



Warwick West State School

# Student Code of Conduct 2021-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2019-2023

# Purpose

Warwick West State School is a Positive Behaviour for Learning (PBL) School. We are committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in high quality learning experiences and acquire values supportive of their lifelong wellbeing. At Warwick West State School, we strive to support students to achieve their best in our academic, social, behavioural, cultural and sporting programs, guiding them to fulfilling experiences and preparing them for the future.

Our aim is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. The use of a proactive, differentiated and explicit teaching approach builds relationships, increases individual skills sets and encourages self-regulation. We also recognise that some students will require focused or intensive teaching to cater for individual circumstances and differences.

The Warwick West State School Student Code of Conduct is our school's behaviour policy that sets out the responsibilities and processes we use at our school to promote a productive, consistent and effective whole school approach to discipline. It includes:

- our school values;
- the behaviours expected of our students;
- the proactive and explicit teaching of these behaviours;
- the reinforcements for students who meet these expected behaviours;
- the types of disciplinary consequences that may be used to respond when behaviour does not meet expectations, including the use of suspension or exclusion; and
- whole school processes for addressing behaviours, like anti-bullying and the use of technology.

The Warwick West State School Student Code of Conduct is designed to guide our school behavioural practices and to facilitate high standards of behaviour. This is so learning and teaching in our individual classrooms, across our year levels and our school can be effective, so students can participate positively within our school community.

To ensure consistent practices, we:

- hold PBL Meetings (consisting of staff from each year level and varied positions in the school);
- conduct PBL professional development sessions, building capacity in our staff;
- engage with Regional Office Behaviour Staff to ensure our PBL practices align with other schools in the region and Queensland; and
- Collect and analyse behaviour data to inform teaching practice and guide the usage of human resources.

Each year the Warwick West State School Student Code of Conduct will be reviewed with our staff and a full review will be conducted after a four year period. The Student Code of Conduct will be discussed and available at Enrolment Interviews, on request.

## Contact Information

Postal address: 17 George Street, Warwick QLD 4370

Phone: (07) 4660 5333

Email: [admin@warwickwestss.eq.edu.au](mailto:admin@warwickwestss.eq.edu.au)

School website address: <https://warwickwestss.eq.edu.au/>

Contact Person: Jason Callcott (Principal)

## Endorsement

Principal Name: Jason Callcott

Principal Signature:



Date: 9<sup>th</sup> November, 2020

P/C President and-or  
School Council Chair  
Name: Alex Fernandes

P/C President and-or  
School Council Chair  
Signature:



Date: 5<sup>th</sup> May, 2022

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# Principal's Foreword

## Introduction

Warwick West State School is a Band 8 co-educational school situated in the western suburbs of Warwick, on the Darling Downs, offering classes from Prep to Year 6 for around 514 students from Warwick as well as surrounding rural areas. The school has a Principal; Deputy Principal; Head of Special Education Services; 3 STLaNs; specialist teacher for instrumental music, general music, LOTE, library and HPE specialists; itinerant visiting staff including GO and Speech Pathologists; classroom teachers for 22 classes; and SEP teachers for the SEU and ECDP. The Warwick West State School facilities are comprised of Primary, Special Education Unit, Early Childhood Development Program (ECDP) Centre and Prep facilities on one campus. Warwick West State School is a member of the Southern Downs Cluster, a group of schools in close proximity that work closely together.

Warwick West State School is highly regarded within the local area. It is recognised as a school that delivers exceptional academic, cultural, sporting opportunities and success. Students are provided with many opportunities to build on their potential and are encouraged to excel. We believe that learning is a journey that we all do together and that we, 'Work hard, play safe and have fun' all day, every day. Our school vision encapsulates this:

**Learn. Grow. Achieve.  
Together we succeed.**

At Warwick West State School, we aim to provide the best educational outcomes for every child. We achieve purpose by providing a quality curriculum which supports individual needs through a professional, progressive and dedicated staff, within a safe and productive learning environment. A successful Warwick West State School student is:

- Confident and motivated for a life time of learning;
- Considerate and respectful of others;
- A positive contributor to school and community; and
- Demonstrates the school's SHINE values.

Warwick West State School is committed to providing a safe, respectful and inclusive learning environment for students and staff. Students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. We commit to supporting and teaching the whole child - academically, socially, emotionally and physically.

As a Positive Behaviour for Learning (PBL) School, Warwick West State School has five core values that create the foundation of behaviour and discipline at our school to enhance teaching and learning. We believe that each of our students can SHINE through their understanding and demonstration of these school values:

**S**ecurity  
**H**ealthy Relationships  
**I**ntegrity  
**N**urturing  
**E**xcellence

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



Warwick West State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying.

I thank the school community for their work in bringing this Warwick West State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## P&C Statement of Support

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

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Warwick West State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 38 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Warwick West 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 Warwick West State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Alex Fernandes  
(2022 P and C President)

## Data Overview

This section outlines the existing data sources available and used by staff at our school. The Warwick West State School Student Code of Conduct has been guided by the following data sources:

Data source	How often collected	Description
OneSchool	As required (daily, weekly, fortnightly, semester, annually)	<p>OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.</p> <p>Each Queensland State School student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services. With regards to behaviour, teaching staff enter information on OneSchool about positive or negative behavioural incidents.</p> <p>To request information on your child, click on the link below:  <a href="https://www.qld.gov.au/education/schools/information/contact/accessing">https://www.qld.gov.au/education/schools/information/contact/accessing</a></p>
School Opinion Survey	Annually	<p>The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and areas they could improve. Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.</p> <p>Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.</p> <p>There are four different confidential surveys for:</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• Staff</li> <li>• Principals.</li> </ul> <p>For more information, refer to <a href="#">frequently asked questions</a> page.</p>
PBL Collection Tools	As required (daily, weekly, fortnightly, semester, annually)	As a PBL school, we collect data using the following tools – Effective Behaviour Support (EBS), Tiered Fidelity Inventory (TFI), Triangulated Behaviour data, Two Year Average ODR Comparison data, Chill and SHINE data and Pink Tickets.
School Improvement Unit Review	Each four years	Each Queensland State School participates in a review every four years, which is conducted by external educators. This review identifies areas of commendation and recommendation for the school to move forward over the next four year cycle.



# Consultation

**Consultation Process:**

Throughout 2020, staff from Warwick West State School have discussed and reviewed our current Responsible Behaviour Plan for Students 2017 - 2020 to create our new Student Code of Conduct 2021-2024. Reviews have been held during Staff Meetings, Teacher Aide Meetings and PBL Tier 1 Meetings. Feedback has been asked for to ensure all staff have a common understanding of the school behaviour processes.

The Deputy Principal has shared and sought feedback of the DRAFT Student Code of Conduct with the P & C at monthly meetings.

**Communication Strategy for Distribution of Information:**

A communication strategy has been developed to support the implementation of the Warwick West State School Student Code of Conduct. This includes:

- Parent sessions during P and C meetings;
- Promotion through the school website and school newsletter; and
- Introduction of the program at enrolment interviews and Prep Orientation Day;

The Warwick West State School Code of Conduct will undergo annual minor updates to reflect changing circumstances, minor processes or staff roles. A full review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

# Learning and Behaviour Statement

Evidence based practice from Positive Behaviour for Learning (PBL) underpins our behaviour management approach. The PBL Framework guides the:

- alignment between our academic and behavioural systems; and
- the selection, implementation and analysis of our behavioural system, whole school practices and use of data ensuring we create a safe and positive learning environment for all students.

Our staff, parents and students have a variety of expectations, experiences and beliefs about behaviour management. These beliefs are underpinned by our school's values of:

Security  
Healthy Relationships  
Integrity  
Nurturing and  
Excellence

to build a whole school culture that:

- Develops a supportive school environment that enhances learning opportunities for all students and staff;
- Assists students to develop a positive self-esteem through getting to know and understand themselves better; and
- Assists students and the community to develop a more productive means to determine appropriate human responses to real-life situations.

These beliefs operate effectively in a supportive school environment where:

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

All areas of Warwick West State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Through our school plan, shared expectations for student behaviour are clearly written, assisting Warwick West State School to create and maintain a positive and effective learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

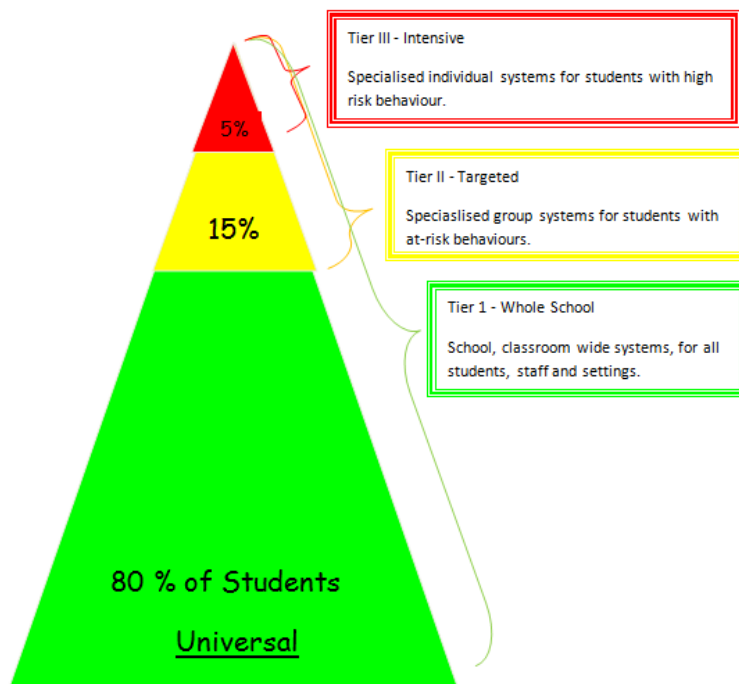
As a community, these are the skills and expectations we believe are vital in making our SHINE values a reality. Staff, students and parents consciously model these in our everyday interactions here at school. Positive behaviour can effectively address a range of behavioural needs - from those who just need minor support to those who require more intensive major support. With a PBL school-wide approach:

- Expectations for student behaviour are defined by a school based team with all staff input (expectation matrix);
- Effective behavioural support is implemented consistently by staff and administration;
- Appropriate student behaviour is **taught**;



- Positive behaviours are publicly acknowledged;
- Problem behaviours have clear consequences;
- Student behaviour is monitored and staff receive regular feedback;
- Effective behavioural support strategies are implemented at the **school-wide, classroom and individual** student level, and;
- Effective behavioural support strategies are designed to meet the needs of **all students**.

## Multi-Tiered Systems of Support



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

### Tier 1

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

- expectations for appropriate school behaviour are defined through Warwick West State School Expectation Matrix (WWSS PBL Booklet - Appendix 1);
- explicitly teaching behaviours in the setting they will be used;
- positive behaviours are reinforced using a whole school approach (e.g. SHINE tickets);
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account;
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them;
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made (via School Opinion Survey).

### Tier 2

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

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

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

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

### **Tier 3**

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

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

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

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

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

## **Student Wellbeing**

Warwick West State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher if they would like individual advice about accessing particular services.

Learning and wellbeing are intricately linked. Students learn best when their wellbeing is optimised and they develop a strong sense of wellbeing when they experience success in learning. The Warwick West State School Student Learning and Wellbeing Framework (WWSS PBL Booklet - Appendix 2) forefronts our school’s positive culture and embeds student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### **Curriculum and pedagogy**

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Warwick West State School, we provide age-appropriate health and safety messages including the Daniel Morcombe Unit (Year 2);



## **Policy and expectations**

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

### *Specialised health needs*

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

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

### *Medications*

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

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

Warwick West State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, locked in the school's office to provide emergency first aid medication if required.

### *Mental Health*

Warwick West State School works closely with outside agencies to support the mental health and wellbeing of students. In cases where students are referred on to outside agencies, parental consent to share information is obtained to ensure a team approach for the student. In some cases, a Mental Health Plan may be written and implemented for a student in consultation with their parent, the school team and their Clinical Care Provider.

### *Suicide Prevention*

Warwick West school staff who notice suicide warning signs in a student should implement the Warwick West State School Suicide Intervention Procedure.

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

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

### *Suicide Postvention*

In the case of a suicide of a student that has not occurred on school grounds, Warwick West State School enacts the Suicide Postvention for Schools flowchart and booklet, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.



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

## Student Support Network

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

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

Role	What they do
Principal and Deputy Principal	<ul style="list-style-type: none"> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• monitors the social and emotional wellbeing of students</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need.</li> <li>• provides continuity of contact for students and their families through the primary years of schooling</li> <li>•</li> </ul>
Head of Special Education Services	<ul style="list-style-type: none"> <li>• leadership of Student Services Committee to promote an inclusive, positive school culture</li> <li>•</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Class Teacher	<ul style="list-style-type: none"> <li>• provides face-to-face daily support for student in the classroom setting</li> </ul>

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal.

# Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Warwick West State School, we believe discipline is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

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

## PBL Expectations

### Staff

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five core values that are in place for students - Security, Healthy Relationships, Integrity, Nurturing and Excellence.

### Students

An Expectation Matrix (WWSS PBL Booklet - Appendix 1) outlines the five values and the expected behaviours that will be explicitly taught to students throughout the year. A Teaching Overview (WWSS PBL Booklet - Appendix 3) ensures that students of any year level hear the same common message each week. In addition, each classroom will have their own set of class expectations, related to the SHINE values, to help students and visitors understand the expectations and meet the standards we hold for everyone at Warwick West State School.

### Parents and Staff

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

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or principal, to discuss any matters relating to your child.	We will respond as soon as possible to your request for an appointment, negotiating a mutually agreeable date and time with you.
You are respectful in your conversations at home about our school and staff.	We will ensure positive behaviours are role modelled for all students.



You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgmental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter, Facebook and other materials sent home by school staff.	We will use the electronic school newsletter and Facebook as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect the good management of our school.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

## Consideration of Individual Circumstances

Staff at Warwick West State School take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any discipline consequences.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or





understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Our three tier support systems are positive, proactive and preventative:

<p>Differentiated and Explicit Teaching  (Universal – Tier 1 PBL)</p>	<ul style="list-style-type: none"> <li>• Whole staff understanding of Positive Behaviour for Learning system;</li> <li>• Explicit teaching of school values and expectations (WWSS PBL Booklet: Expectation Matrix – Appendix 1 and WWSS Yearly Teaching Overview – Appendix 3);</li> <li>• Students are encouraged to practice, role play taught expectations, as well as reflect on and own their behaviour;</li> <li>• Positive acknowledgement for student attempts (e.g. SHINE tickets, Reward Room);</li> <li>• Active staff supervision and monitoring – Move, Scan and Interact;</li> <li>• Create and maintain supportive and safe learning environments (Australian Professional Standards for Teachers – Standard 4):             <ul style="list-style-type: none"> <li>○ Support student participation – including engagement of students, varied teacher pedagogy to enhance engagement;</li> <li>○ Manage classroom activities – including class routines, rules, listening and speaking procedures;</li> <li>○ Manage challenging behaviours – including inclusive play, least intrusive strategies used by teachers to engage students, differentiate academic curriculum;</li> <li>○ Maintain students' safety – including their wellbeing and safety;</li> <li>○ Use ICT safely, responsibly and ethically – including anti-bullying messages and being cyber safe;</li> </ul> </li> <li>• Teaching staff reteach expected behaviours with students, monitor and acknowledge when students demonstrate these expected behaviours;</li> <li>• Enactment of PBL Committee to work through universal behaviour management processes;</li> <li>• Professional development to maintain a consistent staff understanding of behavioural processes and research;</li> <li>• Analysis of behavioural data to guide human and physical resourcing;</li> <li>• Structured lunchtime activities that offer further support and scaffolding for students who need this;</li> <li>• Increased social and emotional focuses in whole school matrix;</li> </ul>
<p>Focussed Teaching</p>	<ul style="list-style-type: none"> <li>• As above, plus</li> <li>• Support for Behaviour Team meetings - weekly and on demand (Tier 2 and 3);</li> <li>• Targeted strategies used to acceptably meet a student's function of behaviour (including academic restructuring, individual social</li> </ul>



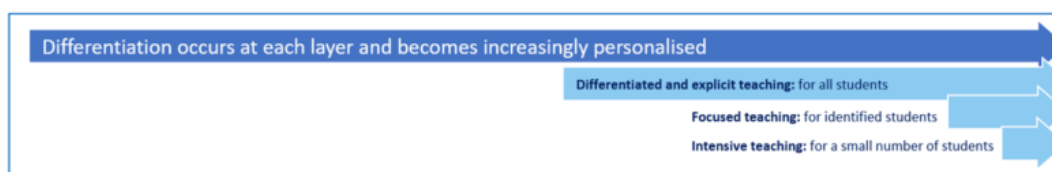
(Targeted Support - Tier 2 PBL)	skilling, Check In Check Outs (CICOs), Individual Behaviour Plans for students who need further support in the classroom or playground);
Intensive Teaching  (Individual Support – Tier 3 PBL)	<ul style="list-style-type: none"> <li>• As above, plus</li> <li>• OneSchool Personalised Learning and Support Provisions</li> <li>• Crisis Prevention Plans;</li> <li>• Functional Behaviour Assessment (FBA) informed Individual Behaviour Support Plans;</li> <li>• Individualised academic support;</li> <li>• Complex Case Management involving a multi-agency approach</li> </ul>

## Differentiated and Explicit Teaching – Tier 1 PBL

Warwick West State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Warwick West 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. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

### Tier 1 Whole School Teaching of PBL

The first step in facilitating standards of positive behaviour is communicating those values and expectations to all students. At Warwick West State School, we acknowledge that all behaviour management strategies require **consistency** to achieve their best result. We encourage excellence in education through our five core values:

<b>S</b> ecurity is when individuals are empowered to take risks in a safe, positive and supportive environment.	I am safe
<b>H</b> ealthy Relationships occur when we encourage trust, confidence and appreciation in a non-discriminatory school environment.	I am respectful
<b>I</b> ntegrity is demonstrated when we value and honour each other with honesty, trust, humour, respect and co-operation.	I am responsible
<b>N</b> urturing happens when the whole school community works together to support and encourage confidence. In a nurturing situation everyone feels valued and has the opportunity, and is encouraged, to reach their potential.	I am a friend



<p>Excellence occurs when best practice is seen, heard and felt across the whole school community.</p>	<p>I am a learner</p>
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At Warwick West State School, we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our five school values. The Schoolwide Expectations Teaching Matrix (WWSS PBL Booklet - Appendix 1) outlines our agreed values and specific behavioural expectations in all school settings. Some classes/students use the alternate wording of “I am Safe” instead of Security; “I am Respectful” instead of Healthy Relationships; “I am Responsible” instead of Integrity; “I’m a friend” instead of Nurturing and “I’m a Learner” instead of Excellence, due to the age and vocabulary maturity of the students.

The Warwick West Way is a document (WWSS PBL Booklet - Appendix 8) that explains further processes that Warwick West Staff follow to ensure consistency of practice.



### How we teach the SHINE values:

- Expectations (from the matrix) are taught throughout the school during the exact same week to enable whole school teaching opportunities and consistency. These expectations are communicated to students via a number of strategies, including:
  - Whole school behaviour lessons are to be conducted by classroom teachers on a Monday.
  - Reinforcement of learning from behaviour lessons at school parades and during active supervision by staff during classroom and non-classroom activities.
  - A weekly focus is introduced to the whole school on Friday morning parades. Teachers from different year levels take on the responsibility to lead the introduction of the focus of the week on the Friday parade, ensuring that all staff are seen as leaders of the PBL program. We also use a number of Warwick West characters that help students' understanding of the expected behaviours in a humorous way.;
- Development of Classroom *Student Code of Conduct* Plans at the beginning of each year. This plan is developed in consultation with year level teachers and students from the year level/class.
- Immediate reinforcement of specific behaviours through the school's reward system;
- Celebrating behavioural achievements and milestones as a whole school, class or individually; and
- Analysis of school data to reteach specific behaviours when required. This review week may see different year levels reteaching behaviours that are specific to their year level, based on year level data.



### How we promote the SHINE values:

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

- Encouraging positive and open relationships between parents/carers and staff at the school, with the desired behaviour of working as a team with student's learning and behaviour;
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Specific policies have been developed to address the SHINE values:
  - Temporary Removal of Student Property
  - The Use of Mobile Phones and Other Devices by Students
  - Preventing and Responding to Bullying and
  - Appropriate Use of Social Media
- Visual signage in the classrooms and throughout the school including posters in all teaching and non-teaching spaces;
- Behaviour Walls in each teaching space, signs/art work promoting SHINE around the school;
- School PBL team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Warwick West State School Student Code of Conduct delivered to new students as well as new and relief staff.

### Reinforcing expected school behaviour

At Warwick West State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All

staff members are trained to give consistent and appropriate acknowledgement and rewards by moving, scanning and interacting with students in the classroom and playground.



Staff members hand out SHINE tickets each day to students when they observe students following school values in both classroom and non-classroom areas. This reinforcement occurs at any time throughout the day. When staff observe a student following the values they can choose to give them a SHINE ticket or another form of reinforcement/encouragement (e.g. a smile, thumbs up, verbal praise, a sticker etc.) The students are responsible for the SHINE tickets they are given. Each student has a reward chart that is kept in class. When the student has sufficient SHINE tickets they are able to trade in our 'Rewards Room' at increments of 30, 60, 90, 120, 150, 180, 300 and 900 tickets. The Rewards Room opens once a week on Fridays.



The use of rewards like SHINE tickets can be gradually reduced depending on the age of the students and the automaticity of the behaviour that is trying to be reinforced (WWSS PBL Booklet - Appendix 4).

Other acknowledgements include:

- Each week, teachers determine a Student of the Week. These students are presented with a certificate on Friday parades.
- Each month, teachers nominate a Student of the Month. These students are presented with a certificate and a badge on a Friday parade.
- End of semester whole school rewards are chosen each term (e.g. the highest trading class of SHINE tickets in the upper and junior school receive a whole class reward.)
- Optional short term whole class rewards may be awarded when all students in a class are exhibiting the specific behaviours chosen from the Expectation Matrix
- Positions of responsibility are awarded annually – School Captains, House Captains and Student Councillors.

**Parent/Caregiver Inclusion Policy:**

Parents and school community will be kept up-to-date with PBL by:

- Enrolment induction when new families enrol at our school;
- Communication through the school website, newsletter, parade, Parent/Teacher Information meetings (Term 1);
- Behavioural emails/texts/phone calls sent home – including Chill and SHINE plans and letters;
- Parent representation on the committee and reports back to the P and C;

## Focused Teaching – Tier 2 PBL

**Tier 2 Targeted Behaviour Support –**

PBL research states that in any school, approximately 10-15% of students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. Each year a small number of students at Warwick West State School are identified through our data as needing extra support with their behaviour choices. Student behaviour data is tracked through OneSchool, Chill and SHINE or Pink Ticket referrals and when there is evidence that a child needs more assistance than the teaching offered to all students, extra supports will be put in place for this student/group of students. Normal scheduled classes and activities will continue with appropriate adjustments if required, to encourage acceptable behaviours. The Deputy Principal co-ordinates the Tier 2 Intervention Supports, meeting when required with class teachers to discuss the ongoing behaviour of the student involved (WWSS PBL Booklet - Appendix 9 – Tier 2 and 3 PBL Flowchart).

Identified students may have difficulty meeting behaviour expectations in a particular period of the day or during a particular learning area. Focussed teaching is provided to help them achieve success. Focussed teaching involves reteaching key behavioural skills or routines and using explicit and structured teaching strategies to guide students.

Tier 2 PBL Intervention Supports will often require discussions between a member of the leadership team, the class teacher, parents/carers and the student involved ensuring that everyone understands the process and goals that are being targeted.

Further strategies used for targeted behaviour support include:

<b>Academic Restructuring</b>	<p>Staff members determine whether a student may need further support in curriculum related areas and adjustments are made where necessary. This may involve:</p> <ul style="list-style-type: none"> <li>• Adjusted or differentiated curriculum</li> <li>• Working with a peer or older student;</li> <li>• Working with a teacher aide or learning support teacher; and</li> <li>• Development of an Individual Curriculum Plan.</li> </ul>
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<b>Increase explicit teaching of Social Skills</b>	<p>Warwick West staff explicitly teach weekly PBL lessons that incorporate Social and Emotional Learning including:</p> <ol style="list-style-type: none"> <li>1. Emotional Literacy;</li> <li>2. Personal Strengths;</li> <li>3. Positive Coping;</li> <li>4. Problem Solving;</li> <li>5. Stress Management; and</li> <li>6. Help Seeking.</li> </ol> <p>We understand though that some students, even after being taught these lesson will require further instruction to support with their social skills. In this instance, we may develop Individual Behaviour Management Plans to understand the function behind a student's behaviour and design steps that will support the student to achieve their function in a more acceptable way.</p>
<b>Check In, Check Out (CICO)</b>	<p>This strategy works best when the student checks in daily with the same adult as it develops consistency with the approach. The Check In, Check Out Co-ordinator sees the students in the morning before they begin lessons, sometimes after break times and then at the end of the day to support the student. The student will be given either a Classroom Plan or Playground Plan that the CICO Coordinator will discuss with the student, before taking home to parents daily.</p>
<b>Classroom and/or Playground Plans</b>	<p>These plans are used when a student's behaviour is monitored in a set environment to transform behaviour. They will be set for a small period of time, generally two weeks, before reviewing.</p>
<b>Communication within the school community</b>	<p>Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes meetings, emails or phone calls home.</p>

## Intensive Teaching – Tier 3 PBL

### Tier 3 Intensive Behaviour Support

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

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

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

Warwick West State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students with high and complex behaviours will be discussed at the Support for Behaviour Team meeting which:

- Meets weekly and can hold on demand meetings when required;
- Facilitates a Functional Behaviour Assessment for appropriate students;
- Works with other staff members to develop appropriate behaviour support strategies;
- Develops a Behaviour Support Plan with relevant stakeholders;

- Can access external support through the use of Regional Behaviour Support to assist and guide school staff to support students;
- Develops curriculum, pedagogy and environmental adjustments as required for the student;
- Monitors the impact of support for individual students through ongoing data collection; and
- Works with the PBL Tier 1 Team to achieve continuity and consistency.

# Legislative Delegations

## Legislation

- [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

At Warwick West State School, all students are acknowledged and rewarded for following the school expectations. Breaches of the SHINE values are considered to be either Universal, Minor or Major infringements in nature, which is an agreed upon approach by Warwick West staff. The 'Universal, Minor or Major' document (WWSS PBL Booklet - Appendix 5) outlines a list of possible behaviour infringement examples and possible consequences and/or support strategies that may be used in the situation. Each incident, infringement and student will be dealt with and considered individually by staff at Warwick West.

Like the teaching of behaviour, the consequences dealt may follow a tiered approach.

## Universal, Minor and Major Behaviours

When responding to problem behaviours, our staff members first determine if the behaviour is Universal, Minor or Major in intent, with the following understanding:

- **Universal** problem behaviours are not recorded and are handled by staff members at the time it happens (classroom or playground);
- **Minor** problem behaviours are recorded through the school processes and they are dealt with by staff members at the time that it happens (classroom or playground);
- **Major** problem behaviours are recorded through the school processes and are referred directly to the Leadership Team.

Warwick West State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour (WWSS PBL Booklet - Appendix 6 (Tier 1 flow chart)).

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback and rule reminders may be used by teachers to respond to low-level or **universal** problem behaviours. Each Warwick West class uses a coloured SHINE Chart in their room to help guide students with their behaviour choices throughout the day. At the end of each day, where each student finishes may be sent home via Class Dojo.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback and rule reminders continue to display **minor** problem behaviour. A continued pattern of minor 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 Chill and SHINE room (Minor) or the school leadership team (Major) for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching because of **major** behaviour infringements 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.

## School Processes for Recording Universal, Minor or Major Behaviours:

- [The Chill and SHINE Room](#) (for supporting student behaviours and emotional state)



The Chill and SHINE Room is used as one of a range of options for students to support and manage their own behaviour, including to:

1. Be used as a support needed to start students off with their work;
2. In order to assist a student in the calming down process;
3. A sensory break, for students who have long-term emotional and behavioural issues; and
4. As a strategy to reduce the frequency of a particular behaviour, allowing students to reflect and develop a plan that may assist them to return to their classroom.

The Chill and SHINE Room is:

- (a) Supervised by an adult, ensuring the student is safe;
- (b) Allows the student to talk to an adult 1:1 about their feelings and how this is impacting on their current work;
- (c) Allows the student to re-join their class in a calmer manner after a short period of reflection time;
- (d) The students may complete a reflective plan, that may either remain at the school or be emailed home to parent/ carers;
- (e) Provides the student the opportunity to complete work to fulfil educational requirements; and
- (f) Used only when Essential Skills for Classroom Management strategies have been employed.

A Chill and SHINE Referral should accompany the student to the room, with details of the student's behaviour and the interventions applied. The Class Teacher and Chill and SHINE supervisor communicate and analyse the behaviour exhibited by the student, to decrease the occurrence in the future.

#### Pink Tickets (for managing ongoing and repeated playground **minor** or **major** behaviour)

A Pink Ticket may be recorded if a student's behaviour repeatedly breaches the school SHINE values during their time in the playground. Prior to recording this infringement, teaching staff will go through a process of walking and talking with the student to reteach the expected behaviour, monitor the student as they demonstrate this behaviour and then acknowledge the student for demonstrating this behaviour. The Pink Ticket process:

- Includes asking the Responsible Thinking questions prior to issuing the ticket (The questions are listed on the ticket);
- Pink Tickets can be written for either minor or major behaviours;
- The student taking ownership to personally hand the pink ticket to the classroom teacher (Minor);
- If the Pink Ticket is recorded as a Major, the incident will be referred to the principal/deputy principal.
- A duplicate of each infringement filed at the Chill and SHINE Room and Pink Tickets will be entered onto Oneschool.

#### Behaviour Levels for Year 4, 5 and 6 students

- Students in Year 4, 5 and 6 will be placed on Behaviour Levels twice per term (Week 4 and 8);
- Levels range between Level 1 – 5;
- If students are on Level 4 and 5 as a result of poor behaviour choices, the class teacher and Principal will decide if this student can participate in extracurricular or reward activities like interschool sport, leaving the school grounds;
- (WWSS PBL Booklet - Appendix 10)

#### Suspension or Exclusion (for managing **major** behaviour - see below)

## 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; and
- Exclusion (period of not more than one year or permanently).

At Warwick West 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.

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

Students who are suspended from Warwick West State School will 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. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. The re-entry meeting is 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. Re-entry meetings are short, with only the Principal or their delegate and staff who may benefit from the interaction, e.g. class teacher, attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, including any notes or discussions occurring during the meeting.

### **Structure**

The structure of the re-entry meeting may 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.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Discuss behaviour and learning goals for the student during the first two weeks back at school
- Set up two week support intervention
- Set a date for two week review
- Thank student and parent/s for attending
- Walk with student to classroom

### **Support Interventions following re-entry**

During the re-entry meeting, discussions will occur around ways that the student will be supported during the initial two week period after a suspension. This may include – academic restructuring, increased social skills, a Check In, Check Out (CICO) process, a Classroom and/or Playground plan. At the end of the two week period, the support intervention will be reviewed with the student, parent, class teacher and member of the leadership team.

### **Reasonable adjustments**

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

# School Policies

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

- Illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains);
- Imitation guns or weapons;
- Potentially dangerous items (e.g. blades, rope);
- Drugs\*\* (including tobacco);
- Alcohol;
- Aerosol deodorants or cans (including spray paint);
- Explosives (e.g. fireworks, flares, sparklers);
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters);
- Poisons (e.g. weed killer, insecticides); and
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other



alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

## **Responsibilities**

### **State school staff** at Warwick West State School:

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

### **Parents** of students at Warwick West State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Warwick West 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 Warwick West State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Warwick West State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

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

In consultation with the school community, Warwick West State School has determined that explicit teaching of responsible use of electronic 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.

### **The use of personal technology devices at school**

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, iPads, Mini iPads, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, smart watches, iPods® and devices of a similar nature.

### **Responsibility for Personal Technology Devices**

Students must carefully consider the risk of damage to or theft of personal technology devices brought from home. Responsibility for the safety of personal technology devices rests solely with the student. NO liability will be accepted by the school in the event of the loss, theft or damage of any personal technology device brought to the school.

### **Personal technology device etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed in at the office where they will remain until the end of the school day, when they can be collected and taken home. Once collected at the end of the day, students cannot use devices on school property, while waiting for buses or to be picked up and taken home.

### **Certain personal technology devices banned from school**

Students must not bring valuable personal technology devices like smart watches, cameras, iPads, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff to be collected at the end of the day from the school office. Breaches of this prohibition may result in further consequences.

### **Confiscation**

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

### **Recording voice and images**

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

We uphold the value of trust and the right to privacy at Warwick West State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student



body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

### **Text communication**

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

### **Assumption of cheating**

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

### **Recording private conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **Special circumstances arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

### **Responsibilities**

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

It is **acceptable** for students at Warwick West State School to:

- use Warwick West State School electronic 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 an electronic device

It is **unacceptable** for students at Warwick West State School to:

- use electronic 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 games, 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 smart watches in class/playtime with data turned on, instead of working on the set classroom task, or to send or check emails, texts or any other use of the device which is against school policy;
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile device (e.g. phone/watch, including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Warwick West 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

### School Community Beliefs about Bullying

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

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

Warwick West State School has a Student Council, with diverse representatives from upper school year levels meeting regularly to promote strategies to improve student wellbeing, safety and learning outcomes. The Student Council organises events to promote inclusion, anti-bullying, student voice and community partnerships, including events that are outlined on the Warwick West State School Student Wellbeing Framework, like *Bullying. No Way!* Day, Daniel Morcombe Day, free dress days supporting community partnerships or raising funds for school improvements.

Warwick West State School strives to create positive, predictable environments for all students at all times of the day. The teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
- raising achievement and attendance;
- promoting equality and diversity; and
- ensuring the safety and well-being of all members of the school community.

It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Warwick West State School. Our school and school community endorses each teacher's right to teach, each student's right to learn and the right to safety of all school community members. Bullying undermines our school expectations and prevents students from achieving their full potential in the educational setting. Bullying affects all members of the school community, not simply the bully and the victim, and can damage the climate of the class and the supportive environment of the school in general. For these reasons, it cannot be tolerated and must be addressed immediately and with consistency.

### What is bullying?

Bullying is an **ongoing, misuse of power** in relationships involving a pattern of intentional, **harmful** verbal, physical or social behaviour. (*Bullying. No Way!* definition, adopted by Warwick West State School).

In short, bullying occurs when there are three critical aspects:

- a misuse of power in the relationship;
- it is repeated and ongoing; and
- it involves behaviour which causes harm.

Bullying can take many forms. The *Bullying. No Way!* website (<https://bullyingnoway.gov.au/WhatsBullying/Documents/faqs.pdf>) identifies three kinds of bullying:

#### 1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as repeatedly and intentionally hitting, kicking, tripping, pushing, damaging or stealing someone's property.

#### 2. Verbal bullying



This is when a person or group repeatedly or systematically name call, use insults about their physical characteristics, tease, intimidate; use homophobic, cultural, sexist or racist remarks and verbal abuse against another person.

### 3. Social bullying

This is when a person or group repeatedly or systematically exclude another person or share information or images about that other person that will be harmful to that other person.

### What behaviours are not bullying?

While it is important to understand and define what bullying is, it is also essential to be clear about what behaviours are NOT bullying. The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- Single episodes of social rejection or dislike;
- Single episodes or acts of nastiness or spite;
- Random acts of aggression or intimidation;
- Mutual arguments, disagreements or fights.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

### What are the signs of bullying?

Sometimes children who are bullied do not talk about it with parents/carers or teachers. They are concerned that 'telling' will make matters worse. Some signs that a child MAY be experiencing bullying may include:

<b>Emotional and behavioural signs</b>	<ul style="list-style-type: none"> <li>• Changes in sleep patterns;</li> <li>• Changes in eating patterns;</li> <li>• Frequent tears or anger;</li> <li>• Mood swings;</li> <li>• Feels ill in the morning;</li> <li>• Becomes withdrawn or starts stammering;</li> <li>• Becomes aggressive and unreasonable;</li> <li>• Refuses to talk about what is wrong;</li> <li>• Begins to target siblings;</li> <li>• Continually loses money or starts stealing;</li> </ul>
<b>Physical signs</b>	<ul style="list-style-type: none"> <li>• Has unexplained bruises, cuts or scratches;</li> <li>• Comes home with missing or damaged belongings or clothes;</li> <li>• Comes home hungry;</li> </ul>
<b>School signs</b>	<ul style="list-style-type: none"> <li>• Doesn't want to go to school;</li> <li>• Changes their route to school or are frightened of walking to school;</li> <li>• Doesn't want to go to school on the bus;</li> <li>• School achievement results begin to fall;</li> </ul>
<b>Other signs</b>	<p>Sometimes bullying can be far more hidden. The signs include:</p> <ul style="list-style-type: none"> <li>• Often alone or excluded from friendship groups at school;</li> <li>• A frequent target for teasing, mimicking or ridicule at school;</li> <li>• Unable to speak up in class and appears insecure or frightened.</li> </ul>

### What do we know about students who bully?

The research shows that students who bully are not necessarily the physically dominant student with self-esteem issues. In the Action Against Bullying Education Series, Dr Michael Carr-Gregg identified other characteristics of bullies for example they often have:

- High energy;
- Good verbal skills and an ability to talk themselves out of trouble;
- A high estimation of their own ability;
- An ability to manipulate individuals or groups;
- An enjoyment of conflict and aggression;

- A delight in getting their own way; and
- The appearance of being popular, but often disliked.

### Warwick West State School Anti-Bullying Teaching

It is important that students, staff, parents and carers understand what bullying is and is not, how it impacts on people and how it is responded to at Warwick West State School. We use the following educational strategies:

- Discuss the school PBL approach and Anti-Bullying Agreement at enrolment interviews;
- Teach Positive Behaviour for Learning expectations in each class, which includes anti-bullying lessons;
- Focused teaching lessons on Anti-Bullying to develop student awareness and abilities to understand, prevent and cope with bullying (Tier 1 and 2 PBL students);
- Promotion of social skills through our PBL weekly focus for all students, or on demand with identified Tier 2 PBL students;
- Incorporating Anti-Bullying lessons into other learning areas (e.g. cyberbullying lessons and Technology);
- Promote PBL behaviour expectations through parades, newsletters and the school website;
- Annual celebration of *Bullying. No Way!* Day in Term 1 each year, incorporating the dissemination of Anti-Bullying information from a highly regarded external company (*Bullying. No Way!* <https://bullyingnoway.gov.au>); and
- Staff professional development programs to maintain knowledge of best practice on how to recognise and respond to bullying, including cyberbullying.

### Prevention Programs

Effective social skills and positive relationships act to prevent bullying. At Warwick West State School we promote effective social skills and positive relationships by:

- Our school policy – Preventing and Responding to Bullying;
- Provision of a safe and supportive school environment;
- Using an explicit teaching approach to teach our PBL curriculum around the SHINE values:
  - Our universal behaviour support processes will remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
  - Students learn about the five school values (SHINE) and are taught the expected behaviours attached to each value in areas of the school;
  - Students will be taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other lunchtime areas, to re-entering their classrooms;
  - Students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with our routines, from all staff in the non-classroom areas of the school;
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas, via the process of Move, Scan and Interact. This means that duty staff members are easily identifiable, wearing fluoro pink SHINE vests are constantly moving, scanning and positively interacting as they move through their designated supervision sectors of the non-classroom areas.
- Offering structured lunchtime activities where adults support the play of students, including the re-teaching of social skills; and
- Small group sessions for identified students, where social skills are re-taught by Warwick West staff or external support staff.

### Responsibilities

#### What are student responsibilities?

- Follow an assertive, sequential response to bullying incidents, using the 'Do the 5' process:
  - Ignore,
  - Tell them to 'Stop';
  - Walk away;
  - Find another friend;
  - Report the incident to an adult.
- Report bullying that happens to another student to a staff member.

#### What are staff responsibilities?



- Watch out for early warning signs of bullying;
- Follow the process of investigating alleged bullying incidents:
  1. Take the incident seriously.
  2. Listen to all sides of the incident (including victim, bully and witnesses).
  3. Act confidentially.
  4. Discuss with the bully how the victim must feel and then how would they feel in that circumstance.
  5. Explain what actions must stop.
  6. Check in on victim and bully to ensure the bullying has stopped.
  7. Record the incident on OneSchool.
  8. Communicate with the parents of both parties to advise them about the incident, and the approach taken to stop this behaviour happening again.
- Address incidents on demand when the need arises, i.e. use incidents as a teaching catalyst;
- Record and report incidents of bullying using OneSchool;
- Explicitly teach specific behaviours on the Warwick West Expectation Matrix that will reduce bullying incidents.

### **What are parents/caregivers responsibilities?**

- Watch out for early warning signs of bullying;
- Discuss strategies that your child could use to overcome this situation, e.g. Do the 5 process;
- If you suspect bullying of your child at school, contact the class teacher.
- If bullying continues, contact the principal or deputy principal for further support.
- Record details of persistent bullying of your child, including the dates, settings, times, types of bullying, witnesses and identified bullies.
- Encourage your child to report persistent school bullying to those in the best position to provide immediate help, i.e. your child's class teacher, and the principal/deputy principal.
- Assure your child that seeking help is okay and is an assertive measure.
- Do not encourage your child to hit back or verbally abuse the bully.
- Be prepared to assist the school in modifying your child's behaviour if he/she is identified as a bully. Do not accept personal blame for their actions; instead, support the school in its endeavours in assisting your child to overcome problems and be a responsible member of the school community.

## **Bullying Response Flowchart**

### **Responses to bullying**

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for students being bullied and disciplinary measures for the bully. It is important for us as a school that:

Students who experience bullying feel that they:

- are heard;
- know how to report bullying and who to get help from;
- are confident in the school's ability to deal with the bullying;
- are helped to feel safe again;
- are helped to rebuild confidence and resilience; and
- know that they can get support from others.

Students who bully:

- are held to account for their behaviour and the harm that they caused through appropriate disciplinary measures and learning programs;
- are given the skill set to behave in ways that do not cause harm in the future because they have developed social and emotional skills and knowledge about the effects of their behaviour; and
- are supported to learn how they can take steps to repair the harm they have caused.

In situations where bullying occurs at Warwick West State School, staff at the school will investigate the incident. Following the investigation, they may:

- assist students to develop more appropriate social skills;
- apply consequences;
- implement a behaviour management plan for individual students;
- explicitly teach about conflict and bullying;

- implement resilience and anti-bullying lessons to assist the situation; and address bullying in their curriculum.

At Warwick West State School, the consequences for bullying might include any of the following:

- Discussion with all involved;
- Pink Ticket;
- Natural and logical consequences to suit the individual circumstance e.g. loss of privileges;
- Change of behaviour level, which can stop students from participating in off-campus activities like interschool sport;
- Office Referral;
- Parent contact;
- Individual Behaviour Support Plan;
- Time out of the playground;
- In-school suspension;
- Loss of leadership position;
- Restitution;
- Suspension; and
- Exclusion.

The following flowchart explains the actions Warwick West State School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting, but effects the good order and management of our school. Please note that the indicative timeframes will vary depending on the professional judgement of teachers who receive the bullying complaint and their assessment of the immediate risk to student/s.

## Bullying response flowchart for teachers

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

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

**First contact - Prep to Year 6** – Class teacher

**Second contact - Member of the Leadership Team**

- **Principal** – Jason Callcott
- **Deputy Principal** – Alicia McMillan
- **Head of Special Education Services** – Jess Brosnan

Step 1  
Listen

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

Step 2  
Document

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

Step 3  
Collect

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

Step 4  
Discuss

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

Step 5  
Implement

- Record in OneSchool, including actions to complete
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Step 6  
Review

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

Ongoing  
Follow up

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

## Warwick West State School – Anti-Bullying Agreement

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

### Warwick West State School – Anti Bullying Agreement

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

School representative signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels). After discussing this with the class teacher, the principal and/or deputy principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Warwick West State School may face in-school disciplinary action, such as time out or removal of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

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

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

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

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

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

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**

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. Staff at Warwick West 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 Tier 2 intervention strategies like Behaviour Plans and increased social skilling, 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.

### **Some related resources**

Bullying. No Way! <https://bullyingnoway.gov.au>  
Alannah and Madeline Foundation <http://www.amf.org.au>  
Kids Helpline <http://www.kidshelp.com.au/>  
Kids Matter <http://www.kidsmatter.edu.au>  
Reach Out <http://au.reachout.com/>  
National Centre Against Bullying <https://www.ncab.org.au/>

# Cyberbullying Response Flowchart

## How to manage online incidents that impact your school

### Student protection

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

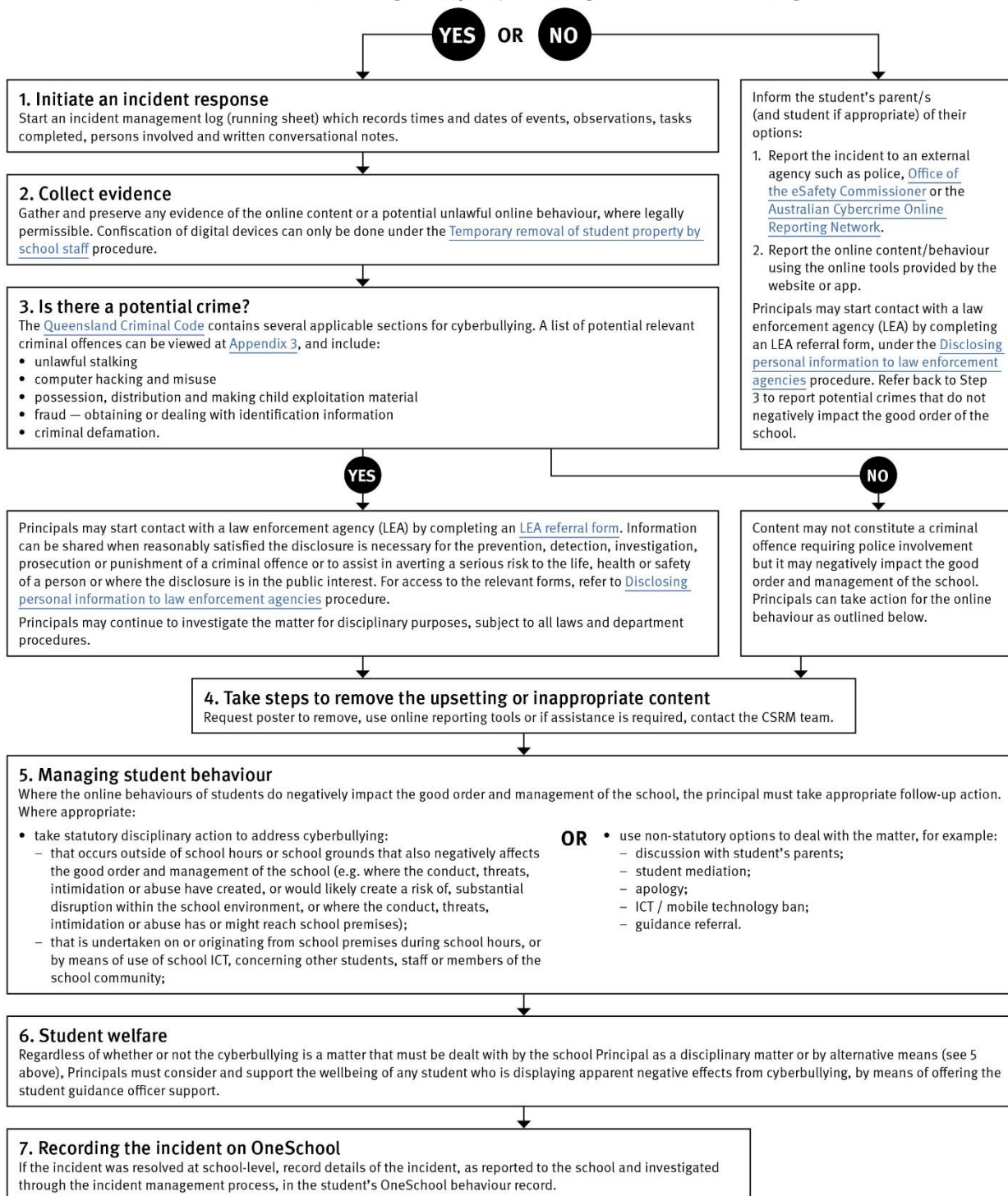
### Explicit images

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

### Help

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

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



## Appropriate use of social media

Warwick West State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate or misguided, use can lead to negative outcomes for the user and others. Warwick West State School is committed to promoting the responsible and positive use of the internet, social media sites and apps.

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.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) it is unacceptable for students to bully, harass or victimise another person whether within Warwick West State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Warwick West State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Warwick West State School engaging in appropriate online behaviour.

### Role of social media

- The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.
- Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.
- Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.
- Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

- The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
- Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Students of Warwick West State School are expected to engage in the appropriate use of the internet. Specific examples of appropriate use of this include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher and/or parent to deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Warwick West State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Warwick West State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

### **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.

Warwick West State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Warwick West State School expects its students to engage in positive online behaviours.

# Restrictive Practices

School staff at Warwick West 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 used 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 assessments or clinical health needs 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

At Warwick West State School we 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 (WWSS PBL Booklet - Appendix 7 - Warwick West State School Crisis Plan).

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

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

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

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

## Related Procedures and Guidelines

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

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



# Resources

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