



Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Sonya Wilson
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Principal Signature:	
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Date:	18/02/2021
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P/C President and-or School Council Chair Name:	Sophia Holt
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P/C President and-or School Council Chair Signature:	
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Date:	18/02/2021
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Purpose

Wynnum State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. Focused on supporting students to be intelligent citizens of today for tomorrow, through growing the attribute of the *Habits of Mind*, Wynnum State School has been acknowledged as a *high performing school* with a child centred approach, August 2020 (Australasian Schools Accreditation Agency – ASAA and EQ Education Improvement Branch – EIB).

The Wynnum State School Student Code of Conduct outlines the responsibilities and accountability with the accompanying processes and procedure to promote a productive, effective whole school approach to disciplining mind and actions to be intelligent citizens.

This is underpinned by the beliefs that:

- All students can learn, achieve and succeed
- Success breeds success
- Schools can control the conditions for student success
(at school)



The school has established high standards of behaviour, framed on the *Habits of Mind*, for all in the school community. The community rules are: *Be Respectful, Be Responsible, Be Safe, Be a Learner*. These are to ensure learning and teaching is prioritised, where all students are able to experience cognitive and affective success and staff excel and enjoy a safe workplace.



Principal's Foreword

Wynnum State School is committed to providing high quality education for all students in both the cognitive and affective domains. A strong, authentic relationship between all parties (students, parents, staff and local community) of the school community is the foundation to supporting the success of all students. *'It takes an entire village to raise a child.'* Learning is the culture.

Wynnum State School has four Community Rules -



COMMUNITY RULES

Expectations for all members of the school community to follow....

BE RESPECTFUL to others and their belongings

BE RESPONSIBLE for your appearance, learning and social behaviours

BE SAFE and care for yourself, others and the environment

BE A LEARNER by thinking about your thinking and believing you can achieve success - *Success breeds success*

Be Respectful	acting in accordance with principles of moral and ethical conduct, accepting the opinions of others and respecting their work and belongings
Be Responsible	being accountable for actions, resolve differences in constructive, non violent and peaceful ways, contribute to society and civic life and take care of the environment
Be Safe	care for self, others and the environment
Be a Learner	by thinking about thinking and believing in oneself - <i>success breeds success</i>

These community rules underpin the Student Code of Conduct, with the aim of helping shape and build the skills of all students to be confident, disciplined (self awareness and management, social awareness and management), mindful and thoughtful young people. Communication and positive connections, relationships and interactions with people are the most valuable skills our communities need now and in the future. Wynnum State School has an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn.

The Student Code of Conduct also provides an overview of the school's policy –

- on use of mobile phones and other technology
- temporary removal of student property
- approach to preventing and addressing incidents of bullying
- steps taken to educate students about these policies and how students are explicitly taught the expected behaviours
- the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

The 5 key procedures in the Policy and Procedures Register (PPR) associated with student behaviour in Queensland Schools are:

- *Student discipline*
- *Temporary removal of student property*
- *Refusal to enrol – risk to safety and wellbeing*
- *Cancelation of enrolment*
- *Restrictive practices in response to Human Rights Act 2019*

The distinguishing features were that of valuing each and every child; caring for one another; recognising everyone's unique skills, talents and roles; learning, teaching and working together to help students learn and grow, and using resources responsibly and wisely. This ongoing journey is student centred in design and future focused in its creation.

P&C Statement of Support

As President of the Wynnum State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent and authentic consultation process ensured that parents have had opportunities to contribute and provide feedback. This has been an important aspect in the development of the Wynnum State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet expectations.

We encourage all parents to familiarise themselves with the Wynnum State School Student Code of Conduct, and to take time to talk with their children about the expectations and the value of becoming an intelligent citizen who is able to problem solve in a thoughtful and mindful manner, through applying the *Habits of Mind*.

Any parents who wish to discuss the Wynnum State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Wynnum State School P&C Association. It is with parent support, working collaboratively with school staff that each child can believe, achieve and succeed.

P&C President: Sophia Holt

Signature: [Signature]

Date: 18/02/2021

Consultation

The consultation process to inform the development of the Wynnum State School Student Code of Conduct occurred in three phases.

In the First phase - September and November 2019, a series of internal meetings with staff was held. The Intended Behaviour Support Practices were compared with the Enacted Behaviour Support Practices across the school. A range of data sets were correlated and triangulated:

- research based social and learning behaviour support theories
- Student Attendance records
- School disciplinary absences (SDA) records
- Student Support and Data Group (SSDG) records and OneSchool behavioural trends and outcomes
- School Opinion Surveys identified strengths and successes from our previous school behaviour plan

In the Second phase – January to July 2020, an analysis of new procedures, guidelines and forms, as outlined by the Policy and Procedures Register (PPR) - *School Education procedures describe the responsibilities and processes to be followed by staff involved in school management, student learning and wellbeing, and school communities*. Changes, refinements and adjustments to Wynnum State School procedures and practices were discussed and deliberated for action.

The Third phase – January Student Free Day 2021 – Staff explored the Three phases of Social and Learning Behaviour support (Multi Tiered Systems of Support), as outlined by the Social and Learning Behaviour Support Framework (page 12), while reflecting on how these support methods will be utilised to cater for student learning needs. A similar process was undertaken with the 2021 Students Leaders – 16/02/2021.

The Fourth phase – 18 February 2021, a trial copy of the Student Code of Conduct was prepared and distributed for comment to all members of the school community. This version, incorporating suggested changes and feedback was presented to the P&C Association AGM meeting in March 2021 for endorsement.

Review Statement

The Wynnum State School Student Code of Conduct will undergo ongoing monitoring for updates to reflect changing circumstances, data and staff. A review is conducted in line with the scheduled School Planning, Reviewing and Reporting cycle.



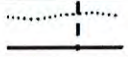
School Disciplinary Absences (SDA)

A range of disciplinary consequences are employed to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. The balance of individual circumstances and the actions of the student with the needs and rights of school community members are key aspects of this decision making.

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

The following table highlights the count of incidents for students recommended for each type of school disciplinary absence reported at the school from the period 2015 -2019.

School Disciplinary Absences (SDAs)

Incident Type	Count of SDA Incidents					Rate per Term per 1000	
	School					School	State*
	2015	2016	2017	2018	2019	2015 - 2019	2019
Short	47	50	14	27	63	16.2 	20.5
Long	0	0	0	0	0	0.0 	0.3
Excl #	0	3	0	0	0	0.0 	0.1
Cancel	0	0	0	0	0	0.0 	0.0

Learning and Behaviour Statement

All areas and aspects of Wynnum State School are learning and teaching environments. The behaviour support process is an opportunity for valuable social learning as well as a means of maximising the success of academia. The Student Code of Conduct is grounded in the *Tomorrow's Citizenship* (Five Citizens) Model and the *Habits of Mind* (A Costa).

The Code of Conduct outlines the system for facilitating positive behaviour, reducing problem behaviour and responding in a consistent fashion to unacceptable behaviour. The process is to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Multi-Tiered Systems of Support

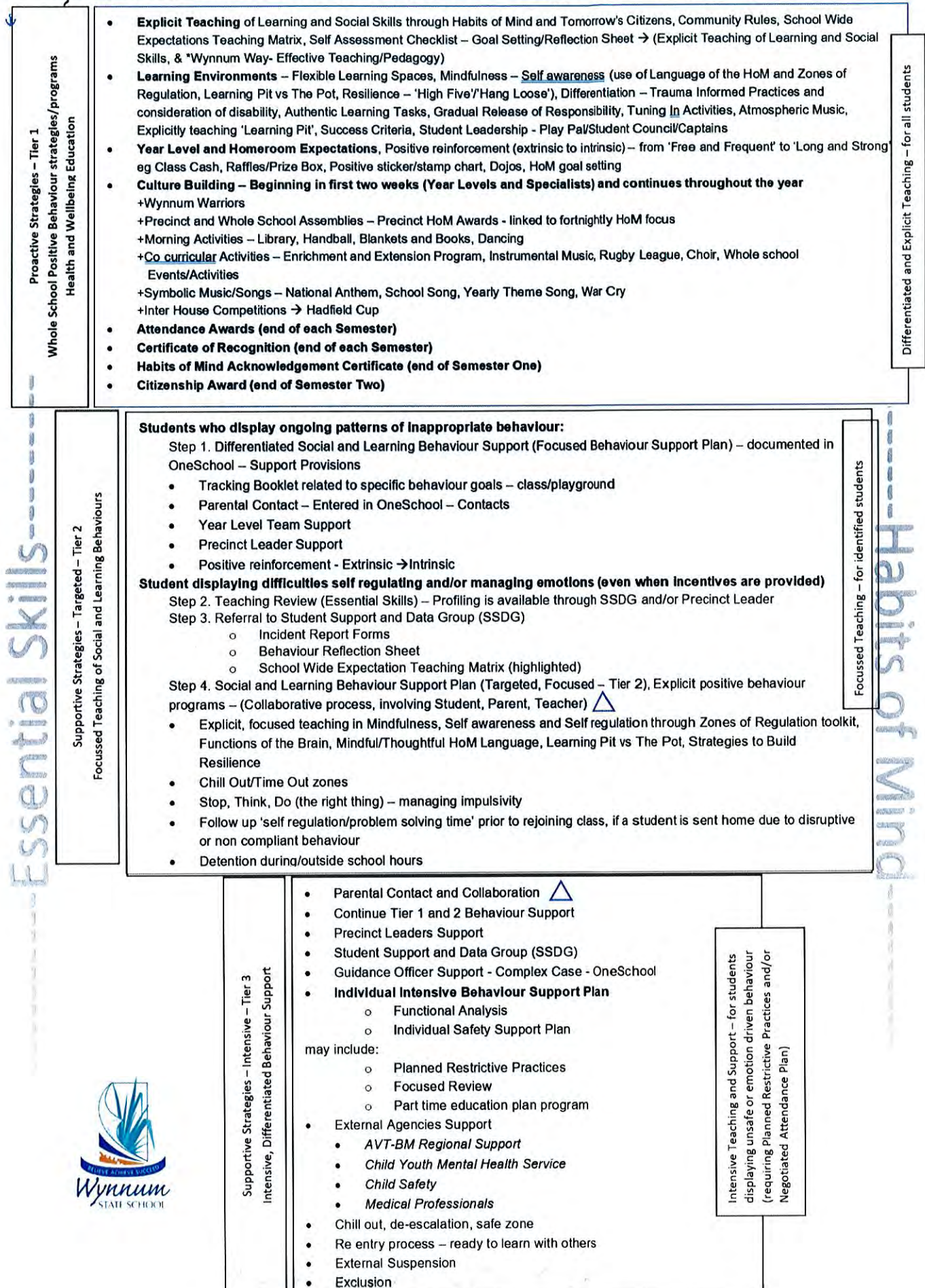
Wynnum State School uses multi tiered systems of support (MTSS) as the foundation for our integrated approach to social and learning behaviours. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data informed decision making. Based on a problem solving 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 (Social and Learning Behaviours). Focus is on the whole school implementation of both the Australian Curriculum and Positive Social and Learning Behaviour expectations. This involves: - teaching expected behaviours through <i>Our Place</i> Overview, School Wide Expectations – Teaching Matrix, Year Level/Homeroom Expectations, Tomorrow's Citizens → Wynnum Warriors - consistency when addressing challenging behaviour, while taking developmental norms and behavioural function into account - providing lessons, through the <i>Habits of Mind</i> (HoM) fortnightly focus, throughout the school year - Homeroom teachers 'constructing and deconstructing' the Student Learning Framework (Pedagogical Framework) - students collaborating with classmates and Homeroom teacher to undertake Student Self Reflection Checklist, at least once a term students negotiating goals in Reading, Number and Social and Learning Behaviours, every term - providing students with positive behaviour acknowledgements – Homeroom based reward system, Certificate of Recognition, Habits of Mind (HoM) Acknowledgement Certificate, Citizenship Awards, Year Level HoM certificates for Precinct Assemblies - seeking perspectives from students and their families regarding school climate, instruction, reinforcement, and discipline (scanning and monitoring) - Explicit teaching of Brain research, the learning pit, Zones of Regulation – to promote student self awareness and self regulation strategies
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Tier 2	For some students (10-15%) who are still learning the skills of social awareness and self awareness, regulation and management. While students continue the learning provided in Tier 1, Tier 2 involves strategies that 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 Social and Learning Expectations. The types of interventions (see Social and Learning Behaviour Support Framework – page 12) offered at this level will vary according to the needs of the individual student, 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 Homeroom teachers and are easy to sustain • variations within each intervention are limited • high yield interventions ('evidence based' interventions that are matched to the students' need) These strategic provisions/services are captured in a Focused Behaviour Support Plan (captured in OneSchool/Student/Student Profile/Support/Support Provisions) which includes student behavioural goals and the support provided by the school and the family to achieve these goals. If the school data indicates that more than 10-15% of students require targeted services (OneSchool/Reports/Curriculum/Student support Provisions export), a review of Tier 1 is needed to address the basic implementation and quality of instruction.
Tier 3	An individualised service and support for a few students (2-5%) whose behaviours are constantly contravening school behavioural expectations and require the most intensive support a school can provide. These are usually delivered in small group or on an individual basis. Students continue to connect to the learnings and supports provided at Tiers 1 and 2, while being provided with more individualised and intensive support, 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 Functional Behaviour Analysis (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 The strategies must reflect Human Rights law, in terms of Procedural Obligations (thinking about Human Rights when making a decision) and Substantive Obligations (Acting and making decisions in a way that is consistent with Human Rights law). Any use of Planned Restrictive Practices (through the Behaviour Risk Assessment Tool) must be based on fair and reasonable 'limitation', where safety and/or wellbeing of the individual or other individuals is at risk. A balance must be considered between the 'severity of the limitation' and 'the importance of protecting the right'. <i>Severity of limitation</i> <i>Importance of protecting the right</i>  Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) 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 (Individual Intensive Behaviour Support Plan) that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services (OneSchool/Reports/Complex Case Support Students), a review of Tier 1 and Tier 2 supports and organisation is recommended.

The tiers of learning and support are further explained through the following diagram:



Consideration of Individual Circumstances

Staff at Wynnum State School take into account students' individual circumstances (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, it is recognised that the way we teach, the support provided and student responses will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same to create equity. Treating everyone the same is not equitable. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or personal circumstances. These are all matters that teachers and Principal consider with each individual student in both the teaching of positive behaviour and the response to inappropriate behaviour.



Teachers are obliged by law to respect and protect the privacy of individual students. While it is understood that students, staff and parents want to know what consequence another student might have received, disclosure or discussion can only occur with the student's family. This applies even if the behavioural incident involves another child. Parents should be assured that school staff take all matters, such as harassment/physical aggression/bullying, very seriously and will address them appropriately. Parents and students are required to respect the privacy of other students and families.

If parents have concerns about the behaviour of another student at the school, or the way staff have responded to their behaviour, they are to make an appointment with the Precinct Leader/Principal to discuss the matter.

Student Wellbeing

Through Tier 1 social and learning support, Wynnum State School offers a range of programs and services that focus on the wellbeing of students in our school. 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. 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 are a critical focus of the school. Understanding what it is to be a 'Wynnum Warrior' enhances student sense of belonging and is worthy of striving for.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through embedding curriculum and the general capability of 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.

Research acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Wynnum State School, we provide age appropriate public health and safety messages.

Policy and expectations

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

Drug education and intervention

Wynnum State School provides drug awareness as part of the 'Life Education' program. This valued program is subsidised by the Parents and Citizens Association.

Specialised health needs

Wynnum 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 and co curricular activities.

This means, when necessary, Individual Health Plans (IHP) and/or Emergency Health Plan (EHP) are developed by the State School Nursing Service in consultations with families and implemented at school as directed. These plans are shared with staff and specific training is arranged when required.

Medications and apparatuses

Wynnum 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, parents are required to complete a *Request to administer medication at school* form. Medication, which must be prescribed by a doctor and have the pharmacy label, indicating:

- Name of doctor
- Student's name
- Dosage
- Relevant medication information

'The department refers to some medications as 'first aid emergency medications', as they are dispensed in devices that non medical personnel can be trained to use as a first aid response.' Wynnum State School maintains adrenaline auto injector and asthma reliever/puffer, stored in the school's first aid kits to provide emergency first aid response if required. All permanent staff receive first aid training.

Refer Queensland Government policy document, 'Guidelines for the administration of medications in schools' <https://ppr.qed.qld.gov.au/education/management/Pages/Administration-of-medications-in-schools.aspx>

Mental health

Wynnum State School implements early intervention measures in response to student mental health. Working with families and, if necessary, external agencies to inform supports required at school. The school Guidance Officer can support families by providing information of external agencies/services available.

Student Support and Data Group (SSDG)

Student Support and Data Group has been established to help the academic, social, emotional and physical wellbeing of every student. In addition to the assistance provided by Homeroom teachers, the SSDG is a team of professionals whose dedicated roles help ensure the school has an inclusive, nurturing learning environment.

Role	What they do
Deputy Principal – Inclusion	• leadership of Student Support and Data Group to promote an inclusive, positive school culture for students requiring support with, health or medication conditions, social and learning behaviours or diverse learning needs
Precinct Leaders – Executive Leaders/Deputy Principals	• monitors attendance, behaviour and academic data to identify areas of additional need • responsible for student welfare at each Year Level/Precinct • provides continuity of contact for students and their families • ensures students feel safe and a sense of belonging and want to come to school • nurtures a sense of identity to the Homerooms, Year Levels, Precincts and School
Guidance Officer	• Provides student wellbeing and skill building programs within the school environment in a range of settings and groupings • Provides and undertakes a limited range of psychometric assessments, as well as the production of reports, recommendations, and analysis of such assessments • Assists the school with undertaking required systemic processes including areas such as specific enrolment processes and complex case management, child protection, including mandatory requirements for Out of Home Students • Liaises with parents, teachers, departmental officers and /or other external health and non-health providers as needed to assist in the wellbeing of students

Support Teachers	• Case manage a number of students based on disability and support requirements • Co teach with classroom teachers including term planning, curriculum and pedagogy adjustments, and reporting • Teach targeted curriculum groups and specialised lessons (Zones of Regulations / Social skills program) • Monitor student social and academic data to inform and create Individual Curriculum Plans, Personalised Learning Plans and Support Provisions • Arrange stakeholder meetings to review student plans • Administer medication to students as required maintaining appropriate records
Homeroom Teachers	• Provide learning experiences to explicitly address the school value – Habits of Mind, Tomorrow's Citizens, and the school behavioural expectations – Whole School Expectations, Community Rules • Develop respectful relationships with students, while creating a safe and supportive learning environment • Monitoring student social and learning behaviours and refer 'at risk' students to Precinct Leader and/or SSDG
Other Support Personnel that may be asked to support student learning and welfare	
Community Elders	• Provide a cultural perspective around the needs of Aboriginal and Torres Strait Islander students and their families
Chaplain	• Provides emotional and social support for students • Provides students with lunchtime programs through games and sport • Supports student learning needs in Homeroom
State School Nursing Service	State School Nursing Service (SSNS) supports schools through a referral process. A nurse will attend the school and work with school staff to build their skills and confidence to safely manage student health support needs and procedures at school. The service is focused on ensuring that students can safely attend school and participate in school activities. SSNS provide assessment, plan health management and deliver training and ongoing support.
Advisory Visiting Teachers: Vision Impairment Hearing Impairment Physical Impairment Behaviour Support	• Advisory visiting teachers (AVTs) are a Regional service of specialised teachers that support the school through regular visits and consultation. AVT's build teacher capacity by enhancing teacher knowledge and understanding of specific disabilities or behavioural needs. They provide recommendations for individual differentiation and supports. • AVT's link stakeholders and specialised health providers with the school to ensure a holistic approach to student support.
Local External Agencies	• Regional CEC • Yulu Burri Ba – providing primary health care and health services to Aboriginal and Torres Strait children and their families • Wynnum Manly Community Health Centre – Gunda Pa – OT, Physiotherapy, Social Work, Dietetics, Psychology • Family and Child Connect – supporting families in crisis

Whole School Approach to Discipline

Wynnum State School uses a three tiered system of support for discipline in the school. This is a whole school approach, used in all Homerooms, Year Levels, Precincts and all other learning opportunities, including cultural/sporting activities and excursions, focussing on:

- analysing and improving student behaviour and learning outcomes
- ensuring that researched based, evidence based practices are used by teachers to support students
- continually supporting staff to maintain consistent school and Homeroom improvement practices for students' learning and behavioural needs

Wynnum State School staff believe that 'discipline' is a word that reflects the notion that student behaviour is part of the overall teaching and learning approach. Students are expected to reflect on their behaviour, and set social and learning behaviour goals. Staff take responsibility for making expectations clear, providing supportive strategies to meet these expectations while responding to behavioural incidents as opportunities for students to learn.

The language of the Habits of Mind and behavioural expectations are used in all learning environments/situations. The school emphasises to parents that the students' home life reinforces positive social and learning behaviours expectations and the importance of all adults modelling positive behaviours and a growth mindset.

Students and/or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the Homeroom teacher, attend P&C meetings with scheduled discussion themes/topic, or make an appointment to meet with the Precinct Leader.

Expectations for our Learning Community

Wynnum State School 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 abide by the **Community Rules**, to 'Be Respectful, Be Responsible, Be Safe and Be a Learner'.

BE RESPECTFUL to others and their belongings.

BE RESPONSIBLE for your appearance, learning and social behaviours.

BE SAFE and care for yourself, others and the environment.

BE A LEARNER by thinking about your thinking and believing you can achieve success.

Success breeds success.



Parents and staff

The table below explains the expectations for parents/visitors when visiting the school and the standards committed to as staff.

Be Respectful

<i>What we expect to see from you Parents should:</i>	<i>What you can expect from staff Staff will:</i>
make an appointment to speak with the Homeroom teacher or precinct leader to discuss any matters relating to your child	respond as soon as practicable to parent request for an appointment and negotiate a mutually agreeable date and time
be respectful when having conversations at home about school staff, in front of children	ensure positive behaviours are role modelled for all students
leave and collect children from the designated area at school – MEGA Central	give clear guidance about a designated area for parents to leave and collect students and remind parents when necessary
respect the obligation of staff to maintain student and family privacy	maintain confidentiality about information relating to children and families

Be Responsible

<i>What we expect to see from you Parents should:</i>	<i>What you can expect from staff Staff will:</i>
ensure children attend school every day and notify the school promptly of any absences or changes in contact details	create a safe, supportive and inclusive environment for every student
recognise people are different and be non judgemental, fair and equitable to others in the school community	welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events
support children to meet the learning and behavioural expectations at school	be clear about the school's social and learning behavioural expectations, and contact parents, providing regular feedback about student progress
stay informed about school news and activities by reading the school newsletter and forms of communication (SMS, QSchools and School Website)	use the electronic forms of communication as the primary means (Newsletter, SMS, QSchools, School Website) of notifying parents of school news, excursions, requirements or events
approach the executive staff if concerned about the behaviour of a staff member, another student or parent	work with every family to address complaints or concerns about the behaviour of staff, students or other parents

Be Safe/Caring

<i>What we expect to see from you Parents should:</i>	<i>What you can expect from staff Staff will:</i>
seek out opportunities to provide positive feedback to the Homeroom teacher about their work with the class, a student or colleagues	work closely with families to accommodate their personal needs, including work commitments, finances and family structure
help children to value the strengths and benefits in diversity and difference within the school community	promote individuality and build a cohesive, inclusive Homeroom and school culture and sense of belonging
be aware of when others need help, parents, staff and students, and ask if assistance if required	support families in need
respect school, student and staff privacy in your online communications	act quickly to address social media issues that affect staff, students or families

Be a Learner

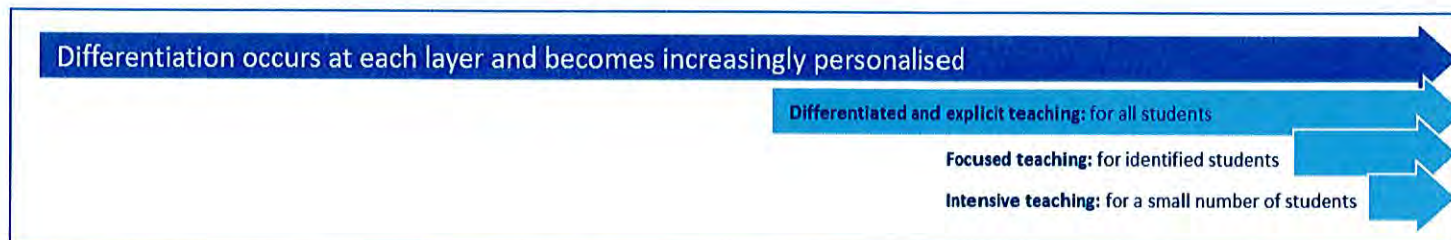
What we expect to see from you Parents should:	What you can expect from staff Staff will:
share relevant information about the social and learning behaviour needs with staff	share relevant information with parents about the social and learning behavioural progress of their child
take a positive, solution focused approach to resolving issues	take a positive, solution focused approach to resolving issues
model to child/ren the importance of being a lifelong learner and developing multiple intelligences	engage all students in learning experiences that develop critical thinking, thinking interdependently, and problem solving through the Habits of Mind

Differentiated and Explicit Teaching – Tier 1

Wynnum State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students (also referred to as *Next Step Learning*). This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and feedforward, and opportunities to practise problem solving, using the Habits of Mind.

Teachers at Wynnum State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. Decisions about differentiation are made in response to data and ongoing monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



These three layers map directly to the tiered approach discussed earlier in the Social and Learning Behaviour section. For example, Tier 1 provides 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.

All staff use the School Wide Expectations – Teaching Matrix, illustrated below, as the basis for developing behaviour standards. Using this matrix, the teacher works with all students to explore what each of the expectations look, sound and feel like in the Homeroom and all other aspects of school life. The completed matrix is on display in every Homeroom, revisited regularly throughout the year.

WYNNUM STATE SCHOOL - SCHOOL WIDE EXPECTATIONS – TEACHING MATRIX					
	ALL AREAS	LEARNING SPACES	PLAY AREAS	EATING TIME	AMENITIES
BE RESPECTFUL	- Listening with understanding - Greeting others with courtesy - Speaking courteously - Following school dress code - Being open minded - Encouraging others - Taking pride in being a courteous member of the school community - Making positive contributions to the school community - Using words mindfully and thoughtfully to describe feelings, wants and opinions - Showing patience - Realising appropriate timing for humour and laughter	- Entering and exiting learning spaces in a courteous manner - Working cooperatively and productively with a variety of peers - Being attentive/think before conversing - Being tolerant of others' opinions - Listening to others with understanding and empathy - Restating/paraphrasing a person's idea before offering personal opinion	- Playing fairly – taking turns, inviting others to join in and follow rules - Displaying good sportsmanship - Being friendly to all, being "inclusive" - Using appropriate strategies when redirecting peers – utilising the High Five and Hang Loose strategies - Assisting peers to join games - Mediating	- Cleaning up after oneself - Talking at a conversational level to the person beside - Remain seated while eating	- Having regard for the privacy of others - Waiting one's turn
BE RESPONSIBLE	- Being punctual - Being in the right place at the right time - Following instructions timely - Setting clear goals - Being organised - Being a problem solver - Being truthful/relevant - Making appropriate choices/Self regulating - Accepting/acknowledging own behaviour - Using feedback to adjust behaviour - Knowing, modelling and handling one's emotions – being aware of the Zones of Regulation - Acknowledging that every behaviour is a choice	- Asking permission to leave the classroom - Working independently seeking assistance where required (1,2,3 and me strategy) - Completing set tasks accurately and diligently - Taking an active role 'have a go' - Asking pertinent questions and demonstrating stamina/remaining focussed - Showing thoroughness in work - Sharing ideas - Checking for accuracy and precision by reviewing and editing work - Working cooperatively and productively with peers - Keeping learning spaces tidy	- Returning borrowed equipment - Using only school equipment for designed purpose - Leaving personal toys and sports equipment at home - Playing in designated areas - Keeping hands and feet to oneself - Playing suitable games (age and space appropriate) within the school environment	- Putting rubbish in designated bins - Eating healthy (green) foods first - Placing lunchbox in designated area - Eating in designated areas (K1, K2 and K3) - remaining seated and waiting patiently to be released by the teacher	- Using toilets during breaks - Using designated toilet block - Leaving the toilets promptly - Maintaining hygiene and safety in toilets - Reporting maintenance/cleanliness concerns
BE SAFE, SHOW CARE	- Having regard for others and their property - Cleaning up after oneself - Showing compassion - Leaving valuables at home - Walking on walkways, verandas and in stairwells - Transitioning safely and promptly using specified routes - Displaying a calming manner with arising issues	- Using equipment and furniture appropriately - Walking respectfully in the learning spaces - Supporting other classmates - Allowing teachers to teach and others to learn - Being aware the being in The Learning Pit (out of the comfort zone) is crucial for deep learning to occur – "you have to go through the 'hard' to get to 'easy'"	- Caring for the environment, both built and natural - Being sun safe - Using sports equipment safely - Running on grass only - Playing contact sports only under coach supervision - Picking up rubbish	- Purchasing and eating own food - Bringing healthy food - Leaving possible anaphylactic trigger products at home	- Washing hands - Conserving natural resources eg water/paper/soap

These expectations are explicitly addressed through:

- conducting lessons, by teachers, regarding the *Habits of Mind*, the values of the Five Roles of a Citizen (*Tomorrow's Citizens*) and the school's behavioural expectations (both social and learning)
- articulating these at school assemblies and student events/excursions
- providing feedback, feedforward and reinforcers during transitioning, play and wait times
- students participating in a behavioural self-reflection/goal setting process, based on the 'school wide expectations teaching matrix' and the *Habits of Mind* – this data, together with anecdotal data is used to provide behavioural feedback to students and their parents in the Student Report Card and Parent/Teacher/Student Interviews

Focused Teaching – Tier 2

Approximately 15% of all students in any school may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success and develop strategies to feel calm, have a sense of belonging, to positively engage in learning – self awareness → self regulation

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Goal setting is an important aspect of student learning. Students requiring Tier 2 support are required to collaboratively agree on two or three social and learning goals. The focused teaching and learning process is provided by school staff, parents and at times external agencies to support the student achievement of these goals.

Focused teaching is aligned to the Expectations Matrix, and student progress is monitored by the homeroom teacher/s to identify those who:

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

The Focused Behaviour Support Plan reflects these observations and recommendations and is discussed with parents and Precinct Leader.

Wynnum 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 skill development for some students:

- Zones of Regulation
- Tracking Sheets
- Social Skills program

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 and external agencies.

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 multiagency 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 requiring this level of support will have an Individual Intensive Behaviour Plan that will be frequently reviewed with a stakeholders.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Homeroom teachers provide class, year level or schoolwide disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (eg "Remember, walk quietly to your seat")
- Non-verbal and visual cues (eg posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (eg "Hand up when you want to ask a question")
- Rule reminders (eg "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (eg "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language

- Break down tasks into smaller chunks
- Provide positive choice of task order (eg "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 (eg "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (eg corrective feedback to influential peer demonstrating same problem behaviour)
- Discussion with individual student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (eg removal from classroom)
- Reflection and 'Make Up' time

Focused Support

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 (eg Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Reflection, 'Make Up' time
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support and Data Group for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Support

School leadership team work in consultation with Student Support and Data Group 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 (eg 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).

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

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

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

Re entry following suspension

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

It is not mandatory for the student or their parents to attend a re entry meeting. It may be offered as a support for the student to assist in their successful re engagement in school following suspension.

Arrangements

The invitation to attend the re entry meeting will be communicated via telephone and in writing, usually via email. 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.

Structure

The structure of the 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.

Agenda of meetings:

- Welcome back to school
- Check in on student wellbeing
- Provide clarification, if required
- Discuss any recent changes to school routine or staffing, if required
- Positively discuss next steps for successful reengagement in learning
- Offer information about supports available at school and at home
- Set a date for follow up, if required
- Thank student and parent/s for attending
- Walk with student to Homeroom

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service. The following items are explicitly prohibited at Wynnum State School and will be removed if found in a student's possession:

- illegal items or weapons (eg guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (eg blades, rope)

- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (eg fireworks, flares, sparklers)
- flammable solids or liquids (eg fire starters, mothballs, lighters)
- poisons (eg weed killer, insecticides)
- inappropriate or offensive material (eg racist literature, pornography, extremist propaganda).

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

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including 'over the counter' medications such as paracetamol or alternative medicines).

Responsibilities

State school staff at Wynnum State School:

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

Parents of students at Wynnum State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (eg camp, sporting venues) that:
 - is prohibited according to the Wynnum State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Wynnum State School

- do not bring property onto school grounds or other settings used by the school (eg camp, sporting venues) that:
 - is prohibited according to the Wynnum State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;

- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other digital devices by students

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

In consultation with the broader school community, Wynnum State School has determined that explicit teaching of responsible use of mobile phones and other digital devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

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

It is **acceptable** for students at Wynnum State School to:

- use mobile phones or other digital devices for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the personal mobile and digital device (including phones, watches, ipads, and/or other devices) are to be provided to Homeroom teachers on arrival, for safe storage and collected at the end of the school day
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use 'in phone' cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (eg forwarding, texting, uploading, Bluetooth use etc.) of such material

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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
 - schools may remotely access departmentally owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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

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



Wynnum State School still values the elements of the Australian Student Wellbeing Framework:

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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 Wynnum State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Wynnum 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.

Responding to Bullies

**What do I do if I feel
someone is being
mean to me?**

Are you or someone you know
being ...

- Ignored, teased or threatened or excluded by others
- Pushed, hit or kicked
- Receiving abusive messages on the phone or email?

Are your belongings stolen,
mistreated or damaged?

YES

Can I deal with this problem?

1. Ask them to stop
2. Walk away
3. Ask a teacher/adult for help

(Remember that you can help to
problem solve/resolve)

*If you still feel
that you have a
problem*

**TO DEAL WITH HARASSMENT OR
BULLYING ...**

- Ignore it
- Walk away
- Use your words
- Remind them
- Ask an adult for help

High Five



**Tell someone who you
trust ...**

- Trusted adult
- Teacher
- Parent
- Friend

**TO AVOID HARASSMENT OR
BULLYING ...**

- Examine own behaviour
- Network of friends
- Avoid location/people
- Assertiveness training
- Control your fears

When reporting an incident

- The incident will be recorded
- Your parents may be notified
- The school will advise all students involved of their rights and responsibilities
- The school will help you to resolve the issue



Cyberbullying

Cyberbullying is treated at Wynnum 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 contact the regular Homeroom teacher or precinct leader, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Wynnum 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 precinct leaders.

Wynnum State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

Explicit images

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

Report

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

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

YES OR NO

1. Initiate an incident response

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

2. Collect evidence

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

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

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

YES

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

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

NO

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

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

5. Managing student behaviour

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

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

OR

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

6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

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

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Wynnum 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 and Data Group 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 Wynnum State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using

a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (eg in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is

not a time to try and to punish or discipline the student; it is a crisis management period only.

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Wynnum 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 that 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.

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](#).