



Waterford West State School

Student Code of Conduct 2025 - 2028

At Waterford West State School, we are committed to empowering our community members to reach their potential, by fostering lifelong personal, social, and academic growth.

(WWSS - Vision statement)

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

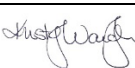
Queensland Department of Education



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Endorsement

Principal Name:	Michael Richards
Principal Signature:	
Date:	18/11/2025
P/C President and-or School Council Chair Name:	Kristy Waugh
P/C President and-or School Council Chair Signature:	
Date:	18/11/2025



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Purpose

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

The Waterford West State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.



Principal's Foreword



At Waterford West State School, we believe that every child deserves the opportunity to Learn for Life. Our vision is to create a school where every student can thrive in a Culture of Learning, a Culture of Belonging, and a Culture of Engagement.

A Culture of Learning reflects our commitment to providing high-quality teaching and learning in every classroom, every day. We believe that all students can learn and achieve when they are supported through clear expectations, consistent routines, and meaningful relationships that promote success.

A Culture of Belonging ensures that every child feels safe, respected, and connected within our community. We take pride in being an inclusive school that celebrates diversity and values the unique strengths and experiences each student brings.

A Culture of Engagement means that our students are active participants in their own learning and in our school life. We adopt an evidence based approach to behaviour, understanding that positive behaviour can be explicitly taught, modelled, and reinforced. Mistakes are viewed as opportunities to learn and grow.

Central to this Code of Conduct is our shared commitment to maintaining a safe and supportive school community—one where students can attend school free from physical violence, harassment, and bullying, and where staff are able to focus on teaching and learning. We know that safety, belonging, and engagement are essential foundations for success, and we work together each day to uphold these principles.

This document outlines how we teach, recognise, and respond to student behaviour at Waterford West State School. It includes our approaches to promoting positive relationships, preventing bullying, and supporting students to make responsible choices. It also explains the consequences and supports that apply when behaviour does not meet expectations, ensuring a fair, consistent, and educative response across our school.

I thank our students, staff, families, and community members for their contribution to developing this Student Code of Conduct. Your shared commitment helps ensure that Waterford West State School remains a place where every child can learn, every child can belong, and every child can engage — Learning for Life.

Michael Richards
Principal
Waterford West State School



P&C Statement of Support



I fully support the Implementation and enforcement of the Waterford West State School student code of conduct as a framework for fostering a respectful, inclusive and safe learning environment. This document reflects our shared commitment to academic integrity, personal responsibility and mutual respect among students, staff and community.

By upholding these standards, we not only ensure a positive school culture, but also prepare students to be responsible citizens and lifelong learners. I'm committed to modelling these expectations, reinforcing positive behaviour and working collaboratively with all stakeholders to address any conduct concerns constructively and fairly

Together we can maintain a learning environment where every student has the opportunity to succeed and feel valued.

Waterford West State School P&C
Every child, every path – Learning 4 Life

A handwritten signature in black ink, reading 'Kristy Waugh'.

Kristy Waugh



Student Wellbeing

Waterford 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 or make an appointment to meet with the relevant Sector Deputy Principal if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [K–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. In 2026, as part of the whole school's curriculum at Waterford West State School, we implement the [Respectful Relationships Education program](#), developed by the Department of Education.

The [Respect program](#), as part of Respectful Relationships Program, for Prep to Year 12 empowers young people to develop the skills they need to form respectful and ethical relationships, free of violence and gender inequality. More information can be found on the [Respectful Relationships Hub](#).

Policy and expectations

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

Specialised health needs

Waterford 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

Waterford 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.

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

Mental health

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

Suicide prevention

Waterford West State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer or social worker and report concerns directly to the Sector Deputy Principal.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Waterford 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, Waterford West State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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



Student Support Network

Waterford 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 Waterford 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 Support Network. This is usually actioned through the Intensive Support Team (IST).

Parents who would like more information about the student support roles and responsibilities are invited to contact the relevant Sector Deputy Principal.

Role / Program	Key Responsibilities
Community Education Counsellor (CEC)	- Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and their families. - Promotes strong connections between school, community and culture to support student engagement, attendance and achievement. - Assists staff to develop culturally responsive practices and understanding of Indigenous perspectives.
Guidance Officer (GO)	- Provides a comprehensive student support program within the school environment, offering counselling on a one-on-one or group basis. - Assists students experiencing social, emotional or behavioural difficulties, acting as a mediator or providing information on life skills and coping strategies. - Liaises with parents, teachers and external health professionals as part of the counselling and referral process.
Social Worker	- Supports students' personal and social wellbeing through counselling, case management, and connecting families with community or external agencies - Uses a strengths-based approach to help students improve emotional wellbeing, social skills, and academic engagement. - Provides advice and consultation to staff, assists with complex family circumstances, and supports school-wide wellbeing initiatives.
Chaplain	- Provides social, emotional and spiritual support to students, staff and families as an optional wellbeing service within the school. - Supports school wellbeing initiatives, contributes to positive school culture, and assists in community engagement activities. - Operates under Departmental guidelines ensuring participation is voluntary and non-proselytising, respecting the beliefs and values of all individuals.



Head of Student Services (HoSS)	• Leads and coordinates student wellbeing, inclusion and engagement initiatives across the school • Uses student behaviour, attendance and wellbeing data to inform targeted interventions and leadership actions. • Oversees and coordinates the work of Chaplaincy, Community Education Counsellors, and external programs such as Top Blokes and ARTIE.
Behaviour Response Team Members	• Provide timely, targeted support to students displaying complex or unsafe behaviours. • Work with classroom teachers to de-escalate incidents and model effective behaviour support strategies.
Family Support Coordinator	• Supports families with children in Prep to Year 2, ensuring school is a positive experience for both children and their caregivers • Works collaboratively with families to listen, understand individual needs, and tailor support based on each family's circumstances • Provides early intervention and connection to school and community supports, helping young learners feel safe, settled and supported at school.
Speech and Language Therapist (SLT)	• Assesses and supports students with communication, speech and language needs that impact learning and social participation. • Provides targeted intervention and advice to teachers to support classroom communication strategies. • Works collaboratively with staff and parents to implement programs that enhance oral language and literacy development.
Sector Deputy Principal	• Oversees behaviour, attendance, and wellbeing within year-level sectors. • Leads and supports staff in implementing proactive and consistent behaviour management processes • Coordinates responses to complex student needs, liaising with external agencies, regional support teams and families
Top Blokes Program	• Delivered in partnership with the Top Blokes Foundation, a not-for-profit organisation supporting Year 5 boys • Focuses on building resilience, empathy and respect through mentoring and group programs addressing peer pressure, bullying, mental health, and respectful relationships. • Facilitated by qualified youth workers through school-based mentoring and workshops that develop leadership, teamwork, and positive masculinity.
ARTIE Program (Achieving Results Through Indigenous Education)	• initiative of the Former Origin Greats (FOGS) ARTIE Academy, supporting Aboriginal and Torres Strait Islander students to improve outcomes • Focuses on attendance, behaviour, academic achievement, and effort through structured mentoring, tutoring and rewards programs. • Aims to 'Close the Gap' by providing culturally responsive, strengths-based support in partnership with schools and communities.



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 relevant Sector Deputy Principal.



Whole School Approach to Discipline

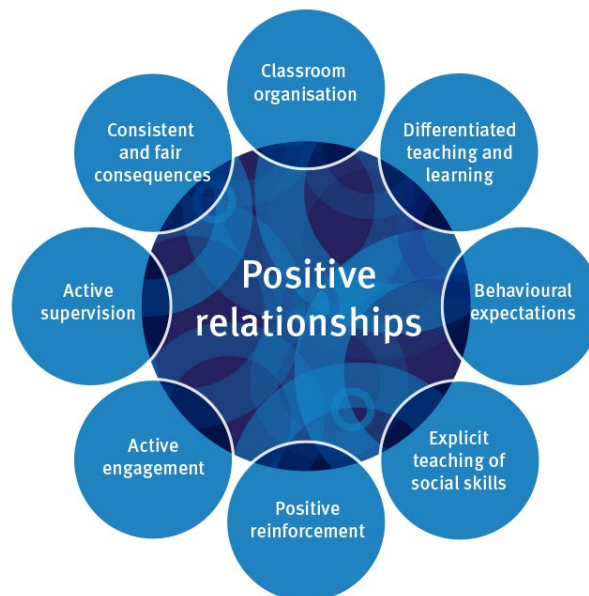
Waterford West State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

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
- continually support staff members to maintain consistent school and classroom improvement practices.

Core Features of PBL Include

- Positive Relationships
- A collaborative, multi-tiered whole-school system of support
- Consistency of expectation and practice
- Explicit teaching of PBL expectations
- Use of Teams and data-based decision making
- Positive Reinforcement
- Prevention
- Cultural Responsiveness and Equity
- Involvement of Whole School Community



At Waterford West State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. PBL reflects our belief that behaviour is part of teaching and learning. Staff clarify



expectations, provide supportive instruction, reasonable adjustments and use incidents as opportunities to re-teach.

The development of the Waterford 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.

Our staff are committed to delivering a high quality of education for every learner and believe all adults in the school community should know and meet our agreed Whole School Expectations.

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 year level Deputy Principals.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for our students (We are Safe, We are Responsible, We are Respectful, We are Learners)

Our Whole School Expectations matrix identifies and details the behaviours expected in each context in our school. The matrix is proudly displayed throughout our school to support learners and our broader community to know the expectations and demonstrate the behaviour we expect.

The expectations within our matrix are explicitly taught by our staff. Our weekly Focus of the Fortnight lessons are developed by our School Team to reflect the uniqueness of our school community. Lessons are delivered in response to data analysis.

The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Expectations	Behaviour	Skills	Routines
• 4 Set of school expectations • We are Safe • We are Respectful • We are Learners • We are Responsible	• Specific behaviours that demonstrate the expectations as defined in the matrix • These come from the matrix	• These are specific skills that students can learn enact the behaviour • These are developed by the PBL Team and included on each Fortnightly Focus poster.	• These are systems that students need to know • Eg. How to line up • Eg. How to get drink of water



Waterford West
State School

Learning for Life



We are
Learners
when we



We are
Safe
when we



We are
Respectful
when we



We are
Responsible
when we

Expectations Matrix

Learning Environment / Time	Transition time	Break time	Out of school time
Assembly, classroom, outdoor learning, library, hall	Drink, toilet, moving around the school	Eating and play	Before and after school, interschool sports, excursions, to and from school
- Try our best and have a go - Ask for help - Allow others to help us - Work on our own or in teams		- Listen to the ideas of others - Agree to the rules together	Ask for help
- Use equipment properly - Use kind words to solve problems - Think of others when we walk around the learning space	- Are in the right place at the right time - Let others know where you are - Wash our hands after using the toilet - Consider others when walking in the school	- Sit down to eat - Are in the right place at the right time - Are sun safe - Play safe games	- Are in the right place, at the right time - Travel to school safely
- Take turns to speak - Listen to the ideas of others - Use kind words	- Keep all areas tidy - Consider others	- Care for people, places, property and the environment - Share equipment with others	- Consider others when walking to, from and in school - Care for people, places, property and the environment
- Follow agreed plans and routines - Use devices appropriately for learning - Are caring and are positive role models - Are prepared	- Use toilets and bubblers properly - Follow the most direct path to our destination	- Are upstanders - Play by the agreed rules - Ask for help - Recognise and understand the needs of others	- Are prepared - Are upstander - Help others in need



Parents and staff

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

We are Learners

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher, Deputy Principal or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
Make an appointment to speak to classroom teacher or relevant leadership staff to clarify what is being taught to the students and the latest methods for teaching learning areas.	We will regularly communicate the current learning for your student. We will share and explain information on the best teaching practices.
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 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.

We are Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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 recognise people are different and will be non-judgemental, 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 are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
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We are Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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 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 stay informed about school news and activities by reading the school social Media outlets and other materials sent home by school staff.	We will use the electronic school social media platforms 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 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.

We are Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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, safe, inclusive classroom and school culture.
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 and psychological safety in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You notice when others need help, parents, staff and students, 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

At Waterford West State School, we value and respect diversity and inclusion. Staff at Waterford West State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. We strive to ensure that every student is given the support they need to be successful.

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 equity, 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.

In the consideration of individual circumstances, particularly in the decision to enforce a School Disciplinary Absence, consideration may be given to the length of the SDA when considering individual circumstances.

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, staff and parents to know what punishment 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.

Multi-Tiered Systems of Support

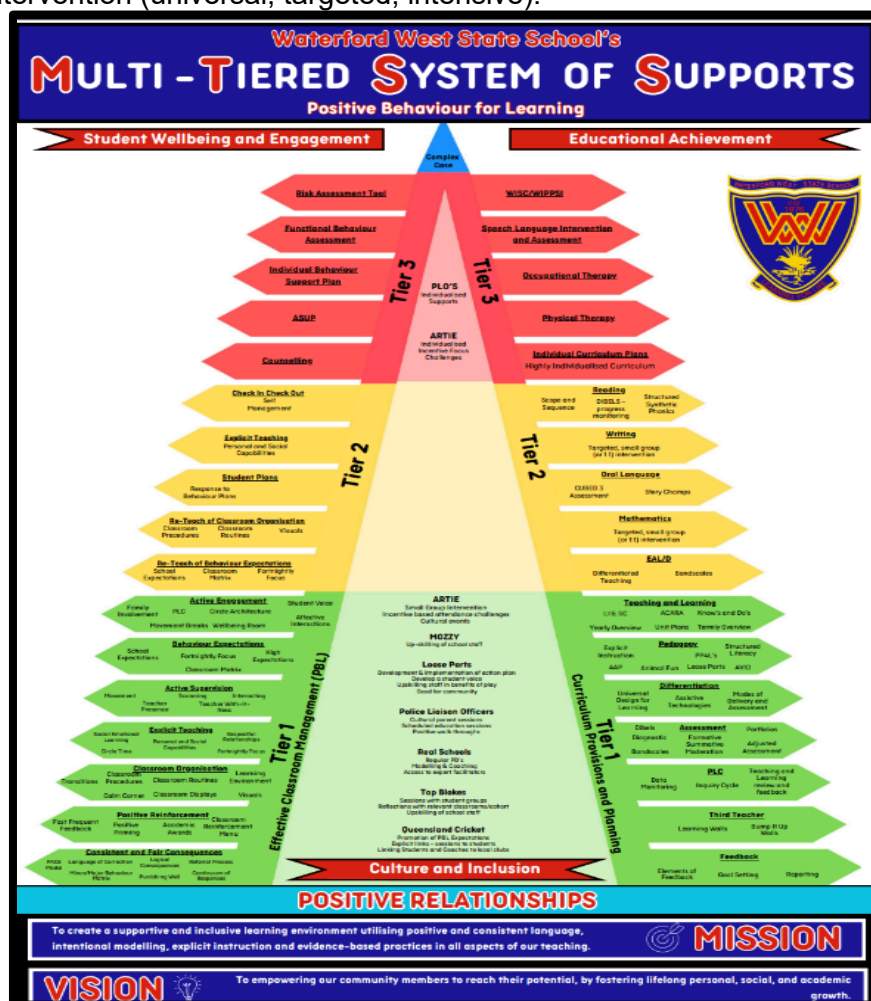
Waterford West State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving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

Through this approach, our school aims to improve the social, emotional, behavioural and academic outcomes for our learners leading to success and positive wellbeing.

There are three main layers to MTSS, as illustrated in the diagram.

- Tier 1 – Differentiated (universal supports for all learners)
- Tier 2 – Focused (targeted support for ~15% of learners)
- Tier 3 – Intensive (individualized support for ~5% of learners)

MTSS provides a model of support for all learners, consisting of three tiers of intervention (universal; targeted; intensive).





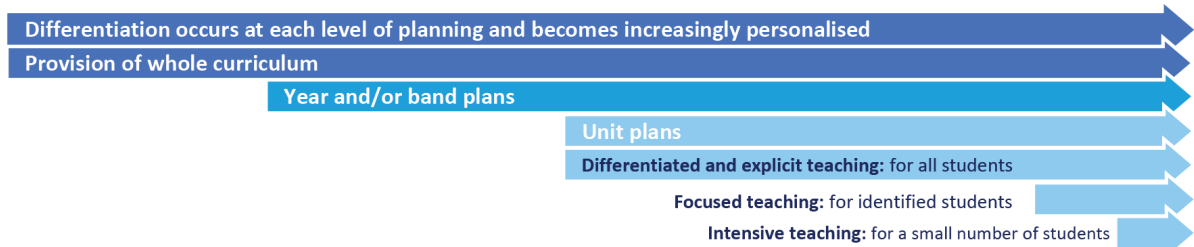
Differentiated and Explicit Teaching

Waterford 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.

At Waterford West State School we respond to the diverse needs of our learners by differentiating teaching to ensure their success and wellbeing through each stage of learning in our inclusive environment. The Multi-Tiered System of Support (M.T.S.S.) framework underpins differentiated learning.

Teachers at Waterford 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.



For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

Tier 1 'universal' supports

Interventions are at the whole-school level and are provided to all learners across academic, Social and Emotional dimensions of learning.

The focus of Tier 1 intervention is on all learners and staff across all settings—whole-school, classroom and non-classroom settings.



Focused Teaching

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

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

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

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

The classroom teacher is supported by other school-based staff to address in-class behaviour.

Strategies that may be considered at the 'Focused Teacher' stage include:

- Consultation with Specialised Inclusion Staff
- Targeted skills teaching in small groups
- Implementation of Student behaviour support strategies (e.g. Student Response plan)
- Use Reflection Room
- Implementation of Playground Plans
- Implementation of a Check In - Check Out system
- Self-monitoring plan
- Teacher coaching
- Stakeholder meeting with parents



Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations.

The focus of Tier 3 is to reduce the intensity and complexity of existing individual learner's situations.

Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic concepts, skills and knowledge. Some learners may require intensive teaching for a short period, for particular skills. Other learners 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 learner's family.

For a small number of learners 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 learner. This approach will seek to address the acute impact of barriers to learning and participation faced by learners who are negotiating a number of complex personal issues.

The Waterford West Leadership Team work in consultation with Intensive Support Team (IST) to address persistent or ongoing serious problem behaviour.

This may include:

- Referral to the Intensive Support Team for additional support
- Functional Behaviour Assessment
- Completion of a Student Risk Assessment Tool
- Student Response Plan
- Individual Behaviour Support Plan (IBSP)
- Counselling and Guidance Support
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional Specialists
- Community Education Counsellors (First Nations Students)



Legislative Delegations

Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 Regulations 2011 \(Cwth\)](#)

Delegations

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

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

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

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



Disciplinary Consequences

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

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

Some learners 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 affirmative and corrective feedback, rule reminders and sanctions continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the Waterford West Leadership Team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by Waterford West State School Principal or Delegate, 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.

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



Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same concerning behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection Room

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy



- Teacher coaching and debriefing
- Referral to Intensive Support Team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Intensive Support Team to address persistent or ongoing serious concerning behaviour. This may include:

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

School Behaviour Response Flow Chart

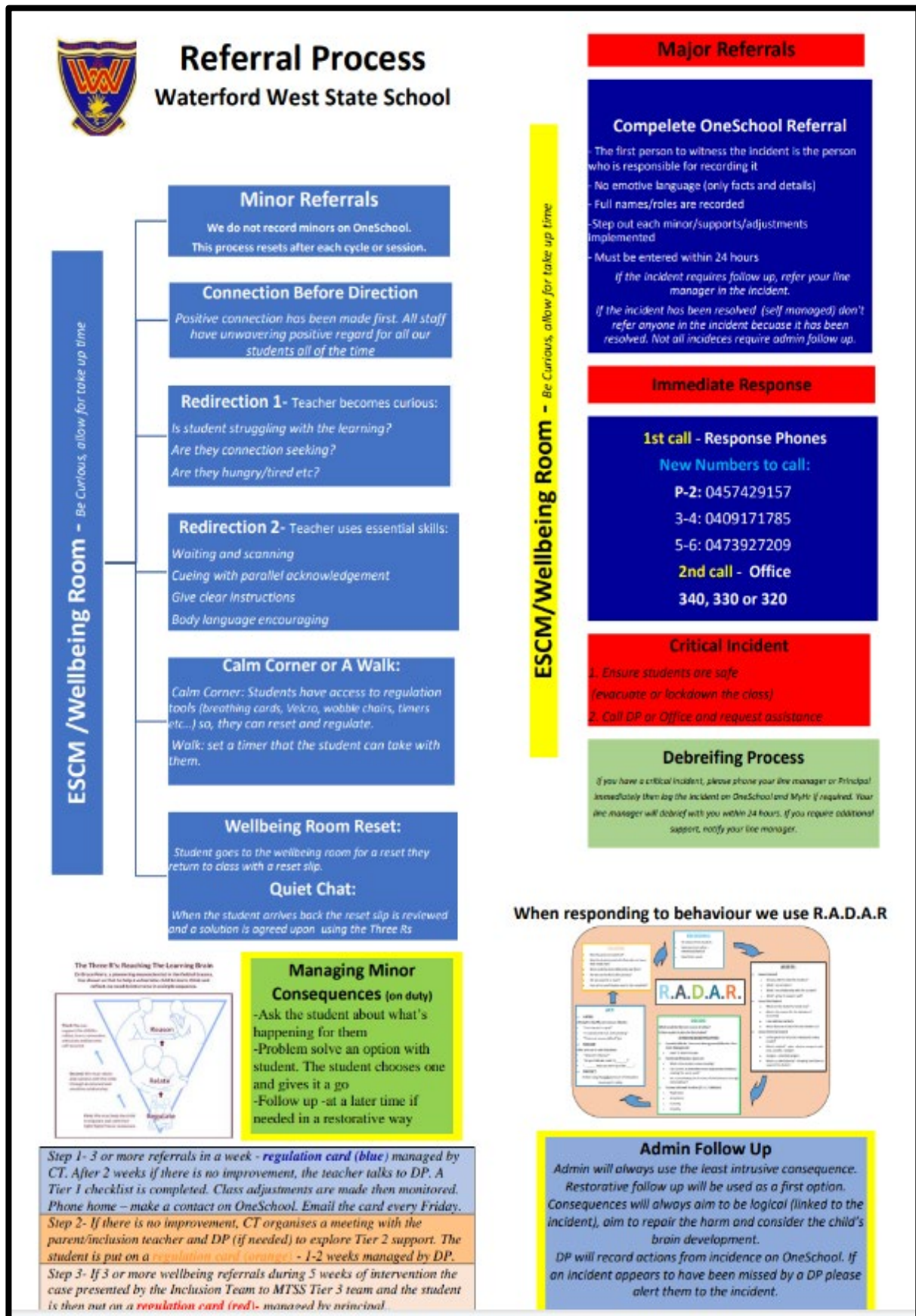
Classroom teacher provides in-class or in-school disciplinary responses to minor problem behaviour through a Least to Most Intrusive approach. The purpose of all correction strategies is to re-engage the student in learning.

These may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Selective Attending
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Proximity
- Close Talks - Low voice and tone for individual instructions
- Verbal re-direction (e.g. "Hand up when you want to ask a question", "Pick up your pencil, thank you")
- Choice: Suggest relocation of student/s to engage in learning
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student go to the Well Being Room
- Redirection through Questioning - Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)



For consistency and routine, all teachers follow the WWSS Responding to Behaviour flow chart:





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 4 types of SDA:

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

At Waterford 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.

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

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

Communicating a School Disciplinary Absence

When a behaviour is displayed that may meet the threshold for a School Disciplinary Absence (SDA), communication with families is prioritised.

In the first instance, the school's front office may contact parents or carers to request the collection of the student while an investigation is undertaken. Following this, the sector Deputy Principal—responsible for the student's year level—will review the evidence and contact parents or carers to discuss the circumstances and the proposed decision regarding the SDA. This contact may occur at the time of collection or later in the afternoon, depending on the availability of staff with respects to any investigation.

It is important that parents and carers answer calls from the school, as the Deputy Principal or Principal will make direct contact to confirm the outcome of the investigation and the suspension decision.

If a decision to suspend is made after school hours (after 3:00pm), the school will make every effort to phone the parent or carer. If contact cannot be made, a brief email will be sent to the primary contact outlining:

- that the student has been suspended from school;
- a short summary of the reason for the suspension; and
- confirmation that formal suspension documentation will follow within 24 hours.



If families remain unable to be contacted by phone, a text message will be sent prior to 8:00am on the first full day of the suspension. This text message is used only as a final communication step to ensure families are informed in a timely manner.

Re-entry following suspension

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible re-entry agenda:

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



During the re-entry meeting a Student Re-entry Form may be used to help facilitate discussion.

 Waterford West State School Student Re-Entry Plan Following Suspension		
Student Details		
Name:	Year Level:	Date of Re-Entry:
Re-Entry Goals - Short-term goals (linked to Expectation Matrix) to guide the transition back to school		
Goal 1:	Goal 2:	
School Support Strategies - Actions the school will take to facilitate success		
Area of Support	Specific Action	Timeline/Review Date
Academic		
Social/Emotional		
Notes:		
Daily Check-In Protocol - Staff responsible for monitoring and supporting the student every day this week		
Time	Staff Member	Purpose of Check-In
Morning		Welcome / plan for the day
After lunch		Emotional support / goal reminder
End of day		Reflection on success/ challenges

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

Waterford 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
- 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 Waterford 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)
- 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 Waterford West State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or 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 Waterford 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 Waterford 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 Waterford 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 Waterford 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 are dominated by digital technologies such as mobile phones and wearable devices. At Waterford West State School, we recognise that while these technologies can enhance communication and learning, their misuse can cause harm to others or disrupt the safe and supportive learning environment we strive to maintain.





In accordance with the [Student use of mobile devices procedure](#), Waterford West State School has adopted an 'away for the day' approach to mobile phones and wearable devices.

- All students must keep their mobile phones switched off and handed in to the front office on arrival each morning.
- Mobile phones are to be signed in at the Front Office counter and will be securely stored in a lockable phone tub by office staff for the duration of the school day.
- Devices are to be collected by students at the end of the school day upon sign-out.
- Wearable devices must also be handed into the Front Office capable of sending or receiving notifications (e.g. smart watches) must have notifications disabled during school hours.

Students are not to access mobile phones or personal devices at any time during the school day unless a formal exemption has been granted.

There is no liability accepted by the school in the event of loss, theft or damage to any mobile phone or personal device at any time.

Exemptions

Students who require access to a mobile phone or wearable device for medical, disability or wellbeing reasons may apply for a formal exemption.

- Requests for exemption must be made in writing to the Principal.
- The school will consider all exemption applications based on relevant supporting evidence, such as a medical certificate or report from a qualified health professional.
- Approved exemptions will outline the conditions of use, including responsibility for loss or damage, acceptable use expectations, and storage arrangements when the device is not required.
- Students granted an exemption must continue to comply with all school safety and privacy expectations and may have to sign a usage agreement.

Use During School Hours and Activities

Students are not permitted to access mobile phones or wearable devices:

- from the time they arrive at school until they depart at the end of the day
- during school excursions, camps or sporting events, unless specific approval has been granted by the Principal and supervising teacher
- during before or after school activities conducted on school grounds (e.g. Breakfast Club, homework programs)

If a student is being collected directly from an excursion site and will not return to school that day:

- the supervising teacher may permit the student to retrieve their phone from the school office before departure;
- the phone may only be used for communication with parents regarding collection arrangements and under direct teacher supervision;
- The inclusion of this exemption within the Student Code of Conduct is part of the documentation requirements of the [Schools Excursion Procedure](#)



- all other uses remain prohibited.

Exemptions for Educational

There is no exemptions for the use of mobile phones and personal devices for educational purposes.

Mobile Phones and Personal Devices for Payment Purposes

Mobile Phones and wearable personal devices often include methods to make payments. At Waterford West State School, mobile phones and wearable devices, such as smart watches, are not able to be used to make payments at the Tuckshop, Uniform Shop or Front Office by students.

Waterford West State School continues to provide a range of other payment options including

- EFTPOS
- Online Ordering (Tuckshop and Uniform Shop)
- CASH
- Bank Transfer
- B Point
- Centrepay

Responsibilities

The shared responsibility for the safe and responsible use of digital devices includes students, parents, and school staff.

Students are expected to:

- comply with this policy and staff directions regarding the use and storage of mobile devices
- report any misuse or breaches of this policy to staff immediately
- never use devices to record, photograph or share images or conversations without consent
- follow the [Advice for state schools on acceptable use of ICT facilities and devices](#) and the [Use of ICT systems](#)

Parents and caregivers are encouraged to:

- support the school's 'away for the day' expectations
- discuss safe online behaviour and responsible digital citizenship with their children
- contact the school office if urgent communication with a student is required during school hours.

Consequences for Breaches

Failure to comply with this policy may result in disciplinary action in accordance with the Waterford West State School Student Code of Conduct. Mobile phones or devices used in breach of this policy may be temporarily confiscated and stored securely by school staff, with collection arranged through the office.

Loss of Device

No liability will be accepted by the School in the event of the loss, theft or damage of any device.



Preventing and responding to bullying

Waterford 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.

Waterford West State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:





1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Waterford West State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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



Behaviours that do not constitute bullying include:

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

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

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



Waterford West State School - Bullying response flowchart for teachers (From 2026)

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 upon with student and family.

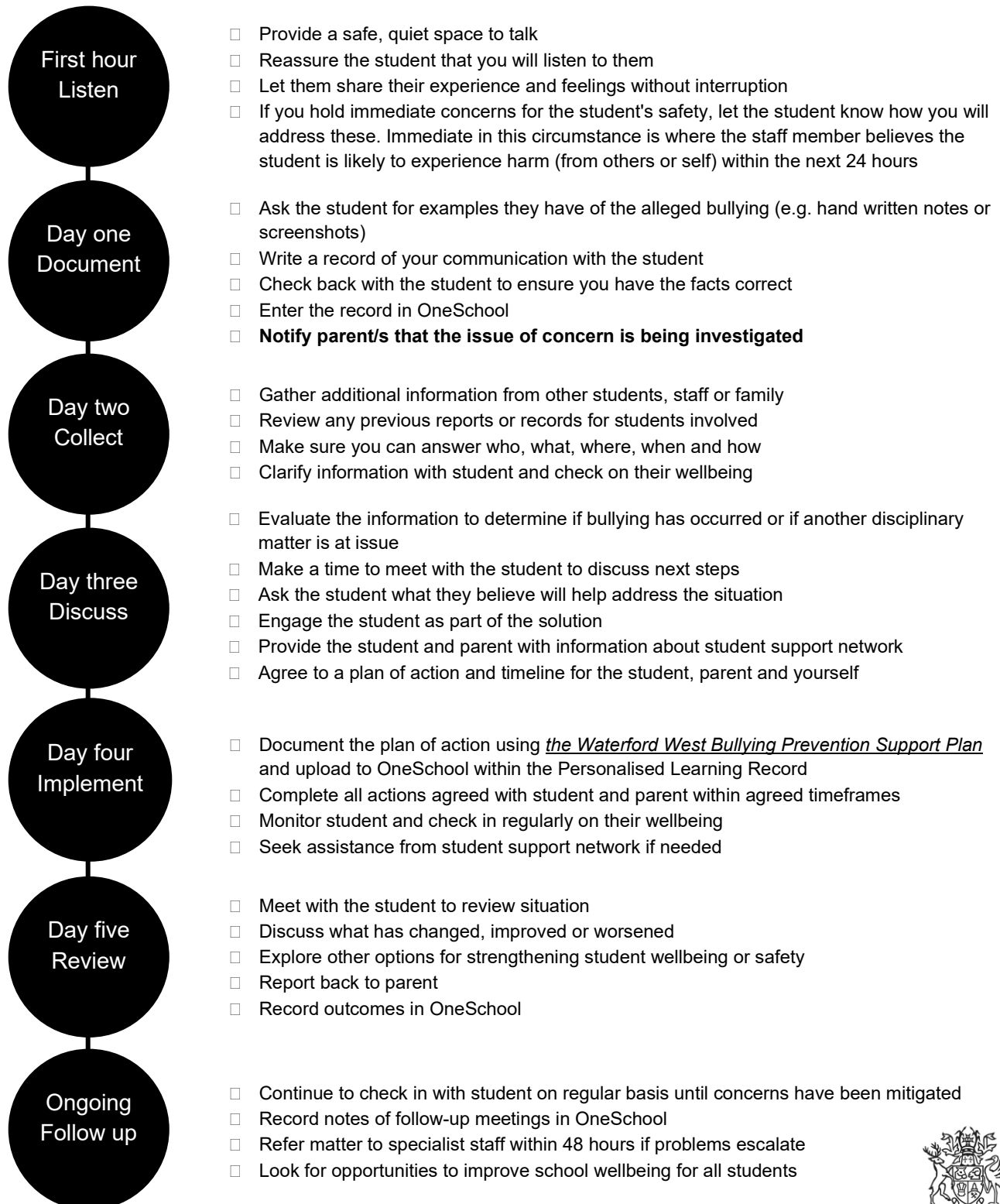
Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal P/1: Donna Huntress

Deputy Principal 2/3/4: Jordan Harrison

Deputy Principal 5/6: Karley Taylor





Cyberbullying

Cyberbullying is treated at Waterford 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. At Waterford West, the sector Deputy is also the dedicated senior leadership officer, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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



Waterford West State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

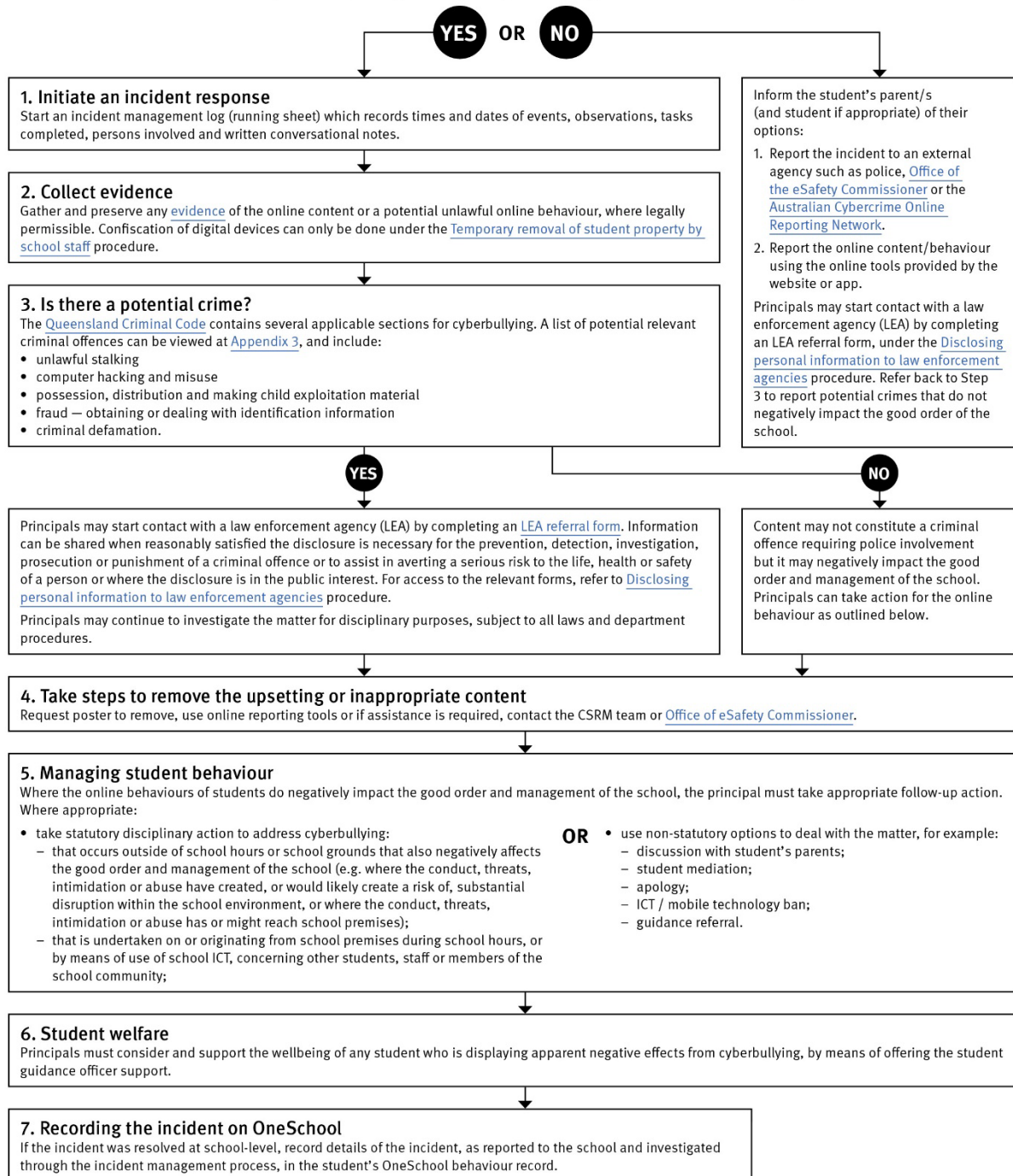
Explicit images

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

Report

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

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





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

Waterford 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. All staff at Waterford 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 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



Waterford West State School – Anti-Bullying Compact

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

Waterford West State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Waterford 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



Appropriate use of social media

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

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

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

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

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

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

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



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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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



Restrictive Practices

School staff at Waterford 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 as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

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

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

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



Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (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 inappropriate 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.

Related procedures or guidelines can be found on the Policy and Procedure Register on the Department of Education website
<https://qed.qld.gov.au/publications/policies>

- 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](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)



Conclusion

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

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

As a complainant, it is your responsibility to:

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

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

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

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a



[Request for internal review form](#) within 28 days of receiving the complaint outcome.

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

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#)
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Complaints and grievances management policy](#).