reinforcing the behaviours we want all students to demonstrate at school. Communicating and teaching behavioural expectations is a form of universal behaviour support – an effective strategy designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. The Schoolwide Settings and Expectations matrix below outlines the agreed expectations of all students, staff, families and visitors at Waterford State School (please see below).

The development of the Waterford State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students and gain their support to implement and a consistent, positive approach to teaching behaviour. The language and expectations of BE RESPECTFUL, BE RESPONSIBLE and BE A LEARNER can be used in any environment or context, including the home setting of students.

## Multi-Tiered Systems of Support

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

### Tier 1

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

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

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

## **Tier 2**

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

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

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction. Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

## **Tier 3**

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

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

### **Consideration of Individual Circumstances**

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

In considering the individual circumstances of each student, we recognise that an individualised approach is key to the success of each individual student. This means that there cannot be a 'one size fits all' approach to discipline. Some students need additional support to interpret or understand our school expectations. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

By law, it is Waterford State School's responsibility to respect and protect the privacy of our students. This means that we will not disclose or discuss information about other students, including details of consequences issues, with individuals other than the students listed parents or carers. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

To ensure alignment with the Student Code of Conduct 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.

Waterford State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socio-economic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student.

## **Student Wellbeing**

Waterford State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

### **Curriculum and pedagogy**

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. Across the years of primary schooling we provide age appropriate education on a range of Health topics including:

- Respectful relationships: establishing and maintaining respectful relationships, including others, resolving conflict, communication skills, challenging issues in friendship, developing respect and empathy, emotions, cultural understanding,
- Personal identity including strengths, weaknesses, emotional responses, similarities and differences, diversity, culture, impact of positive social interaction on,
- Personal safety and wellbeing and resources to support safety
- Physical growth and development
- Dealing with transitions e.g. transitioning from primary school to high school
- Health and hygiene practices
- Health messages and advertising
- Physical activity to promote health
- Nutrition
- Bullying behaviours (including cyberbullying), strategies to reduce bullying and seeking help
- Cybersafety and on-line protocols

### **Policy and expectations**

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

### **Specialised health needs**

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

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

### **Medications**

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

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

Waterford State School maintains a minimum of one adrenaline auto-injector (Junior and Regular) and asthma reliever/puffer with disposable spacers, stored in the school's first aid kit to provide emergency first aid medication if required.

### **Mental health**

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

### **Suicide prevention**

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

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

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

### **Suicide postvention**

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

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

## **Student Support Network**

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

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

The student support team includes:

- Principal
- Deputy Principal



- Prep-2
- Year 3-6
- Diverse Learners
- Guidance Officer
- Head of Department – Student Services
- Student Support Officer
- Youth Worker
- Chaplain

External support is also available to students and families through the following, but not limited to government and community agencies such as:

- Family and Child Connect FACC
- Intensive Family Support IFS
- The Benevolent Society
- YMCA
- Child and Youth Mental Health CYMHS
- Evolve
- Department of Communities – (Child Safety Services and Intensive Family Support).
- Queensland Police Service
- Local Council
- Disability Services Qld
- Aboriginal Torres Strait Islander Health Children Health Services ATSICHS
- Government Health services
- Education Queensland Regional Support Staff.

The Wellbeing Team at Waterford State School, led by the HOD of Student Services and supported by the school Chaplain, Youth Worker and Student Liaison Officer offers a diverse range of support to all students and families including:

- Breakfast Club.
- Check ins.
- Fit Club and targeted lunch time activities to build social skills and resilience.
- Tier 2 programs such as Drum Beat, Rock and Water, Resilience Project, RAGE, Shine, Social and Emotional focus groups (such as Mighty Me, Mindful Me), cultural focus groups including Deadly Choices, Artie and Good Start.
- Partnerships with feeder high schools around leadership, wellbeing and cultural development.
- Intensive Behaviour Support and intervention is also established and managed via the SST referral Committee, Guidance Officer, HOD of Student Services and Administration staff.

Partnerships with external agencies ensure our students and families are able to access a range of support and intervention to foster optimal outcomes for all:

- YMCA
- PCYC
- The Benevolent Society
- Deadly Choices
- Good Start
- The Fathering Project
- Resilience Project
- ATSICHS
- LIVIN

Parents who would like more information about the student support roles and responsibilities or the programs above are invited to contact the Head of Department – Student Services on 07 3451 8222.

### **Whole School Approach to Discipline**

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

PBL is an evidence-based framework used to:





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

At Waterford State School we believe discipline is about more than punishment. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Waterford State School Student Code of Conduct provided an opportunity for Waterford State School to reflect upon and reboot the PBL Framework. Significant work, in consultation with the region, was undertaken in 2020 to plan a consistent approach to teaching behaviour. It is important that our families understand the PBL Framework to support its implementation in 2021.

The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success must be a shared goal of every parent and school staff member.

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

### PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should demonstrate our three expectations. These expectations are closely linked to our school values *pride, integrity and perseverance* and are detailed in the table below:

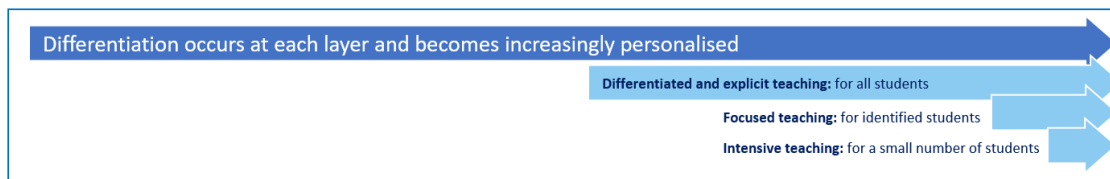
| OUR EXPECTATIONS   | At Waterford State School:  |
|--|---|
| <p><b>WE ARE RESPECTFUL</b></p> <p>Values statement:<br/>Waterford Warriors show <b>pride</b> by being respectful to self, others and the community.</p> | <p>At Waterford, our students:</p> <p>Show <b>respect for self</b> by taking pride in the way they present themselves. They are self-disciplined. They wear the correct uniform every day.</p> <p>Show <b>respect for others</b> by being kind, considerate, using manners and showing courtesy to all. They follow instructions the first time.</p> <p>Show <b>respect for the school</b> by making a positive contribution. They care for the school facilities and environment.</p> <p>Show <b>respect for community</b> by accepting diversity, valuing connection and showing compassion.</p>                                      |
| <p><b>WE ARE RESPONSIBLE</b></p> <p>Values statement:<br/>Waterford Warriors show <b>integrity</b> by taking personal responsibility for themselves.</p> | <p>At Waterford, our students:</p> <p>Are <b>honest</b> and take responsibility for their behaviour.</p> <p>Are <b>reliable</b> role models who are trustworthy and responsible. They choose to do the right thing in all situations. They act in a safe way. They report problems immediately.</p> <p>Act in an <b>honourable</b> way when faced with challenges and are able to problem solve in a calm manner.</p> <p>Have good character.</p>   |
| <p><b>WE ARE LEARNERS</b></p> <p>Values statement:<br/>Waterford Warriors show <b>perseverance</b> in their learning.</p>                                | <p>At Waterford, our learners:</p> <p>Are <b>determined</b> to give their best always, in every lesson, every day. Their mind and body are ready for positive engagement.</p> <p>They have the <b>courage</b> to give everything a go and actively participate in all aspects of learning. They are grateful for the opportunities available to them.</p> <p>Show <b>resilience</b> and work collaboratively, using effective communication skills, when faced with learning challenges.</p> <p>Demonstrate <b>bravery</b> when sharing their learning with others and seek constructive feedback on all tasks so they can improve.</p> |

## Differentiated Explicit Teaching – Tier One

Waterford State School is a positive and disciplined learning environment that provides differentiated teaching and learning opportunities to respond to the learning needs of all students. This approach includes teaching expected behaviours and providing opportunities for students to practise these behaviours. Through the whole school teaching and learning framework, all staff reinforce expected behaviours, provide feedback and correction, as well as multiple opportunities for practise.

Staff at Waterford State School provide various adjustments opportunities to learn in and outside of the classroom. Decisions about differentiation in the classroom environment are informed by various data sets including academic data, behaviour and effort data and whole school behaviour data. This approach enables staff to purposefully plan a variety of ways to engage and teach students, thus, fostering optimal success and positive learning outcomes for all.

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



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

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

At Waterford State School, we believe every individual has the right to work and learn in a safe and supportive environment. A Positive Behaviour for Learning framework, provides a whole school approach to student acknowledgement and discipline and aligns with our mission of:

***'Working together to ensure every day, in every classroom, every student is succeeding'.***

We have developed positive, preventative, proactive systems to explicitly teach and support appropriate behaviour and create positive environments for all school members. Students are acknowledged through Warrior Gotcha tickets for following the school expectations of **BE RESPECTFUL BE RESPONSIBLE BE A LEARNER**

Our school motto of **'Give our best always'** is underpinned by the values of **Pride, Integrity and Perseverance**.

**Waterford Warriors show pride by being respectful to self, others and community.**  
**Waterford warriors show integrity by taking personal responsibility for themselves.**  
**Waterford warriors show perseverance in their learning.**

The school expectations and values are taught explicitly across the school each term through specific PBL lessons. Effective interventions are used for inappropriate behaviour through a clear and consistent consequence system.

The whole school PBL framework involves three tiers of intervention:

- ❖ **TIER ONE** interventions are universal (**green zone 80%**) and are taught and provided to all students at Waterford State School.
- ❖ **TIER TWO** interventions are targeted (**yellow zone less than 15%**) supports or students with at risk behaviour.
- ❖ **TIER THREE** interventions are intensive (**red zone less than 5%**) highly individualised supports for students with challenging behaviour.

### A whole school approach to PBL creates positive, safe and supportive

- Increased academic instruction for students.
- Improved social climate of the school.
- Increased number of students demonstrating positive behaviours.
- Support for students, teachers and parents matched to their needs.
- Systems that support that an instructional approach.
- Consistent delivery of effective programs and practices.



### At Waterford State School we teach and expect students to:

- **BE RESPECTFUL**
- **BE RESPONSIBLE**
- **BE A LEARNER**

### At Waterford State School we expect staff to:

- Explicitly teach expected behaviours and routines.
- Incorporate Essential Skills for Classroom Management 1-10 strategies into daily instruction.
- Establish effective instructional environments.
- Follow schoolwide routines for acknowledgment and consequences systems.
- Provide students with acknowledgment or feedback on school expectations.

### At Waterford State School we expect parents to:

- Encourage students to demonstrate school expectations.
- Model and follow all school expectations.
- Celebrate success and support feedback to be successful.

## TIER ONE INVOLVES DIFFERENTIATED AND EXPLICIT TEACHING FOR ALL STUDENTS

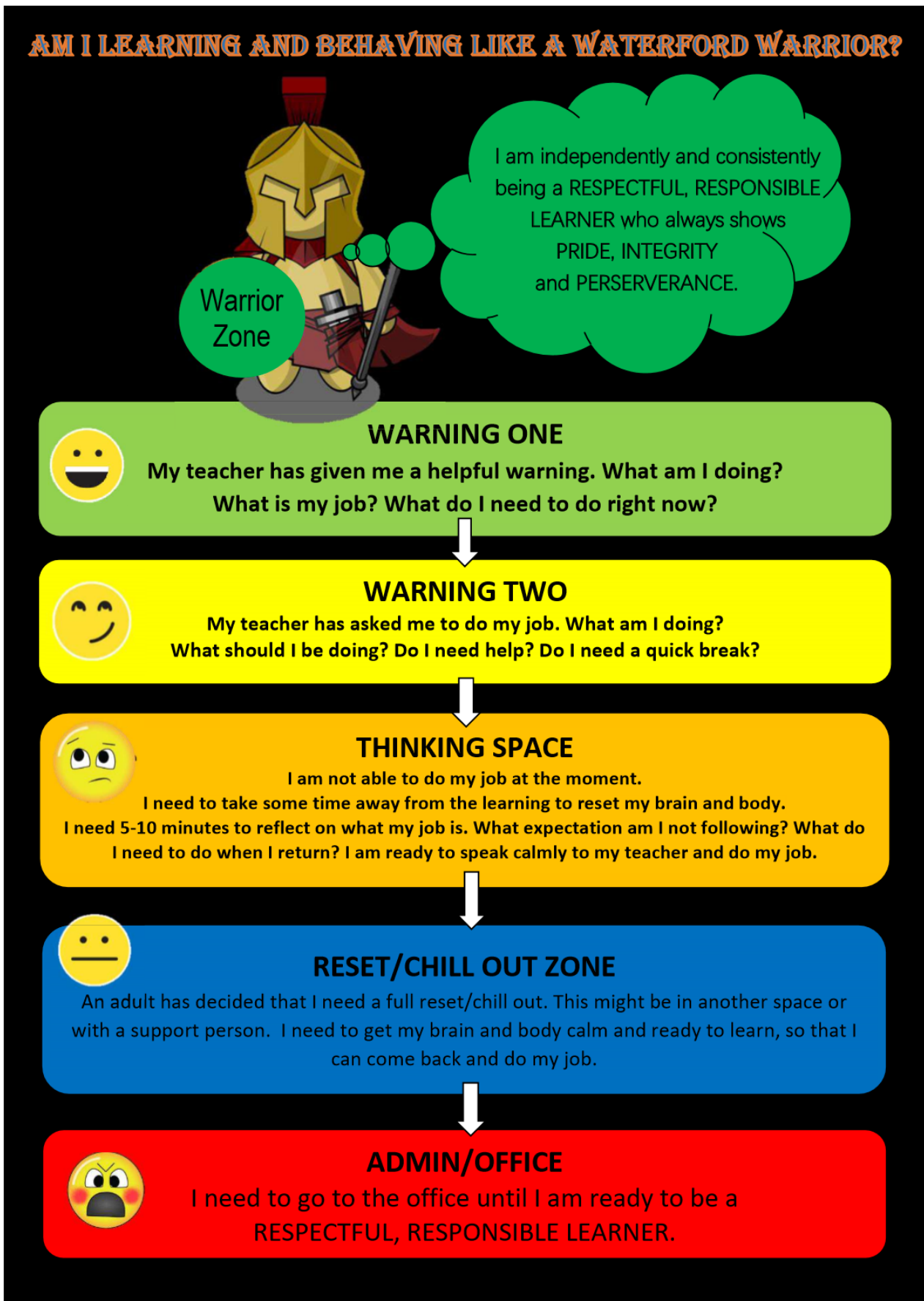
### TIER ONE UNIVERSAL INTERVENTION AND SUPPORT

Focusing on all students and staff across all settings in the school.

- A safe and supportive school environment is established for all students and staff.
- All students are treated and managed with unconditional, positive regard.
- All staff model respectful and caring relationships and emotional regulation in all learning settings.
- Whole class check in system established to monitor behaviour/attendance/uniform/food.
- Expected behaviours, social and social-emotional skills and language are explicitly taught within the curriculum, with multiple opportunities for practice and feedback (PBL Lessons and Resilience Project).
- Responses to problem behaviours are consistent, instructional, preventative, respectful, non-punitive and inclusive (active supervision by all adults in teaching spaces).
- Academic instruction is differentiated and environmental adjustments are made so that all students are provided with opportunities to succeed.
- All students are provided with choices which enhance engagement with learning and provide opportunities to regulate emotions (movement breaks/brain breaks/visual timetable/session trackers/feedback).
- Personalised rewards, consequence systems and processes embedded and referred to frequently.
- 4:1 positive acknowledgement ratio.
- Ongoing coaching and professional development is available to all staff.

## Reinforcing Expected School Behaviour

At Waterford State School, the teaching and learning of expected behaviour is supported through reinforcement which provides students with feedback for engaging in expected school behaviour at a high standard. The Waterford Warrior Expectations Poster is visible in all classrooms and provides students with instant and visible feedback on their behaviour.



## Warrior Rewards System

The Warrior Rewards System is an acknowledgement system designed to acknowledge positive behaviour and increase the quantity and quality of positive interactions between students and staff.

All staff at Waterford State School hand out Warrior Tickets daily to students they observe following the school expectations of Be Responsible, Be Respectful and Be a Learner in both classroom and non-classroom areas. This positive reinforcement occurs continuously throughout various times of the day. When staff observe a student following the rules, they can choose to give them a Warrior Ticket. When students receive a Warrior Ticket, they place their tickets into the class box. These tickets will be drawn on parade weekly, awarding one winner per expectation.

A Warrior of the Week certificate will also be awarded to one student from each class who is independently and consistently demonstrating the focus PBL behaviour for the week.

After a student has collected 10 Warrior Tickets, they will receive a certificate from the year level Deputy Principal.

- 50 Warrior Tickets = Warrior level one black wristband and certificate.
- 100 Warrior Tickets = Warrior level two silver wristband and certificate.
- 150 Warrior Tickets = Warrior level three gold wristband and certificate.
- 200 or more Warrior Tickets = Individual prize from the prize menu and certificate.

The tickets will be drawn out of a box on parade and students will be awarded a prize accordingly. There is opportunity for students to earn participation in a rewards day at the end of Semester One and end of Semester Two. The criteria will be dependent on attendance at school, behaviour results and Warrior Tickets collected per term.

Waterford State School implements the following positive, proactive and preventative process and strategies to support student behaviour:

- Behavioural expectations and focus of the week updates will be published in the school newsletter/shared on parades and via Facebook.
- Weekly Resilience Project/social and emotional focus lessons will also be taught.
- Comprehensive induction programs in the Waterford State School Student Code of Conduct are delivered to new staff and relief and contract staff.
- Individual learning plans, including behaviour support plans, are developed as part of a TAC team approach for students who demonstrate repeated inappropriate behaviours and require additional support. This preventative measure ensures a positive, individualised approach to adjusting the learning environment and curriculum and provide consistent strategies and processes to foster optimal success.

Staff are provided with a range of professional development opportunities including and not limited to:

- Classroom profiling, mentoring and coaching
- Essential Skills for Classroom Management 1-10
- Understanding Function of Behaviour
- Understanding Complex Behaviour
- Understanding Trauma
- One School data entry
- Resilience Project
- PBL

As well as Warrior tickets/gotchass, a range of classroom based positive behaviour reinforcement systems are used at Waterford State School including rewarding and acknowledging positive behaviour by an individual, small group or whole class through the use of systems such as (but are not limited to) "raffle tickets", "marbles in a jar", stickers, team points etc (to increase and support few and frequent).

Guidelines to distribute Warrior Gotcha tickets:

- Classroom teachers to give out 6 gotchas per session.
- Specialist teachers to give out 4 gotchas per session.
- Teacher aides to give out at least 5 per week.
- Staff on duty to give out GOTCHAS where appropriate.
- Admin staff to give out 10 or more a week.

# WATERFORD STATE SCHOOL – SCHOOL WIDE UNIVERSAL EXPECTATIONS TEACHING MATRIX – ALL SCHOOL SETTINGS

Communicating the standards of behaviour that we expect staff and students to follow is the first step to establishing a culture of positive behaviour at Waterford State School. By explicitly teaching these standards of behaviour, and through modelling and communicating the value of these standards, problem behaviours are in turn prevented, and a framework for responding to unacceptable behaviour is established. A school wide set of behavioural expectations in specific settings has been developed and linked to our three school expectations: Waterford State School students are respectful, responsible learners who show pride, integrity and perseverance in their learning, The Schoolwide Universal Expectations Teaching Matrix below outlines agreed rules and behavioural expectations of all students, staff and parents/carers across all learning settings.

| @WATERFORD STATE SCHOOL<br>OUR STUDENTS ARE RESPECTFUL, RESPONSIBLE LEARNERS  |   |   |   | @WATERFORD STATE SCHOOL<br>OUR STAFF, PARENTS AND CARERS  |
|---|---|---|---|---|
|   | OURSELF   | OTHERS  | COMMUNITY   | ARE RESPECTFUL, RESPONSIBLE, LEARNERS   |
| <p><b>We are RESPECTFUL when we:</b></p> <p><i>Waterford Warriors show pride by being respectful to self, others and community.</i></p>     | <ul style="list-style-type: none"> <li>▪ Follow instructions the first time.</li> <li>▪ Follow schoolwide routines.</li> <li>▪ Wear the school uniform correctly and with pride.</li> <li>▪ Use manners and show courtesy and kindness to everyone.</li> <li>▪ Keep our hands, feet, words and objects to ourselves.</li> <li>▪ Are honest.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Show consideration for others and their feelings.</li> <li>▪ Respect others by using the High 5.</li> <li>▪ React appropriately to the size of the problem and solve differences in a calm manner.</li> <li>▪ Think and communicate in a positive manner about myself and others.</li> <li>▪ Show gratitude to those who help us and provide us with opportunity.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Care for the school environment and the facilities provided at school.</li> <li>▪ Follow school protocols for parades and special events.</li> <li>▪ Follow school protocols when using the tuckshop.</li> <li>▪ Travel to and from school whilst wearing our school uniform.</li> <li>▪ Contribute to positive working relationships within all areas of the school environment.</li> <li>▪ Visit places and people in the community.</li> <li>▪ Welcome visitors into our school.</li> <li>▪ Put our rubbish in the correct bins (and recycle when we can).</li> </ul> | <ul style="list-style-type: none"> <li>▪ Maintain confidentiality about information relating to staff, children and families.</li> <li>▪ Communicate via Social Media platforms.</li> <li>▪ Recognise people are different, do not judge others and are fair and equitable to everyone in the schooling community.</li> <li>▪ Welcome and celebrate a diverse school community and recognise, celebrate and embrace significant social, cultural and historical events.</li> <li>▪ Make appointments to speak with staff/parents/carers at an appropriate time.</li> <li>▪ Speak kindly and model appropriate behaviour in a positive manner, across all contexts.</li> </ul> |
| <p><b>We are RESPONSIBLE when we:</b></p> <p><i>Waterford warriors show integrity by taking personal responsibility for themselves.</i></p> | <ul style="list-style-type: none"> <li>▪ Are prepared, organised and punctual, ready to learn – in the right place at the right time.</li> <li>▪ Keep our work space organised and neat and use classroom equipment safely.</li> <li>▪ Move sensibly and safely through the school - Use stairways, balconies and learning spaces safely.</li> <li>▪ Report problems immediately to appropriate staff member.</li> <li>▪ Follow the school's ICT agreement.</li> <li>▪ Accept the consequences of our actions.</li> <li>▪ Are only in a learning space if there is an adult present.</li> <li>▪ Use toilets and school facilities appropriately and hygienically and at the correct time.</li> <li>▪ Are sun safe.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Help others perform duties within our schooling community.</li> <li>▪ Model appropriate behaviour to others.</li> <li>▪ Think of others when we are moving around and playing in the school.</li> <li>▪ Are responsible when using ICTs (looking after equipment, reporting cyber bullying to an adult).</li> <li>▪ Play appropriate games fairly.</li> </ul>                | <ul style="list-style-type: none"> <li>▪ Look after the environment within and surrounding our school community.</li> <li>▪ Help members outside of our schooling community and represent our school with pride.</li> <li>▪ Sit down when eating.</li> <li>▪ Make responsible, safe choices on the way to and from school.</li> <li>▪ Ask for help from people who can keep us safe.</li> <li>▪ Wait in the correct area before and after school.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Model safe and law-abiding behaviours before and after school by using the footpaths, crossings and car parks correctly.</li> <li>▪ Ensure students attend school every day and notify the school promptly of any absences or changes in contact details.</li> <li>▪ Reinforce the school expectations at school and home and teach appropriate ways of handling bullying, harassment or conflict with others.</li> <li>▪ Approach staff/parents/carers in an appropriate manner when problem solving situations.</li> </ul>   |
| <p><b>We are LEARNERS when we:</b></p> <p><i>Waterford warriors show perseverance in their learning.</i></p>                                | <ul style="list-style-type: none"> <li>▪ <i>Give our best always.</i></li> <li>▪ Attend school every day.</li> <li>▪ Have the correct equipment at school every day.</li> <li>▪ Actively participate and focus on our learning (We ask questions and seek feedback to help our learning and learn from our mistakes).</li> <li>▪ Work cooperatively and collaboratively.</li> <li>▪ Do our job the first time.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Leave a positive impact on the learning environment.</li> <li>▪ Understand and respect individual differences and that everyone learns differently.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Listen to and learn from information given by others in the community.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Read the newsletter, notes and Facebook posts.</li> <li>▪ Listen to and learn from information given by others in the community.</li> <li>▪ Attend parade and community events to celebrate the students of Waterford State School.</li> </ul>   |

## Positive acknowledgement systems at Waterford State School:

### **SHORT TERM**

- Staff members hand out Warrior tickets/gotchas each day to students they observe displaying/following the school expectations of BE RESPONSIBLE – BE RESPECTFUL – BE A LEARNER, both in and outside of the classroom.
- These gotchas will be placed in a lucky draw and will be drawn on parade.
- Warrior of the week awarded to one student, per class, per fortnight, for displaying the school's PBL focus lesson.
- As well as Warrior tickets/gotchas, a range of classroom based positive behaviour reinforcement systems are used at Waterford State School including rewarding and acknowledging positive behaviour by an individual, small group or whole class through the use of systems such as (but are not limited to) "raffle tickets", "marbles in a jar", stickers, team points etc (to increase and support few and frequent).

### **INTERMITTENT**

- 50 Gotchas = Black wristband Warrior Level One and accompanying certificate – presented at the end of term.
- 100 Gotchas = Silver wristband Warrior Level Two and accompanying certificate – presented at the end of term.
- 150 Gotchas = Gold wristband Warrior Level Three and accompanying certificate – presented at the end of term.
- 200 Gotchas = Choose from menu.

### **LONG TERM**

- Waterford Rewards Day Semester One – held at the school for those eligible.
- Waterford Rewards Day Semester Two – held at the school for those eligible.
  - Behaviour data = Excellent or Very Good for Behaviour and Effort marks on report cards.
  - Attendance data = 93% present/plus medical certificates provided.
  - PBL gotchas data = 100 gotchas or more Semester One 100 gotchas or more Semester Two

## Focused Teaching – Tier 2

Approximately 15% of all students in any school or classroom may require additional support or adjustments in regards to academic, behaviour and social and emotional support, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, development and behaviour, work collaboratively with class teachers at Waterford State School or provide focused teaching. Focused teaching is aligned to the PBL Expectations matrix, and student's progress is monitored by the classroom teacher/s to identify those who:

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

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

- Observations through a functional lens to inform an individual behaviour support/monitoring plan
- Resilience Project
- Tier 2 programs (Rock and Water, Drum beat, Shine, RAGE, Zones of Regulation, Cultural groups).

For more information about these programs, please speak with the Head of Department – Student Services on 07 3451 8222.

### **TIER TWO SUPPORT AND INTERVENTION INVOLVES FOCUSED TEACHING FOR IDENTIFIED STUDENTS THROUGH SMALL GROUP INTERVENTION OR 1 ON 1 TARGETED SUPPORT**

#### TIER TWO INTERVENTION AND SUPPORT

Specialised small group intervention practising components of students with common needs: behavioural/wellbeing/social and emotional/academic focus.

- SST referral process is used to determine Tier 2 students.
- Tier 2 referral system includes process for nominating students with internalising as well as externalising behaviours.
- Attendance support and intervention through referral and case management process.
- FBA/data collection/observation/tracking tools are used to identify reasons for behaviour and to inform and develop behaviour support plans to remove or neutralise triggers, and to teach and reinforce alternative behaviours.
- TAC team approach to provide additional support to classroom teachers using trauma-informed, embedded cultural perspectives/researched, best practice responses to support problem behaviours.
- Daily check-in system and adult mentors are identified to connect students with positive adults and monitor student behaviour and wellbeing.
- Small group interventions for stress management, self-regulation, social skills, emotional/wellbeing focus.  
(Rock and Water, Drum beat, Shine, RAGE, Zones of Regulation, Cultural groups). Referred through SST.
- Ongoing coaching and professional development available to all staff.



### Intensive Teaching – Tier 3

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

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

#### **TIER THREE INTERVENTION AND SUPPORT INVOLVES INTENSIVE TEACHING, SUPPORT AND INTERVENTION FOR A SMALL NUMBER OF IDENTIFIED STUDENTS**

##### **TIER THREE INTERVENTION AND SUPPORT**

Intensive individualised intervention for students – guided by external support agencies/experts.

- Case management by designated Tier 3 TAC team through SST referral process.
- Parent/caregiver/external agency/regional staff/medical clinician involvement in Stakeholder process.
- Interventions and support (teaching, environmental and individual) which address individual triggers for behaviour are identified and developed.
- Interventions and support which teach coping, stress management, self-regulation, anger management and problem solving strategies are identified and developed.
- FBA/data collection/observation process used to identify reasons for behaviour and develop behaviour support plans to remove or neutralise triggers, and to teach and reinforce alternative behaviours.
- Individual behaviour support planning informed by data. ISS/Risk assessment/adjusted timetable plan completed if necessary. Reviewed fortnightly.
- Specialised coaching and professional development available to all staff.

# Legislative Delegations

## Legislation

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

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

[Child Protection Act 1999 \(Qld\)](#)

[Commonwealth Disability Discrimination Act 1992](#)

[Commonwealth Disability Standards for Education 2005](#)

[Criminal Code Act 1899 \(Qld\)](#)

[Education \(General Provisions\) Act 2006](#)

[Education \(General Provisions\) Regulation 2017](#)

[Human Rights Act 2019 \(Qld\)](#)

[Information Privacy Act 2009 \(Qld\)](#)

[Judicial Review Act 1991 \(Qld\)](#)

[Right to Information Act 2009 \(Qld\)](#)

[Police Powers and Responsibilities Act 2000 \(Qld\)](#)

[Workplace Health and Safety Act 2011 \(Qld\)](#)

[Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

## Delegations

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

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

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

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

# Disciplinary Consequences

## Determining the type of behaviour

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

- **Minor** behaviour incidents are handled by staff members at the time it happens.
- **Major** behaviour incidents are referred directly to the school Administration team – Principal or Deputy Principal.

**Minor** problem 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Major** behaviours are those that are:

- physically or verbally abusive
- unsafe
- significantly violate the rights of others

Staff use the table below to assist in identifying and provide consistency when determining the appropriate response:

| ONE SCHOOL CATEGORY               | MINOR DEFINITION<br>TEACHER MANAGED  | MAJOR DEFINITION<br>OFFICE REFERRED AND MANAGED  |
|-----------------------------------|--|--|
| <b>Support and management</b>     | <ul style="list-style-type: none"> <li>▪ Are minor breaches of the school expectations<br/>Do not seriously harm others (or cause suspicion that the student may be harmed).</li> <li>▪ Do not violate the rights of others in any serious way.</li> <li>▪ Are not part of an ongoing pattern of inappropriate behaviours.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Are major breaches of school expectations</li> <li>▪ Puts others/self at risk or harm</li> <li>▪ Significantly violates the rights of others</li> <li>▪ May warrant removal from learning/play/school environment</li> <li>▪ Requires immediate referral to school leadership team because of the seriousness.</li> </ul>   |
| <b>Bullying/ Harassment</b>       | <ul style="list-style-type: none"> <li>▪ Staff effectively and consistently use the Essential Skills for Classroom Management to support children to redirect their behaviour.</li> <li>▪ Staff member guides student through Behaviour Management/Consequence flow chart (using language prompts to scaffold).</li> <li>▪ Record behaviour incident on one school according to school flow chart. Contact home if required/record contact.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Staff member calmly reminds the student of their role/job in alignment with the schools expectations.</li> <li>▪ Staff member contacts the school leadership team to escort the student to administration (or a red card is sent).</li> <li>▪ Record behaviour incident on one school.</li> <li>▪ Further support/intervention may be required/enacted internally or externally to the school as a result.</li> </ul> |
| <b>Defiant/threat/s to adults</b> | <ul style="list-style-type: none"> <li>▪ A one off random act or behaviour 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 and emotional intimidation.</li> <li>▪ Inappropriate comments based on race/ Religion/ethnicity/disability.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ On going and persistent acts of 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 and emotional intimidation.</li> <li>▪ Verbal and physical threats to hurt/harm someone.</li> </ul>  |
| <b>Defiant/threat/s to adults</b> | <ul style="list-style-type: none"> <li>▪ Refusal to follow directions or engaged with adult or learning.</li> <li>▪ Deliberately ignoring adult instructions.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Threatening an adult with violence or retribution. Blatant or persistent refusal to follow directions.</li> <li>▪ Verbal or physical threat to an adult.</li> <li>▪ Swearing at an adult.</li> </ul>  |

|                                |   |  |
|--------------------------------|---|--|
| Disruptive                     | <ul style="list-style-type: none"> <li>▪ Exhibiting off task behaviour which interferes with learning/safety of others.</li> <li>▪ Calling out/talking</li> <li>▪ Out of seat disrupting others</li> <li>▪ Making noise during learning time</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Threatening an adults belongings.</li> <li>▪ Persistent interruption to the learning, causing a teacher to stop teaching for a prolonged period of time.</li> <li>▪ Unable to take redirection</li> <li>▪ Repeatedly out of seat disrupting others</li> <li>▪ Disrupting on parade/special events</li> </ul>  |
|                                | <ul style="list-style-type: none"> <li>▪ Violation of dress code through ignorance/misinformation.</li> <li>▪ Not wearing a hat in playground.</li> <li>▪ Not wearing shoes outside.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Explicit and/or persistent defiance of school uniform/dress code or deliberate contradiction of directions given in relation to dress code.</li> <li>▪ The wearing of clothes with offensive language.</li> <li>▪ The wearing of revealing/inappropriate clothing in the school setting.</li> </ul>   |
| IT misconduct                  | <ul style="list-style-type: none"> <li>▪ Any actions resulting in breach of the internet agreement, misusing equipment and/or accessing accounts other than your own.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Using school computers/ipads/technology for inappropriate or illegal activity.</li> <li>▪ Use of technological devices for voicemail, email, text messaging, photography, videoing or filming purposes without authorisation.</li> <li>▪ Repeated violation of the schools IT policy.</li> <li>▪ Deliberate misuse or damage to school IT equipment.</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.</li> </ul> |
| Lying/cheating                 | <ul style="list-style-type: none"> <li>▪ Lying: elaborations, altering outcomes, falsifying events, not reporting factually.</li> <li>▪ Saying a lie to get out of trouble.</li> <li>▪ Cheating: plagiarism, copying work of another student, not following rules of a game or sport. Cheating on a test.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Deliberate alteration of the truth for personal gain or to cause blame/harm to others.</li> <li>▪ Deliberate false accusation.</li> <li>▪ Lying about a serious offence.</li> <li>▪ Ongoing cheating for assessment tasks.</li> </ul>   |
| Misconduct involving an object | <ul style="list-style-type: none"> <li>▪ Threatening to use, any object in a way that is not for its intended purpose.</li> <li>▪ Throwing objects that may not hurt/injure someone.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Threatened or actual use of an object in an aggressive manner with the intent to harm another person, property or the object.</li> <li>▪ Intentional throwing of objects that may hurt/injure someone.</li> </ul>   |
| Non compliance with routine    | <ul style="list-style-type: none"> <li>▪ Failure or refusal to comply with expectations and/or instructions and routines.</li> <li>▪ Running on concrete or around buildings.</li> <li>▪ Running in stair wells.</li> <li>▪ Not walking bike/scooter in school grounds.</li> <li>▪ In out of bounds area.</li> <li>▪ Not in the right place at the right time.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Continued and deliberate flaunting of expectations and procedures made clear to students.</li> <li>▪ Repeated refusal to walk on hard surfaces.</li> <li>▪ Repeated refusal to move around the school safely.</li> <li>▪ Repeatedly in an out of bounds area.</li> <li>▪ Repeatedly not being in the right place at the right time.</li> </ul>  |
| Physical misconduct            | <ul style="list-style-type: none"> <li>▪ Physical contact between students to annoy/and or provoke.</li> <li>▪ Minor deliberate physical contact (shoving, bumping, pushing, without intent to hurt).</li> <li>▪ Spitting at ground or floor.</li> <li>▪ Not playing school approved games.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Serious physical aggression.</li> <li>▪ Fighting with the intent to hurt or harm.</li> <li>▪ As above, any punching, biting, hitting, kicking, choking, grabbing, head butting at others that involves contact to another.</li> <li>▪ Spitting and snotting at others.</li> <li>▪ Any physical intimidation through sexual connotations.</li> </ul>   |
| Possess prohibited items       | <ul style="list-style-type: none"> <li>▪ Toys/objects at school without permission.</li> <li>▪ Possession of energy drinks or electronics.</li> <li>▪ Possession of mobile phone without the intention of handing it into the office.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Possession or selling of drugs/alcohol/cigarettes.</li> <li>▪ Possession of weapons including knives, scissors, sharp objects and any other items which could be considered a weapon being taken to school.</li> </ul>  |

## MINOR AND MAJOR BEHAVIOURS

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

**Minor** behaviour incidents are handled by staff members at the time it happens.

**Major** behaviour incidents are referred directly to the school Administration team – Principal or Deputy Principal – and are dealt with in a timely manner.

**Minor** problem 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 inappropriate behaviours.
- Do not require involvement of specialist support staff or Administration.

**Major** behaviours are those that are:

- Physically or verbally abusive.
- Unsafe.
- Significantly violate the rights of others.

Examples of minor and major behaviours:

| ONE SCHOOL CATEGORY        | MINOR DEFINITION<br>TEACHER MANAGED  | MAJOR DEFINITION<br>OFFICE REFERRED AND MANAGED   |
|----------------------------|--|---|
| Support and management     | <ul style="list-style-type: none"> <li>▪ Are minor breaches of the school expectations.</li> <li>▪ Do not seriously harm others (or cause suspicion that the student may be harmed).</li> <li>▪ Do not violate the rights of others in any serious way.</li> <li>▪ Are not part of an ongoing pattern of inappropriate behaviours.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Are major breaches of the school expectations.</li> <li>▪ Puts others/self at risk or harm.</li> <li>▪ Significantly violates the rights of others.</li> <li>▪ May warrant removal from learning/play/school environment.</li> <li>▪ Requires immediate referral to school leadership team because of the seriousness.</li> </ul>  |
|                            | <ul style="list-style-type: none"> <li>▪ Staff effectively and consistently use the Essential Skills for Classroom Management to support children to redirect their behaviour.</li> <li>▪ Staff member guides student through Behaviour Management/Consequence flow chart (using language prompts to scaffold).</li> <li>▪ Record behaviour incident on one school according to school flow chart. Contact home if required/record contact.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Staff member calmly reminds the student of their role/job in alignment with the school's expectations.</li> <li>▪ Staff member contacts the school leadership team to escort the student to administration (or a red card is sent).</li> <li>▪ Record behaviour incident on one school.</li> <li>▪ Further support/intervention may be required/enacted internally or externally to the school as a result.</li> </ul> |
| Bullying/ Harassment       | <ul style="list-style-type: none"> <li>▪ A one-off random act or behaviour 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 and emotional intimidation.</li> <li>▪ Inappropriate comments based on race/</li> <li>▪ Religion/ethnicity/disability.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Ongoing and persistent acts of 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 and emotional intimidation.</li> <li>▪ Verbal and physical threats to hurt/harm someone.</li> </ul>  |
| Defiant/threat/s to adults | <ul style="list-style-type: none"> <li>▪ Refusal to follow directions or engaged with adult or learning.</li> <li>▪ Deliberately ignoring adult instructions.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Threatening an adult with violence or retribution. Blatant or persistent refusal to follow directions.</li> <li>▪ Verbal or physical threat to an adult.</li> <li>▪ Swearing at an adult.</li> <li>▪ Threatening an adult's belongings.</li> </ul>   |
| Disruptive                 | <ul style="list-style-type: none"> <li>▪ Exhibiting off task behaviour which interferes with learning/safety of others.</li> <li>▪ Calling out/talking</li> <li>▪ Out of seat disrupting others</li> <li>▪ Making noise during learning time</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Persistent interruption to the learning, causing a teacher to stop teaching for a prolonged period of time.</li> <li>▪ Unable to take redirection</li> <li>▪ Repeatedly out of seat disrupting others</li> <li>▪ Disrupting on parade/special events</li> </ul>  |
| Dress Code                 | <ul style="list-style-type: none"> <li>▪ Violation of dress code through ignorance/misinformation.</li> <li>▪ Not wearing a hat in playground.</li> <li>▪ Not wearing shoes outside.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Explicit and/or persistent defiance of school uniform/dress code or deliberate contradiction of directions given in relation to dress code.</li> <li>▪ The wearing of clothes with offensive language.</li> <li>▪ The wearing of revealing/inappropriate clothing in the school setting.</li> </ul>  |
| IT misconduct              | <ul style="list-style-type: none"> <li>▪ Any actions resulting in breach of the internet agreement, misusing equipment and/or accessing accounts other than your own.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Using school computers/iPad/technology for inappropriate or illegal activity.</li> <li>▪ Use of technological devices for voicemail, email, text messaging, photography, videoing or filming purposes without authorisation.</li> <li>▪ Repeated violation of the school's IT policy.</li> <li>▪ Deliberate misuse or damage to school IT equipment.</li> </ul>  |

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|   |   | <ul style="list-style-type: none"> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.</li> </ul>   |
| Lying/cheating  | <ul style="list-style-type: none"> <li>▪ Lying: elaborations, altering outcomes, falsifying events, not reporting factually.</li> <li>▪ Saying a lie to get out of trouble.</li> <li>▪ Cheating: plagiarism, copying work of another student, not following rules of a game or sport. Cheating on a test.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Deliberate alteration of the truth for personal gain or to cause blame/harm to others.</li> <li>▪ Deliberate false accusation.</li> <li>▪ Lying about a serious offence.</li> <li>▪ Ongoing cheating for assessment tasks.</li> </ul>   |
| Misconduct involving an object                                      | <ul style="list-style-type: none"> <li>▪ Threatening to use, any object in a way that is not for its intended purpose.</li> <li>▪ Throwing objects that may not hurt/injure someone.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Threatened or actual use of an object in an aggressive manner with the intent to harm another person, property or the object.</li> <li>▪ Intentional throwing of objects that may hurt/injure someone.</li> </ul>   |
| Non-compliance with routine   | <ul style="list-style-type: none"> <li>▪ Failure or refusal to comply with expectations and/or routines.</li> <li>▪ Running on concrete or around buildings.</li> <li>▪ Running in stair wells.</li> <li>▪ Not walking bike/scooter in school grounds.</li> <li>▪ In out of bounds area.</li> <li>▪ Not in the right place at the right time.</li> </ul>                    | <ul style="list-style-type: none"> <li>▪ Continued and deliberate flaunting of expectations and procedures made clear to students.</li> <li>▪ Repeated refusal to walk on hard surfaces.</li> <li>▪ Repeated refusal to move around the school safely.</li> <li>▪ Repeatedly in an out of bounds area.</li> <li>▪ Repeatedly not being in the right place at the right time.</li> </ul>      |
| Physical misconduct   | <ul style="list-style-type: none"> <li>▪ Physical contact between students to annoy/and or provoke.</li> <li>▪ Minor deliberate physical contact (shoving, bumping, pushing, without intent to hurt).</li> <li>▪ Spitting at ground or floor.</li> <li>▪ Not playing school approved games.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Serious physical aggression.</li> <li>▪ Fighting with the intent to hurt or harm.</li> <li>▪ As above, any punching, biting, hitting, kicking, choking, grabbing, head butting at others that involves contact to another.</li> <li>▪ Spitting and snorting at others.</li> <li>▪ Any physical intimidation through sexual connotations.</li> </ul> |
| Possess prohibited items  | <ul style="list-style-type: none"> <li>▪ Toys/objects at school without permission.</li> <li>▪ Possession of energy drinks or electronics.</li> <li>▪ Possession of mobile phone without the intention of handing it into the office.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Possession or selling of drugs/alcohol/cigarettes.</li> <li>▪ Possession of weapons including knives, scissors, sharp objects and any other items which could be considered a weapon being taken to school.</li> <li>▪ Possession of lighter, matches, poison or other dangerous items.</li> </ul>  |
| Property misconduct   | <ul style="list-style-type: none"> <li>▪ The misuse of school or personal property.</li> <li>▪ Petty theft (one off eg taking a pencil or pen).</li> <li>▪ Lack of care for the school environment and buildings.</li> <li>▪ Drawing on desks.</li> <li>▪ Incorrect use of equipment.</li> <li>▪ Playing in toilets.</li> <li>▪ Accidentally setting off alarms.</li> </ul> | <ul style="list-style-type: none"> <li>▪ The theft of property or the deliberate destruction of school or personal property.</li> <li>▪ Stealing/major theft.</li> <li>▪ Repeated petty theft.</li> <li>▪ Wilful property damage.</li> <li>▪ Vandalism/Graffiti.</li> <li>▪ Deliberately setting off alarms.</li> </ul>  |
| Refusal to participate in program of instruction                    | <ul style="list-style-type: none"> <li>▪ Students refusing to participate in, or choosing to avoid completion of individual, group or whole class activities and set tasks.</li> <li>▪ Refusing to work.</li> <li>▪ Non-compliance.</li> <li>▪ Uncooperative behaviour.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Persistent refusal to participate in class activities or complete set tasks without a valid reason.</li> <li>▪ Repeated refusal to work.</li> <li>▪ Major/deliberate non-compliance.</li> <li>▪ Repeated non-compliance.</li> <li>▪ Repeated uncooperative behaviour.</li> </ul>  |
| Substance misconduct involving illicit substance                    |   | <ul style="list-style-type: none"> <li>▪ Issuing/consuming/coming to school under the influence of prohibited/illegal substances (drugs/alcohol).</li> </ul>   |
| Substance misconduct involving tobacco and other illegal substances | <ul style="list-style-type: none"> <li>▪ Pretending to smoke at school using rolled up paper/pencil/objects.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Smoking in toilets.</li> <li>▪ Bringing substances to school.</li> <li>▪ Have knowledge of student's possession of substances and does not report/inform.</li> </ul>  |
| Threats to others   | <ul style="list-style-type: none"> <li>▪ Acting in a way that intimidates or makes another person fearful.</li> <li>▪ A one-off threat such as "I'll get you" without intent to follow through.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Verbal, physical or gestural behaviour that signals a desire to cause physical harm or intimidate.</li> <li>▪ Threaten physical violence/assault with intent to follow through.</li> </ul>  |
| Truant skip class   | <ul style="list-style-type: none"> <li>▪ Failure to attend physically the learning area.</li> <li>▪ Absconding from class (e.g. toilet/out of bounds).</li> <li>▪ Not being punctual (e.g. late after breaks).</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Failure to attend physically the learning area for a sustained amount of time or on multiple occasions.</li> <li>▪ Leaving classroom/activity without permission.</li> <li>▪ Repeatedly not being punctual (e.g. lateness).</li> <li>▪ Leaving school without permission.</li> </ul>  |
| Verbal misconduct   | <ul style="list-style-type: none"> <li>▪ Inappropriate comments that are disrespectful to others or the school or staff (written or verbal or drawn).</li> <li>▪ Disrespectful tone.</li> <li>▪ One off mimicking of staff or students.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Severe verbal misconduct including swearing and threatening or abusive comments aimed at staff or students.</li> <li>▪ Aggressive language.</li> <li>▪ Verbal abuse/directed profanity.</li> <li>▪ Repeated inappropriate language (written/verbal).</li> <li>▪ Repeated calling out.</li> <li>▪ Repeated disrespectful tone.</li> </ul>            |

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|---|---|---|
| Property misconduct   |   | <ul style="list-style-type: none"> <li>▪ Possession of lighter, matches, poison or other dangerous items.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>▪ The misuse of school or personal property.</li> <li>▪ Petty theft (one off eg taking a pencil or pen).</li> <li>▪ Lack of care for the school environment and buildings.</li> <li>▪ Drawing on desks.</li> <li>▪ Incorrect use of equipment.</li> <li>▪ Playing in toilets.</li> <li>▪ Accidentally setting off alarms.</li> </ul> | <ul style="list-style-type: none"> <li>▪ The theft of property or the deliberate destruction of school or personal property.</li> <li>▪ Stealing/major theft.</li> <li>▪ Repeated petty theft.</li> <li>▪ Wilful property damage.</li> <li>▪ Vandalism/Graffiti.</li> <li>▪ Deliberately setting off alarms.</li> </ul>   |
| Refusal to participate in program of instruction                    | <ul style="list-style-type: none"> <li>▪ Students refusing to participate in, or choosing to avoid completion of individual, group or whole class activities and set tasks.</li> <li>▪ Refusing to work.</li> <li>▪ Non-compliance.</li> <li>▪ Uncooperative behaviour.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Persistent refusal to participate in class activities or complete set tasks without a valid reason.</li> <li>▪ Repeated refusal to work.</li> <li>▪ Major/deliberate non-compliance.</li> <li>▪ Repeated non-compliance.</li> <li>▪ Repeated uncooperative behaviour.</li> </ul>   |
| Substance misconduct involving illicit substance                    |   | <ul style="list-style-type: none"> <li>▪ Issuing/consuming/coming to school under the influence of prohibited/illegal substances (drugs/alcohol).</li> </ul>  |
| Substance misconduct involving tobacco and other illegal substances | <ul style="list-style-type: none"> <li>▪ Pretending to smoke at school using rolled up paper/pencil/objects.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Smoking in toilets.</li> <li>▪ Bringing substances to school.</li> <li>▪ Have knowledge of students possession of substances and does not report/inform.</li> </ul>  |
| Threats to others   | <ul style="list-style-type: none"> <li>▪ Acting in a way that intimidates or makes another person fearful.</li> <li>▪ A one off threat such as “Ill get you” without intent to follow through.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Verbal, physical or gestural behaviour that signals a desire to cause physical harm or intimidate.</li> <li>▪ Threaten physical violence/assault with intent to follow through.</li> </ul>   |
| Truant skip class   | <ul style="list-style-type: none"> <li>▪ Failure to attend physically the learning area.</li> <li>▪ Absconding from class. Eg toilet/out of bounds.</li> <li>▪ Not being punctual (eg late after breaks).</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Failure to attend physically the learning area for a sustained amount of time or on multiple occasions.</li> <li>▪ Leaving classroom/activity without permission.</li> <li>▪ Repeatedly not being punctual (eg lateness).</li> <li>▪ Leaving school without permission.</li> </ul>   |
| Verbal misconduct   | <ul style="list-style-type: none"> <li>▪ Inappropriate comments that are disrespectful to others or the school or staff (written or verbal or drawn).</li> <li>▪ Disrespectful tone.</li> <li>▪ One off mimicking of staff or students.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Severe verbal misconduct including swearing and threatening or abusive comments aimed at staff or students.</li> <li>▪ Aggressive language.</li> <li>▪ Verbal abuse/directed profanity.</li> <li>▪ Repeated inappropriate language (written/verbal).</li> <li>▪ Repeated calling out.</li> <li>▪ Repeated disrespectful tone.</li> </ul> |

## **Responding to unacceptable behaviour:**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, related to the school expectations – Be Respectful, Be Responsible and Be a Learner. Following this, a child will be redirected to change their behaviour so that it aligns with our school's expectations.

At Waterford State School, staff will always use a least intrusive, preventative approach when responding to behaviour. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. Strategies used to address low-level problem behaviours are aimed at decreasing time out of learning, demonstrating care and concern by the adult whilst building the relationship with students and maintaining a positive learning climate. All responses to inappropriate behaviour should be affected immediately in a calm, quiet, specific (yet brief) respectful manner. The range of strategies should move from a least to most intrusive responses.

### **Differentiated Response – Tier 1**

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

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

### **Focused Response – Tier 2**

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention



- Reset Day
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

### Intensive Response – Tier 3

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

### School Disciplinary Absences

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

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

The decision to suspend or exclude will be in accordance to the guidelines and procedures in Education Queensland's policy for suspension and exclusion under Section 285 of the Education (General Provisions) Act 2006. Prior to taking this action, the Principal will confer with the Deputy Principal, Head of Department – Student Services, members of the Students Services team, the classroom teacher and relevant Regional Office staff to ensure that consideration has been to the student's individual circumstances.

Suspension or exclusion of any student from Waterford State School is a consequence that is used only as a last resort or as natural/logical consequence for high level, unsafe behaviours. The following behaviours will not be tolerated by the school and the student in most circumstances will result in a suspension:

- Serious physical violence
- Serious persistent bullying
- Abusive/aggressive behaviour towards staff
- Bringing prohibited items to school.
- Any conduct that could bring a criminal charge.

Students on a long suspension will be provided work to complete and submit on a week to week basis.

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

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

### **Re-entry following suspension**

Parent attendance at a re-entry meeting is expected so that the school team can work with home based supports to create a supportive network for the student and ensure that parents/carers are informed about the strategies that are being used.

The invitation to attend the re-entry meeting will be communicated via the suspension letter sent home via email and post. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

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

Possible agenda:

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

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as members of the Student Services Team and regional staff, is important as these stakeholders offer valuable advice to ensure a successful outcome to the re-entry meeting.

## Possible Consequences

Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments. The PBL framework ensures all students are explicitly taught the expected behaviours and establishes clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

When responding to behaviour at Waterford State School, it should always be immediate, calm, consistent, respectful and individualised. Our school expectations are: Be Respectful, Be Responsible and Be a Learner. Students who behave inappropriately and do not meet the school expectations – will be given an appropriate consequence. The following consequences may be given to a student at Waterford State School:

| Consequence/<br>Intervention                          |   |
|---|---|
| <b>Essential Skills for Classroom Management 1-10</b> | <p>The Essential Skills Core Learning Component emphasises teacher’s language, both verbal and non-verbal to focus students’ attention, as well as the importance of positive teacher–student relationships developed through the learning process. By using the Essential Skills for Classroom Management, teachers will be able to reduce time spent on managing conversations and increase the time spent on learning conversations. More effective learning conversations and experiences i.e. clear instructions, clear expectations and well-sequenced pedagogy will also reduce time spent on managing conversations.</p> <ol style="list-style-type: none"> <li>1. <b>Establishing expectations – Making rules.</b></li> <li>2. <b>Giving instructions – Telling students what to do.</b></li> <li>3. <b>Waiting and scanning – Stopping to assess what is happening.</b></li> <li>4. <b>Cueing with parallel acknowledgement – Praising a particular student to prompt others.</b></li> <li>5. <b>Body language encouraging – Smiling, nodding, gesturing and moving near.</b></li> <li>6. <b>Descriptive encouraging – Praise describing behaviour.</b></li> <li>7. <b>Selective attending – Not obviously reacting to certain behaviours.</b></li> <li>8. <b>Redirecting to the learning – Prompting on-task behaviour.</b></li> <li>9. <b>Giving a choice – Describing the student’s options and likely consequences of their behaviour.</b></li> <li>10. <b>Following through – Doing what you said you would do.</b></li> </ol> |
| <b>Check in</b>                                       | A check in conversation/system is established (either formally or informally) to discuss expectations, goals, barriers or adjustments needed to have a successful day between a staff member and child.   |
| <b>THINKING SPACE “time in”</b>                       | Thinking space in the classroom is given to students to reflect on their behaviour and allows students to calm down, reset and think about their behaviour and choices. This may be for a defined period of time. When the student is able to follow the school expectations and can identify what is expected of them upon their return to the learning, they will be redirected bac to their learning task. Students in the thinking space must be supervised at all times.   |
| <b>TRACKING TOOLS</b>                                 | Staff may use a tracking tool to record frequency of behaviour and provide feedback to students and parents. This data may be used to inform further intervention required.   |

|  |  |
|--|--|
| <b>MEDIATION<br/>APOLOGY<br/>NATURAL<br/>CONSEQUENCE</b> | Some situations within the learning environment can be resolved with a restorative discussion with staff and students by providing opportunity for each student to explain their understanding of the situation and actions and give apologies and natural consequences where appropriate.   |
| <b>COMMUNICATION<br/>BOOK</b>                            | To provide students with frequent feedback on their behaviour, they may receive a communication book with travels between school and parents/carers or students/admin/support staff. Teachers record daily progress, provide feedback and then this is signed off by the relevant party.   |
| <b>ADJUSTMENTS TO<br/>THE LEARNING<br/>ENVIRONMENT</b>   | Based on the function of the behaviour, various adjustments can be made to engage students actively in learning.   |
| <b>REFLECTION ROOM</b>                                   | Reflecting on individual behaviour is an important practice which allows students to learn from their actions to make better choices in the future. Waterford State School uses the Reflection Room, during lunch breaks, to give students an opportunity to reflect on their behaviour and discuss with a teacher how they can change their behaviour to meet the schools expectations of Be Respectful, Be Responsible, Be a Learner. Reflections are given as a consequence for behaviours that are not consistent with the school's expectations. Reflection is held during play time. |
| <b>CHECK IN AND CHECK<br/>OUT</b>                        | A check in, check out system is established (either formally or informally) to discuss expectations, goals, barriers or adjustments needed to have a successful day between a staff member (chosen support person) and child. This can be tracked at various times throughout the day.   |
| <b>STRUCTURED PLAY</b>                                   | A designated play area is negotiated between a staff member and student which provides the opportunity to develop positive play skills with some staff support.  |
| <b>SUPERVISED PLAY</b>                                   | Student is supervised at all play breaks and is tracked via a play ground pass/routine.  |
| <b>TIER 2 IBSP</b>                                       | A Tier 2 Individual Behaviour Support plan, informed by data, is developed in consultation with the class teacher and relevant support staff following the SST referral process.   |
| <b>TIER 3 IBSP</b>                                       | A Tier 3 Individual Behaviour Support plan, informed by data, is developed in consultation with the class teacher, relevant support staff and external agency staff following the SST referral process.  |
| <b>DETENTION</b>   | A prescribed period of time spent supervised in the office (before school or at lunch time).   |
| <b>MAJOR BEHAVIOUR<br/>REFERALL</b>                      | Administration staff will refer to the Student Code of Conduct for an appropriate consequence.   |

## School Policies

Waterford State School has established 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
- Attendance Policy

# Temporary removal of student property

## Purpose of this policy

The safety of the Waterford State School Community is our number one priority at all times. Our school expects that students act in a safe and responsible manner. By being safe, students recognise the importance of the health and wellbeing of self and others and by being responsible, students make good choices.

Waterford State School takes the possession of items that risk the safety, wellbeing and good order of our school seriously. In some cases, temporary removal of prohibited items may be required. This policy outlines the processes, conditions and responsibilities of stakeholders pertaining to the temporary removal of student property.

## What items are prohibited and will be removed?

| <b>CLASS A</b>   | <b>CLASS B</b>  |
|--|---|
| <p>Class A items are prohibited at Waterford State School and will likely result in significant consequences and potential involvement from the Queensland Police Service:</p> <ul style="list-style-type: none"><li>• Illegal items or weapons</li><li>• Potentially dangerous items</li><li>• Drugs (including tobacco) and paraphernalia</li><li>• Alcohol</li><li>• Explosives (for example sparklers, flares)</li><li>• Flammable solids or liquids (for example matches and lighters)</li><li>• Poisons (for example weed killer, insecticides)</li><li>• Inappropriate or offensive material (for example racial literature, pornography, extremist propaganda)</li></ul> | <p>Class B items are not permitted at Waterford State School. These items may pose a risk to the health and safety of all students, be a distraction to learning or be seen as an attractive item by other students. Class B items include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Aerosol deodorants or cans (including spray paint)</li><li>• Imitation guns or weapons</li><li>• Chewing gum</li><li>• Some items of jewellery – see Student Dress Code</li><li>• Some items of clothing such as bandannas – see <i>Student Dress Code</i></li><li>• Electronic Devices – see <i>Use of mobile phones and other devices by students</i></li><li>• Collectable items such as trading cards or figurines</li><li>• High value jewellery</li><li>• High value cash</li></ul> |

The school will notify parents of the temporary removal of student property.

## How long will prohibited items be kept?

A reasonable time to temporarily remove property may be guided by:

- 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

Class A items will be kept until such time that investigations pertaining to the item have concluded. Class A items can be collected by a parent or caregiver once advised by School Administration, unless the item is handed to the Queensland Police Service.

Class B items will be kept by staff until parent contact has been established and collection of the item has been negotiated.

## Medication

- Only medication prescribed by a health practitioner will be administered by school staff
- Schools require medical authorisation to administer any medication to students (including over the counter items such as paracetamol)

## **Student responsibilities**

All students must understand and enact the roles and responsibilities outlined in this policy.

Students at Waterford State School have a responsibility to ensure that they do not bring property onto the school grounds (or other setting used by school such as camp or sporting venues) that is:

- Listed above as prohibited
- Illegal
- Puts the safety and wellbeing of others at risk

### **Staff responsibilities**

All staff must understand and enact the roles and responsibilities outlined in this policy.

Staff at Waterford State School also have a responsibility to ensure that:

- Prohibited items are temporarily removed from a student and delivered to Student Administration, labelled and stored appropriately.
- Student permission is attained when it is deemed necessary to conduct a bag search (in the presence of a DP or higher). Where a student declines they may be detained with the property until parents/carers or police arrive.
- Student permission is attained when it is deemed necessary to further examine personal items such as a mobile phone, unless in emergency situation such as access to health information.
- Student permission is attained when it is deemed necessary to search the person (for example pockets and shoes). If consent is not offered, the police may be called.

Please note that staff do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school.

### **Parent/carer and community responsibilities**

Parent engagement is a meaningful relationship between the parent/carer and teachers with the goal of better learning and wellbeing outcomes for the student. All parents/carers and the community have a responsibility to engage with and support their child's adherence to school policy documents.

Suggestions for how parents can support the school and their child's adherence to this policy include:

- Reinforcing the relevant school expectations: "Be Safe" and "Be Responsible" and their support of the school's stance on prohibited items.
- Discussing the list of prohibited items with their child and identifying any personal or household items that fit these categories.
- Monitoring what their child brings to school by implementing home routines, including packing and unpacking their bag with the assistance of a responsible person.
- Talking with the school administration should further support or assistance be required.

# Use of mobile phones and other devices by students

## Purpose of this policy

An increasing number of parents/guardians wish to provide their children with mobile phones or wearable devices with messaging, Internet and Bluetooth capabilities for safety, security and/or emergency. While we recognise that the use of technology is important, the risks and benefits from its use need to be managed.

Mobile phones and other devices can present a distraction to students in the classroom and can deter students from social interaction and physical activity during lunchtimes. These devices and their software can also provide a gateway for cyberbullying.

Waterford State School enforces this policy to ensure that the rights of all students and staff are respected as well as ensuring a safe and supportive environment. This policy details the conditions under which these devices are permitted at Waterford State School.

This policy applies to students while on campus as well as during school excursions, camps and extra-curricular activities.

## Technologies at school

The safety of students at Waterford State School is our first priority. Students should not be dropped off at school prior to 8.15am. From this time, adequate supervision is provided in designated areas. In the case of an emergency during the hours of 8.15am and 2.45pm, contact with parents must be through the appropriate staff member or a member of administration who will make the appropriate call to parents/carers.

For this reason, it is not necessary for students to have access to mobile phones and other devices between 8.15am and 2.45pm.

Mobile phones and other devices include, but are not limited to the following:

- Mobile phones
- Wearable technologies with messaging, internet or Bluetooth capabilities which includes some digital watches such as Apple Watch, headphones (unless kept in the classroom for learning) wearable fitness trackers, and tracking devices.
- iPod & iPod Touch
- Tablets including iPads
- Laptop computers
- Cameras and/or voice recording devices (whether or not integrated into a personal device)
- Portable gaming devices

Please note that this list may be updated in line with technological advances.

Waterford State School understands that students may be in possession of a personal mobile phone or device if they are travelling independently to and from school.

At Waterford State School:

- Students who choose to bring mobile phones or devices to school must have them switched off and securely stored in Student Administration during school hours
- No liability will be accepted by the school in the event of the loss, theft or damage of any device
- Students who require the use of a personal assistive technological 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 Principal. Where a student has been granted an exception by the Principal, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.
- When emergencies occur, parents or carers should reach their child by calling the school's office.

## **Student responsibilities**

The responsibilities for students using mobile phones or other devices at school or during school activities are outlined below.



It is a **requirement** for a student at Waterford State School to:

- Switch off their mobile phone at 8.15am and hand it to Student Administration where it will be placed in secure storage for the day.
- Report to the Student Administration between 2.45pm – 3.00pm to collect their mobile phone and depart school grounds.

### Secure Storage

Mobile phones and other devices owned by students at Waterford State School are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring personal devices to school unless there is a compelling reason to do so.

Where students bring a mobile phone to school, Waterford State School will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so.

It is **unacceptable** for a student at Waterford State School to:

- Allow another student to use their personal device
- Use a mobile phone for other devices in an unlawful manner
- Use a mobile phone in the Waterford State School technology-free time (between 8.15am – 2.45pm)
- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- Insult, harass or attack others or use obscene or abusive language
- 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/AirDrop use etc.) of such material

### Policy infringements

Appropriate disciplinary action will be taken against any student who breaches this policy.

- Students who are found in possession of a mobile phone or device will be instructed to place it in secure storage in Student Administration where it will remain until it can be collected at 2.45pm.
- A breach of the policy will be dealt with in line with the *Temporary Removal of Student Property Policy*, will be recorded on their profile and parents will be contacted.
- Persistent breaches of the policy will be dealt with in line with the *Student Code of Conduct* and may result in severe consequences.

### Education Queensland – Relevant legislation and policy

#### Legislation and/or regulations

1. [Education \(General Provisions\) Act 2006 \(Qld\)](#)  
Refer to: Chapter 12 Parts 4  
Available at: <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>
2. [Invasion of Privacy Act 1971 \(Qld\)](#)  
Refer to: Part 4  
Available at: <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/I/InvasOfPrivA71.pdf>

#### Substantive policy

1. [The Student Code of Conduct](#)  
Available at: <https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/student-code-of-conduct>

#### Related procedures

1. PPR – [Use of ICT Systems](#)  
Available at: <https://ppr.qed.qld.gov.au/corp/ict/management/Pages/Use-of-ICT-systems.aspx>
2. PPR – [Use of Mobile Devices](#)  
Available at: <https://ppr.qed.qld.gov.au/corp/ict/management/Pages/Use-of-mobile-devices.aspx>
3. [Advice for state schools on acceptable use of ICT services, facilities and devices](#)  
Available at: <http://ppr.det.qld.gov.au/corp/ict/management/Procedure%20Attachments/use-of-ict-systems/advice-for-state-schools-acceptable-use.docx>

# Preventing and Responding to Bullying

## Purpose of this policy

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success. At Waterford State School, we foster healthy, confident and resilient young people who can successfully navigate a more complex world. We know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal — without one, the other will not happen.

Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student, and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive.

Our state schools must continue to provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

Schools can monitor their school culture and student wellbeing and engagement through:

- attendance rates
- student retention data
- learning days lost due to student disciplinary absences
- School Opinion Survey responses.

Bullying has a significant and detrimental impact on positive school culture and student wellbeing and is not tolerated at Waterford State School. This policy outlines the school's response to reports of bullying.

## What is bullying?

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

## High Five Problem Solving Strategy

The *High Five* is an effective strategy to develop problem-solving strategies for students which can be used in all school setting. When used by all students across the school, the strategy can help to eradicate bullying. Students at Waterford State School are taught the *High Five* strategy and encouraged to use this when responding to bullying.

## **What is Hi 5?**

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

### **Do the Hi 5:-**

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

### **Ignore**

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

### **Talk Friendly**

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel ..... when you..... because.....
- "Please leave me alone."

### **Walk Away**

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, but don't run.

### **Talk Firmly**

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.....
- "I asked you to leave me alone."

### **Report**

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

### **Reporting vs Dobbing**

Students need to know the difference between reporting and dobbing.

- Reporting is helping/getting yourself out of trouble.
- Dabbing is trying to get someone in trouble.

### Reporting

- Students should, in most circumstances, attempt to problem- solve themselves first.
- Unsuccessful after doing Hi 5 steps- see staff member.

### Immediate reporting situations

- If the issue involves threats to a student's health or safety - students to report immediately to a staff member.
- They are not to solve problem themselves. e.g. Incidents of physical danger - Child running out of school gates

*Success occurs when children can not only talk the talk but walk the walk.*



## **Student Intervention and Support Services**

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

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

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

The following flowchart explains the actions Waterford 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.

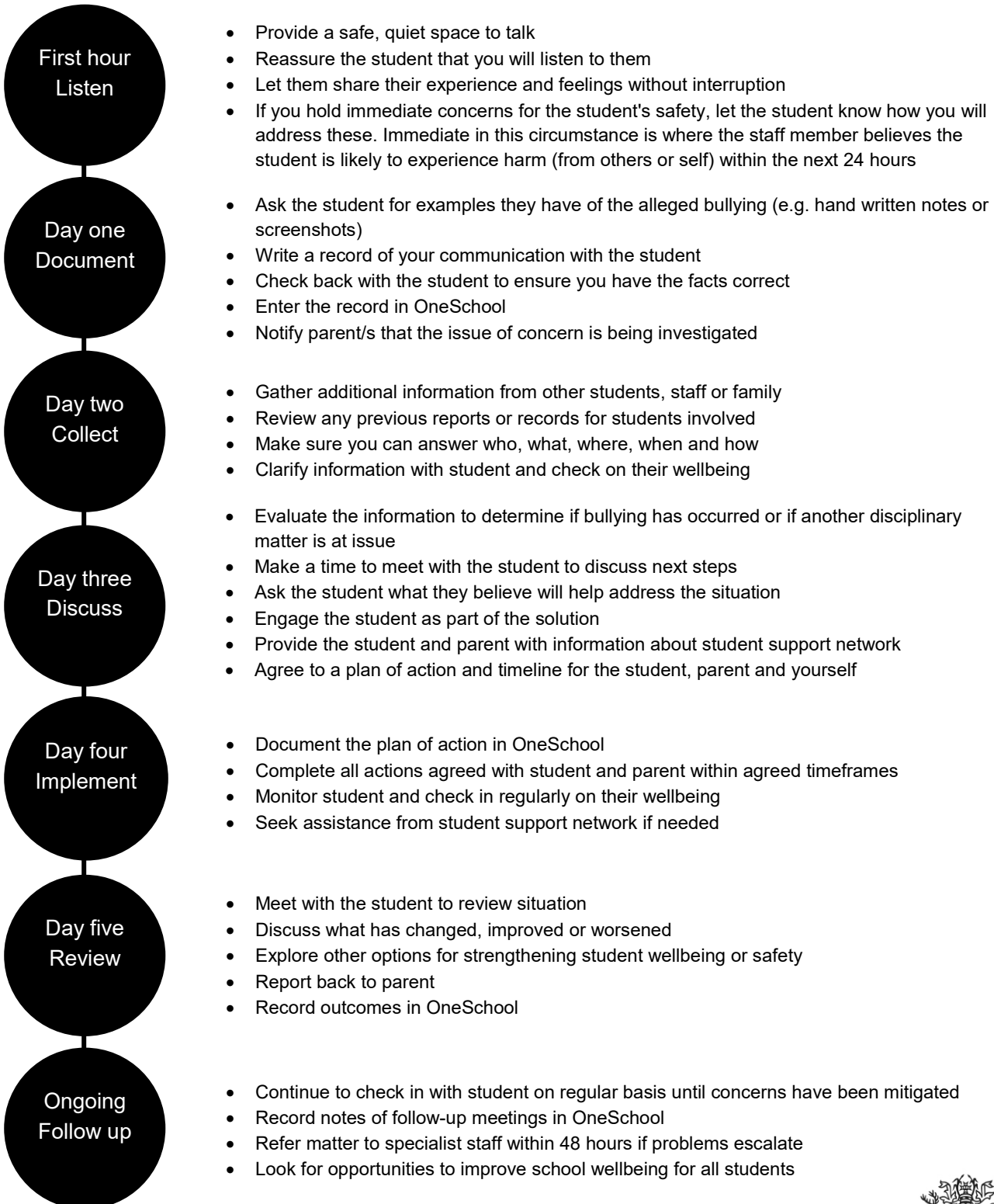
## Bullying response flowchart for teachers

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 in the first instance

**Deputy Principal** – For unresolved matters



## **Cyberbullying**

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Deputy Principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Waterford State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principal.

## **Cybersafety and Reputation Management (CRM)**

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

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

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

More information and resources for schools and families can be found at the following link: <https://www.qld.gov.au/education/schools/health/cybersafety/cybersafety-qss>

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

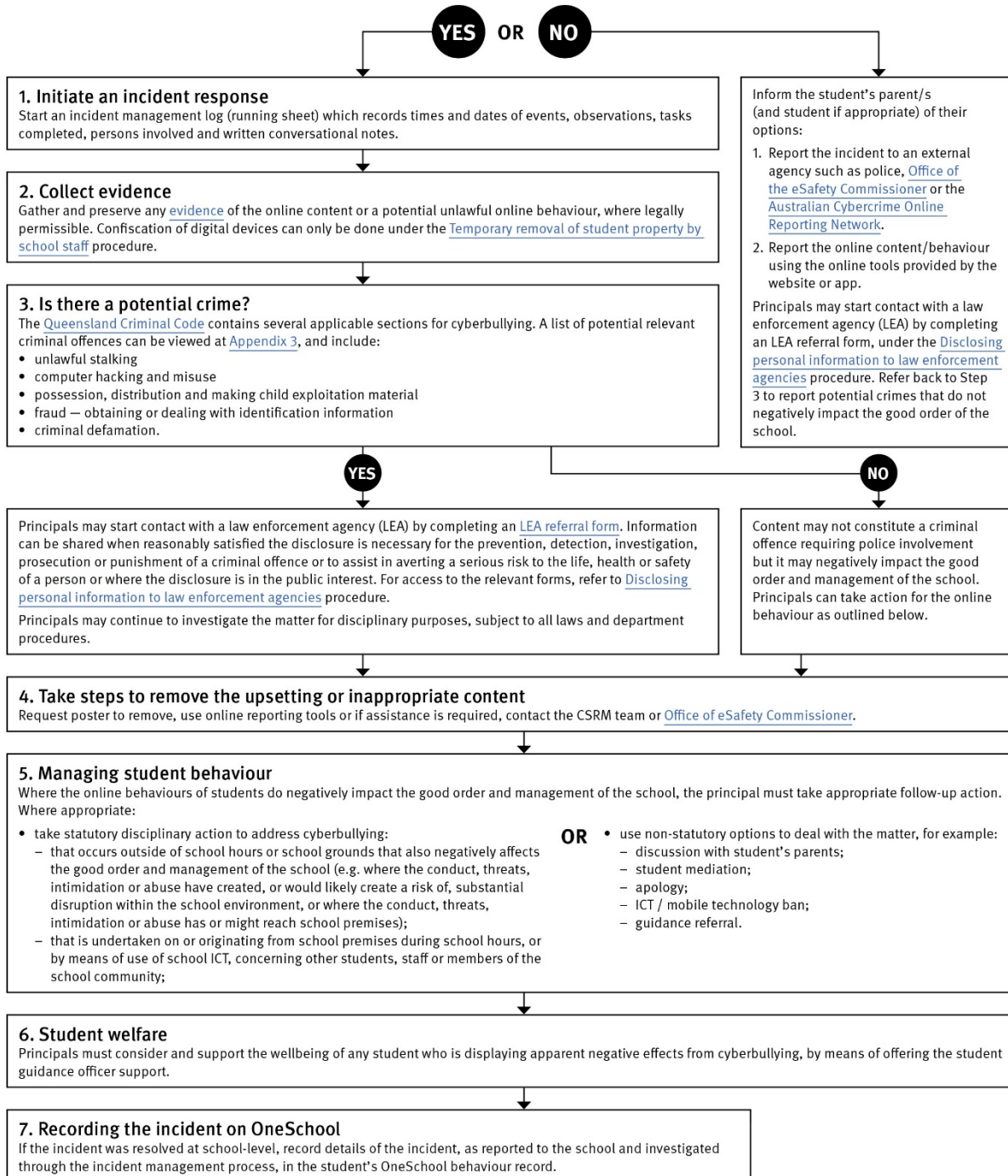
### Explicit images

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

### Report

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

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





# Appropriate Use of Social Media

## Purpose of this policy

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. This policy outlines the appropriate use of social media for all members of the Waterford State School community.

## Using Social Media

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

- Being aware of a few simple strategies can help keep the use of social media positive and constructive:
- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.

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

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

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

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

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

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

## Possible civil or criminal ramifications of online commentary

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

## What about other people's privacy?

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

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

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

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

# Attendance Policy

## Attendance Goal: 93- 100%

### Rationale

At Waterford State School, our mission is *to foster a strong and empowered community, dedicated to unlocking individual potential.* Student attendance at school is a vital to the success of students.

| When a student misses... | That equals...             | Which is...                        | Over 13 years of schooling... |
|--------------------------|----------------------------|------------------------------------|-------------------------------|
| 10 minutes per day       | 50 minutes per week        | Nearly 1 and a half weeks per year | Nearly half a year            |
| 20 minutes per day       | 1 hour 40 minutes per week | Over 2 and a half weeks per year   | Nearly 1 year                 |
| Half an hour per day     | Half a day per week        | 4 weeks per year                   | Nearly 1 and a half years     |
| 1 hour per day           | 1 day per week             | 8 weeks per year                   | Over 2 and a half years       |

### Purpose of this policy

The Australian Council of Educational Research (ACER) conducted research into the impact of student attendance of student outcomes. It found that “the nature of the relationship between absence from school and achievement, across all subgroups of students, strongly suggests that every day of attendance in school contributes towards a child’s learning, and that academic outcomes are enhanced by maximising attendance in school”. Additional research shows that a low level of school attendance is associated with poor academic achievement, early school exit, obtaining fewer qualifications, subsequent unemployment and a lower level of health/ life expectancy.

At Waterford State School, our aim is to establish positive attendance practices in our young people, this setting them up for success now and into the future. This policy is aimed at the early identification of attendance issues and the subsequent investigation and action to increase school attendance and therefore improve student outcomes.

### ID Attend

Waterford State School utilises *ID Attend*, a software program that records and tracks student attendance. Staff record all student attendance, late attendance and absences using this software. Information from this program is used to create the attendance ‘Traffic Lights’ which staff use to engage with students about attendance.

### Roll Marking Procedures

The marking of the roll in each session every day is a very important responsibility as it informs the school where students are, and which students are not arriving to school and to class on time.

### Daily School Absentee List

Waterford State School is committed to closely monitoring student attendance as a matter of routine. Each day attendance is monitored and a process of notifying parents is in place, this includes text messages, emails and/or phone calls.

If you receive notification of your child being absent and you believe it to be an error, please contact the school as soon as possible.

## **Explaining Absences**

All students must provide notification from a parent/guardian when they are absent from school. Please note that for students of compulsory school age, school staff have a duty of care to establish the reasons for absence from school.

A parent/guardian can explain an absence in the following ways:

- A phone call during office hours.
- A note submitted to the classroom teacher or directly to Student Administration
- Doctor's Certificates are acceptable notes provided that they cover the total period of absence
- Email the absence reason - [attendance@waterfordss.eq.edu.au](mailto:attendance@waterfordss.eq.edu.au)

Further information for parents and carers is available at: [Education Queensland Attendance](#)

If your child's absence is not recorded before the commencement of the school day, a text message will be sent to the parent/guardian requesting explanation.

Any absence 10 days or more due to medical reasons requires an exemption from compulsory schooling form to be completed, this form is available from Student Administration or at this link: [Exemption form](#)

If a student is to attend a non-school representative sport, dance or cultural event the school must be notified before the date of absence by contacting the School Attendance Officer in Student Administration on 07 3451 8222 or via email to [attendance@waterfordss.eq.edu.au](mailto:attendance@waterfordss.eq.edu.au)

### **Acceptable Reasons**

- Serious illness or medical conditions (the majority of these conditions should be accompanied by a medical certificate)
- Representative activities including sport, academic and cultural
- Serious family emergencies (these should be rare)

### **Non-Acceptable Reasons**

- Holidays outside school holiday periods
- Non-essential activities (e.g. shopping trips, parties, functions during the school day)
- Medical appointments that can be scheduled outside of school hours

If you are unsure, contact the school on 07) 3451 8222.

## **Students Arriving Late to School**

A student is marked as late to school when they arrive after 8.45am and miss the first roll call of the day in their classroom. When a student is late to school, they:

- Sign in at Student Administration to receive a sign in slip
- Proceed to class and present their teacher with the sign in slip

## **Persistent Lateness**

- The School Attendance Officer monitors the number of times students are late to school.
- If a student is regularly late to school, a Deputy Principal will contact parents/ guardians to explain the school concerns regarding attendance and provide notification that if the student continues to be late, a monitoring sheet may be issued.
- If student lateness continues, support staff may be contacted to liaise with the student and parents to assist the family with the issues.

Further information is available at: [Every Day Counts](#)

## Strategies

At Waterford State School, our positive engagement strategies aim to promote 100% attendance by:

- Engaging students through a quality curriculum designed to meet their individual needs
- Providing a supportive and positive environment through learning together where students are rewarded for their high attendance at school through attendance rewards presented on parade after every 5 week cycle.
- Educating parents and the community. The school also provides support and counselling for parents/guardians struggling to get their students to school.
- Employing a dedicated School Attendance Officer, a School Liaison Office, a Youth Engagement Officer and a Head of Department: Student services to analyse data and develop strategies toward improved outcomes
- Setting whole-school achievable targets and engaging the school community in meeting those targets
- Utilising a systematic monitoring and action process with clearly defined roles, responsibilities and timelines informed by data and linked to a strong action/review.

## **Staff Responsibilities**

Waterford State School has a responsibility to ensure that all students are safe and accounted at all times. Many staff are involved in the recording and tracking of attendance and behaviour at Waterford State School. The staff include but are not limited to: The Principal, Deputy Principals, the Head of Department: Student Services, the School Attendance Officer, the Youth Engagement Officer, the School Liaison Officer and the Guidance Officers. These staff all contribute to effective monitoring of student attendance and work collaboratively to implement proactive and reactive strategies necessary to achieve high attendance rates for students.

All staff at Waterford State School:

- are committed to promoting the key messages of **Every Day Counts**
- believe all children should be enrolled at school and attend school all day, every schoolday
- monitor, communicate and implement strategies to improve regular school attendance
- believe truancing can place a student in unsafe situations and impact on their future employability and life choices
- believe attendance at school is the responsibility of everyone in the community.

The table below outlines the key processes and staff responsible for enacting these processes in our school:

| <b>Action</b>   | <b>Frequency</b>   | <b>Responsible Officer</b>   |
|---|--|--|
| <b>Proactive strategies</b><br><ul style="list-style-type: none"> <li>✚ Discuss traffic lights with students.</li> <li>✚ Encourage students to have all absences explained by a parent / guardian.</li> </ul>   | Fortnightly  | Classroom teacher  |
| <b>Roll Marking</b><br><ul style="list-style-type: none"> <li>✚ Mark ID Attend roll accurately at 8.45am and 1.55pm.</li> <li>✚ The classroom teacher must ensure that rolls are marked within 15 minutes.</li> <li>✚ Follow up student absence from class where required.</li> </ul>                 | Twice daily  | Classroom teacher  |
| <b>Whole School Traffic Lights</b><br><ul style="list-style-type: none"> <li>✚ Whole school student attendance data (including lates) is generated and sorted into zones.</li> </ul> <p><u>Zones:</u><br/>           Green = 93%&lt;<br/>           Yellow = 85%&lt;<br/>           Red = &lt;85%</p> | 1 <sup>st</sup> of every month (or school day immediately after) | Generated by School Attendance Officer. Emailed to all staff and posted on attendance board. |

|  |   |   |
|--|---|---|
| <b>Late to school reports</b><br><ul style="list-style-type: none"> <li>✚ IDAttend report showing students late to school</li> </ul>   | Fortnightly – Friday/even weeks   | Run by School Attendance Officer and distributed to Deputy Principals and classroom teachers. |
| <b>Continuous absences report</b><br><ul style="list-style-type: none"> <li>✚ IDAttend report showing absences of three consecutive days or more.</li> </ul>   | Daily   | School Attendance Officer   |
| <b>Tuancy</b><br><ul style="list-style-type: none"> <li>✚ Classroom teacher to report to the office immediately</li> </ul>   | Ongoing   | Classroom teacher   |
| <b>Student and Family Wellbeing Support</b><br><ul style="list-style-type: none"> <li>✚ SST Team meets to address individual needs of students</li> <li>✚ Support to students and families offered through the Wellbeing Hub to support and re-engage</li> </ul> | SST Meetings occur fortnightly (Senior – odd weeks/Junior – even weeks)<br><br>Support services provided by Wellbeing Team on a needs basis | Head of Department: Student Services<br>Guidance Officer<br>Wellbeing Team                    |
| <b>Recognition</b><br><ul style="list-style-type: none"> <li>✚ Student attendance awards</li> </ul>  | Presented by the Principal on full school parade in Week 5 and 10 of each term  | Principal   |

## Restrictive Practices

School staff at Waterford 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.

Listed below are instances where Waterford State School may need to employ restrictive practice for the safety and wellbeing of all involved:

- The surrounding roads and waterways pose concerns for the safety of those involved
- The height of the school's multi-level buildings poses a concern for the safety of those involved.
- The student is in possession of a prohibited item which poses a concern for the safety of those involved.
- The student poses an imminent risk of significant safety to themselves or others.

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

## Critical Incidents

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

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

Staff should follow the documented plan for any student involved in regular critical incidents, which is 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.



## Conclusion

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

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

As a complainant, it is your responsibility to:

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

The Department of Education may not proceed with your complaint if your conduct is unreasonable. In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

### 1. **Early resolution: discuss your complaint with the school**

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

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

### 2. **Internal review: contact the local Regional Office**

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

### 3. **External review: contact a review authority**

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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

More information, including links to documents mentioned in the section can be found at: <https://www.qld.gov.au/education/schools/information/contact/complaint>