



Student Code of Conduct 2020-2024

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 2020-2024

Purpose



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

This Student Code of Conduct is designed to facilitate high standards of behaviour from our school community so that learning and teaching can be effective and learners can participate positively within our school community.

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Endorsement

Principal Name:	Allison McClean
Principal Signature:	
Date:	8 December 2020
P/C President and-or School Council Chair Name:	Kristy Waugh
P/C President and-or School Council Chair Signature:	
Date:	8 December 2020

Contents

Whole School Approach to Discipline	4
PBL Expectations	5
Consideration of Individual Circumstances	8
Differentiated and Explicit Teaching	6
Focussed Teaching	8
Disciplinary Consequences	9
School Policies	15
Temporary removal of student property	15
Use of mobile phones and other devices by students	17
Appropriate use of social media	18
Preventing and responding to bullying	23
Restrictive Practices	28
Critical Incidents	29

Whole School Approach to Discipline

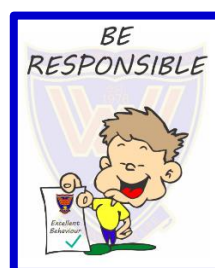
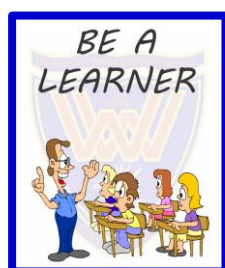
Positive Behaviour for Learning (PBL) forms the foundation of Waterford West State School's multi-tiered system of behaviour support. Our school community actively supports the implementation of the PBL approach in academic and social participation.

Waterford West State School, in line with Department of Education recommendations, engages with the PBL evidence-based framework. The core features of PBL are:

:

- unconditional positive regard
- a collaborative multi-tiered whole school approach
- explicit teaching of PBL expectations
- data-based decision making
- a focus on prevention and positive reinforcement
- consistency of expectation and practice

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 **Positive Behaviour for Learning (PBL) expectations**.







PBL reflects our belief that learner 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 Waterford West State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and learners, 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 learners up for success is a shared goal of every parent and school staff member.

PBL Matrix – Clear Expectations

Our PBL matrix identifies and details the behaviours expected in each learning environment 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 PBL lessons are developed by our PBL team to reflect the uniqueness of our school community. Lessons are delivered in response to data analysis.

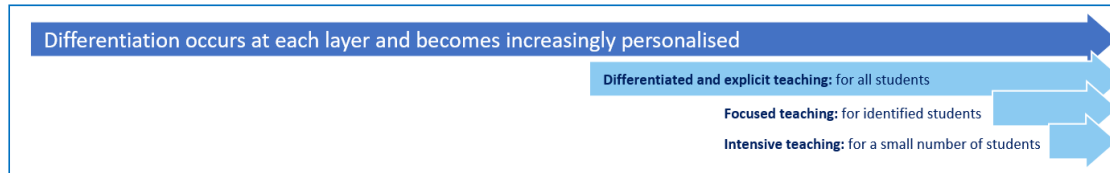
I am a SAFE, RESPECTFUL, RESPONSIBLE Waterford West LEARNER						
CLASSROOM	PLAYGROUND	WALKWAYS	TUCKSHOP/EATING AREA	TOILETS	ROAD SAFETY	ASSEMBLY
 <ul style="list-style-type: none"> • Arrive at class on time • Enter and exit in an calm manner • Enter when a teacher is present • Move around the classroom safely • Use equipment in a safe way • Only leave the room with permission 	<ul style="list-style-type: none"> • Participate in school approved games • Wear shoes and socks at all times, except in the sandpit • Be sun safe – wear a hat • Keep hand, feet/objects to yourself • Report any incidents to a teacher on duty • Follow teacher instructions 	<ul style="list-style-type: none"> • Walk on concrete • Keep bags on racks • Keep hands and feet/objects to yourself 	<ul style="list-style-type: none"> • Sit down in your designated area to eat until teacher lets you go • Line up appropriately • Consider others when carrying lunch orders • Keep hand, feet and objects to yourself 	<ul style="list-style-type: none"> • Wash hands properly • No playing in the toilets • Walk in the toilets • Let a teacher know if there is a problem 	<ul style="list-style-type: none"> • Use only your bike • Walk your bike in school grounds • Always wear a helmet • Remain seated until bus stops • Sit and talk quietly on bus. • No scooters or skateboards in school grounds. 	<ul style="list-style-type: none"> • Enter and exit the hall in an orderly manner • Si with your class • Line up in two lines • Exit when instructed by your teacher
 <ul style="list-style-type: none"> • Use an inside voice • Raise your hand to speak • Look after all property • Help others in the classroom • Be prepared and have equipment ready • Complete set tasks • Keep work space tidy • Accept consequences for your behaviour 	<ul style="list-style-type: none"> • Returned borrowed equipment after use • Report any concerns to teachers on duty • Care for others • Line up on time • Place all rubbish in the bins • Accept consequences for your behaviour • Go to the toilet and get a drink at the bell 	<ul style="list-style-type: none"> • Encourage others to walk safely around the school • Accept consequences for your behaviour 	<ul style="list-style-type: none"> • Make sure orders are in on time (before 8:45am) • Wait quietly to be served • Keep money to yourself • Sit quietly while waiting for tuck shop box • Keep your food to yourself • Accept consequences for your behaviour • Place all rubbish in the bins 	<ul style="list-style-type: none"> • Use toilets during breaks • Use quiet voices • Keep toilets clean • Report inappropriate use of the toilet to an adult • Use water wisely • Accept consequences for your behaviour 	<ul style="list-style-type: none"> • Leave school promptly • Have your bus pass ready • Be at the bus stop on time • Sit and talk quietly while waiting for bus • Accept consequences for your behaviour 	<ul style="list-style-type: none"> • Be on time • Encourage others to behave in an appropriate manner • Demonstrate good listening skills
 <ul style="list-style-type: none"> • Raise your hand to speak • Allow others to learn without interruptions • Talk in turns • TRACK the speaker • Be a good listener • Follow instructions of all adults 	<ul style="list-style-type: none"> • Follow instructions of all adults • Include other in play • Look after equipment • Care for people, places and things. • Speak politely to others • TRACK the speaker 	<ul style="list-style-type: none"> • Share playing areas • TRACK the speaker • Follow duty teachers' instructions • Walk quietly between classes • Keep walkways clear of bags 	<ul style="list-style-type: none"> • Use your manners • Wait to be served • Speak politely to the staff in the tuckshop 	<ul style="list-style-type: none"> • Respect privacy of others • Look after school property • Dispose of toilet paper correctly 	<ul style="list-style-type: none"> • Use your manners • Speak politely to the bus staff members • Be respectful of other passengers • Always use your safety rules 	<ul style="list-style-type: none"> • Line up quietly with your teacher • Show appreciation • Celebrate success by clapping in a sensible manner
 <ul style="list-style-type: none"> • Attempt all set tasks • Take an active role in classroom activities • Do your best at all times • Ask questions if you need help • Encourage others to be learners 	<ul style="list-style-type: none"> • Arrive at school after 8:15am and before the school bell • Return to class on time after breaks • Be ready to learn after breaks 	<ul style="list-style-type: none"> • Line up appropriately outside the classroom • Return to class after moving around the school 	<ul style="list-style-type: none"> • Return to class promptly • Order food at the right time 	<ul style="list-style-type: none"> • Ask the teacher for permission to leave the room • Return to class promptly 		<ul style="list-style-type: none"> • Listen attentively • Participate when required

Differentiated and Explicit Teaching

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 Positive Behaviour for Learning (PBL) framework underpins differentiated learning. Through this approach, our school aims to improve the social, emotional, behavioural and academic outcomes for our learners leading to success and wellbeing.

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



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

Tier 1 'universal' supports

Interventions are at the whole-school level and are provided to all learners across academic, emotional and behaviour 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.

Tier 2 'targeted' interventions

Approximately 15% of all learners in any school may require additional support to meet behaviour expectations. These learners may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area, so focused teaching is provided to help them achieve success.

The focus of Tier 2 is to reduce the number of existing learners requiring additional support.

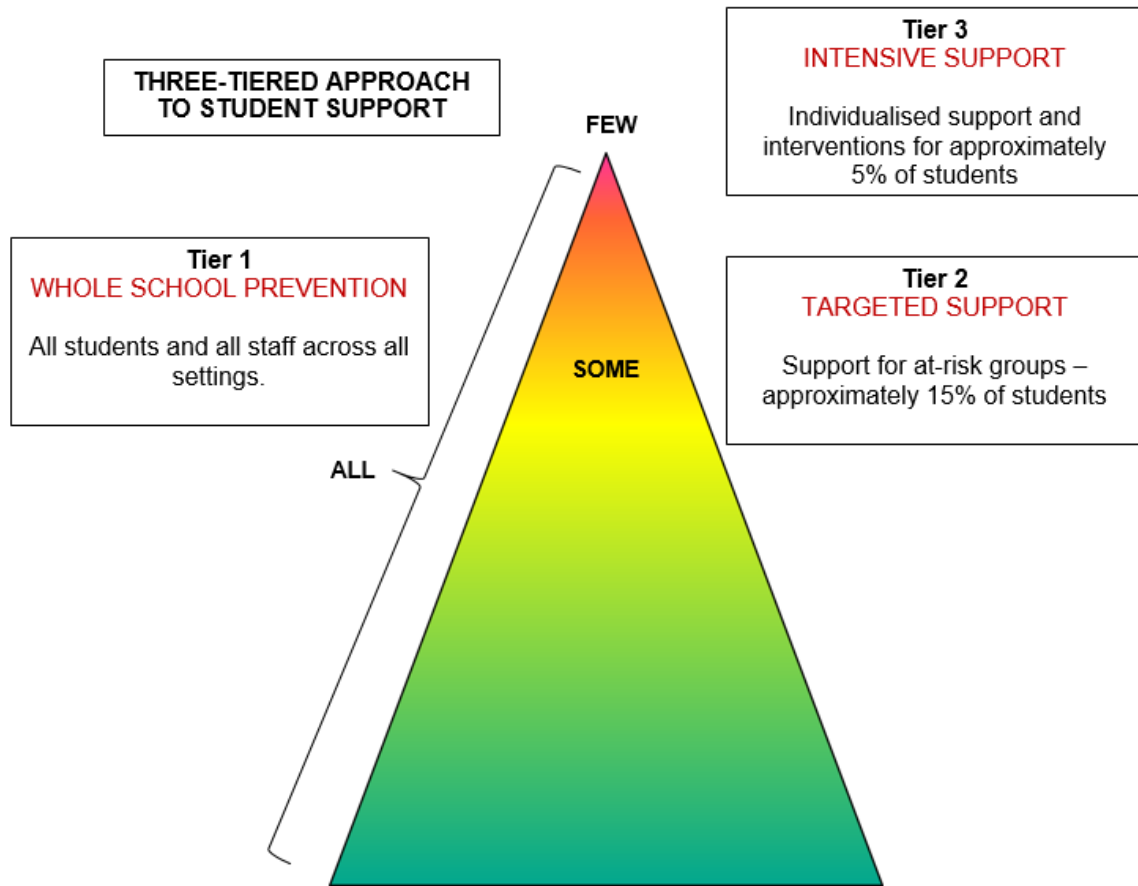
Tier 3 'intensive' interventions

Learners (approximately 5%) may require Tier 3 supports, involving highly individualised interventions to support a tailored learning program.

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 behavioural concepts, skills and knowledge. Some learners may require intensive teaching for a short period, for particular behaviour 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.



Focused Teaching

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 classroom 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.

Consideration of Individual Circumstances

All learners and families are welcome, respected, included and safe in our school. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community. We work with our families and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support learners, parents, caregivers and families to have a voice and be heard. We address the different barriers experienced by learners and develop strategies and plans to support inclusive education for our diverse student population.

Staff at Waterford West State School take into account individual learner circumstances (age, stage of development, behaviour history, disability, mental health and wellbeing, support needs, religious and cultural beliefs, home environment and care arrangements, medication) when teaching expectations, responding to behaviour and applying a consequence to behaviour that does not meet our agreed expectations.

In considering the individual circumstances of each learner, we recognise that the way we teach, the support we provide and the way we respond to learners will differ - every learner is given the support they need to be successful. For a small number of learners, 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 staff, including the Waterford West Leadership Team, consider with each individual learner in both the instruction of behaviour and the response to behaviour.

Our staff are obliged by law to respect and protect the privacy of individual learners, so while we understand the interest of other learners, staff and parents to know what consequences another learner might have received, we will not disclose or discuss this information with anyone but the learner'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 learners will respect the privacy of other learners and families.

Student Wellbeing

Waterford West State School offers a range of services to support the wellbeing of learners in our school. We encourage parents and learners to speak with their class teacher or a member of the Waterford West Leadership Team if support is required.

Learning and wellbeing are inextricably linked — learners 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.

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 learners will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class affirmative and corrective feedback, rule reminders and sanctions may be used by teachers to respond to low-level or minor problem 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 the Waterford West Leadership Team, in consultation with staff and other relevant stakeholders. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Peace room referral
- Waterford West Leadership Team referral

For consistency and routine, all teachers follow the Waterford West State School consequence flow chart.

Step One	Warning
Step Two	Time Out in classroom
Step Three	1 st Buddy Class Time Out – 10 minutes maximum
Step Four	Peace Room- two Peace referrals in the same day may result in voluntary withdrawal.
Step Five	Administration Referral

Focused

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

- Referral to the Student Need Advisory Committee (SNAC) for team based problem solving
- Targeted skills teaching in small group
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Peace Room
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in check out strategy
- Teacher coaching and debriefing
- Stakeholder meeting with parents and external agencies

Intensive

The Waterford West Leadership Team work in consultation with Student Needs Advisory Committee to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences

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

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

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, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Learners 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 learner, with their parent/s or carers, back to the school. It is **not a time** to review the learner's behaviour or the decision to suspend, the learner 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.

A re-entry meeting is offered as a support for the learner 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, on the suspension paperwork. Re-entry meetings are short, taking less than 15 minutes, and kept small with only a member of the Waterford West Leadership Team attending with the learner and their parent/s or carers. Where appropriate, class teachers or other school staff may be invited to attend the re-entry meeting.

Structure

The structure of the re-entry meeting is narrowly focussed on making the learner and their family feel welcome back into the school community.

Structure:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the learner. 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 Officer, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Minor/Major Behaviour

Positive learner behaviour is supported and acknowledged through our school processes. Behaviour that does not meet school expectations can be categorised as minor or major in nature. Minor behaviours are managed in situ in learning environments or in the playground. Major behaviours are referred to the Waterford West Leadership Team for management. The management of minor and major behaviour is done with the intention of supporting learners to return to positive behaviour.

The Waterford West State School community describes major behaviour incidents as any one, or any combination, of the following:

- dangerous
- violent
- aggressive
- harmful
- intentional
- wilful
- destructive
- abusive
- illegal
- threatening
- damaging
- offensive
- intimidating
- repeated
- planned / pre-meditated
- targeted

The Waterford West State School Minor/Major Behaviour Matrix contains exemplar behaviours - it is not an exhaustive list. The intention of the matrix is to provide indicative examples of behaviour that our community categorises as minor or major.

	Minor	Major
Be A Learner	Behaviours such as: <ul style="list-style-type: none"> • not following teachers instructions • not completing set tasks 	Behaviours such as: <ul style="list-style-type: none"> • failure to participate in the program of instructions • persistent and consistent failure to follow teachers instructions
Be Safe	Behaviours such as: <ul style="list-style-type: none"> • running on concrete or around buildings • incorrect use of equipment • not playing school approved games • playing in toilets • not wearing a hat in playground • not wearing shoes outside • minor physical contact (e.g. pushing and shoving) • walking around eating • pushing/shoving while lining up • not washing hands after the toilet 	Behaviours such as: <ul style="list-style-type: none"> • throwing objects • possession of weapons • serious physical aggression • fighting • possession of illegal substances • possession of lighters/matches • possession of aerosol cans

Be Responsible	<p>Behaviours such as:</p> <ul style="list-style-type: none"> • not being punctual (eg: late to class) • not in the right place at the right time • non compliance • un co-operative behaviour • not putting rubbish in the bin • not lining up on time • use loud voices in the toilet • throwing rubbish around in the toilet 	<p>Behaviours such as:</p> <ul style="list-style-type: none"> • leaving class without permission (out of sight) • leaving school without permission • major dishonesty • use of mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Be Respectful	<p>Behaviours such as:</p> <ul style="list-style-type: none"> • inappropriate language • calling out • petty theft • lack of care for the environment • lack of care for minor school equipment e.g. rubbers, pencils • not playing fairly • minor disruption to class • refusing to listen when spoken to 	<p>Behaviours such as:</p> <ul style="list-style-type: none"> • offensive language • aggressive language • verbal abuse/directed profanity • stealing/major theft • wilful property damage • vandalism • constant bullying/harassment • major disruption to class • blatant disrespect

School Policies

Waterford West State School has tailored school discipline policies designed to ensure learners, staff, community members and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for learners, staff, community members 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 learner'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 learner property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing learner 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 learner from whom the property was removed, other learners or staff members
- good management, administration and control of the school
- The Principal or 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 including gel guns/blasters
- 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 or a screwdriver. Tools needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** The administration of medications to learners 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. Waterford West State School requires medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

Staff at Waterford West State School:

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

Learners 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

Waterford West State School has determined that explicit teaching of responsible use of school provided Information Communication Technology devices, including but not limited to computers and iPads, 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 school staff, parents and learners.

At Waterford West State School, mobile phones and other personal devices are not to be accessed by learners. All learners are to leave their mobile phones and personal devices at the office. They are to be signed in upon arrival and out upon departure at the student services window daily.

Responsibilities

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

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

- to bring mobile phones or other personal devices to communicate with parents before and after school
- switch off and sign the mobile device into the office upon arrival at school
- sign out the mobile device from the office on departure from school.

It is **unacceptable** for learners at Waterford West State School to:

- use a mobile phone or other devices whilst on school grounds
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- use in-phone cameras anywhere at school
- 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.

At all times learners, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Waterford West State School Student Code of Conduct.

In addition, learners and their parents/carers 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 learners and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by learners on departmentally-owned learner computers or mobile devices
 - schools may remotely access departmentally-owned learner computers or mobile devices for management purposes
 - Learners 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 it is also the responsibility of the learner to avoid or reduce access to harmful information.

Excursions

This policy also applies to learners during excursions and extra-curricular activities. The overarching understanding is that learners will not have mobile telephones or personal devices with them during an excursion. In the rare event that the use of mobile phones on an excursion is permitted, parents/caregivers will be notified via letter of any such permission.

Loss of Device

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

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities 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 is important to remember that sometimes negative comments posted about our 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 Waterford West State School community. Reputations of learners, 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 whether 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 are getting 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 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/carer 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/carers 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 the 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 that involves the school, hinders a child's

learning and/or affects the school community at large, contact one of the members of the Waterford West Leadership Team.

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 of encountering problem online content 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 a school Principal, or Police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

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.

The 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.

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

Student Intervention and Support Services

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

Learners who have been subject or witness to bullying have access to a range of internal support staff. Learners 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 learners' 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 learner.

Learners 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 school events or celebrations or more severe punishments such as suspension or exclusion from school.

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 learners 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, learners or parents who wish to make a report about cyberbullying should approach the regular class teacher who can assist and responding to cyberbullying.

It is important for learners, 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 learners 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.

Learners enrolled at Waterford West State School may face in-school disciplinary action, such as Peace room referral 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. 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 learners that is directed towards other school community members or students from other sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards learners, 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 a member of the Waterford West Leadership Team.

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](#).

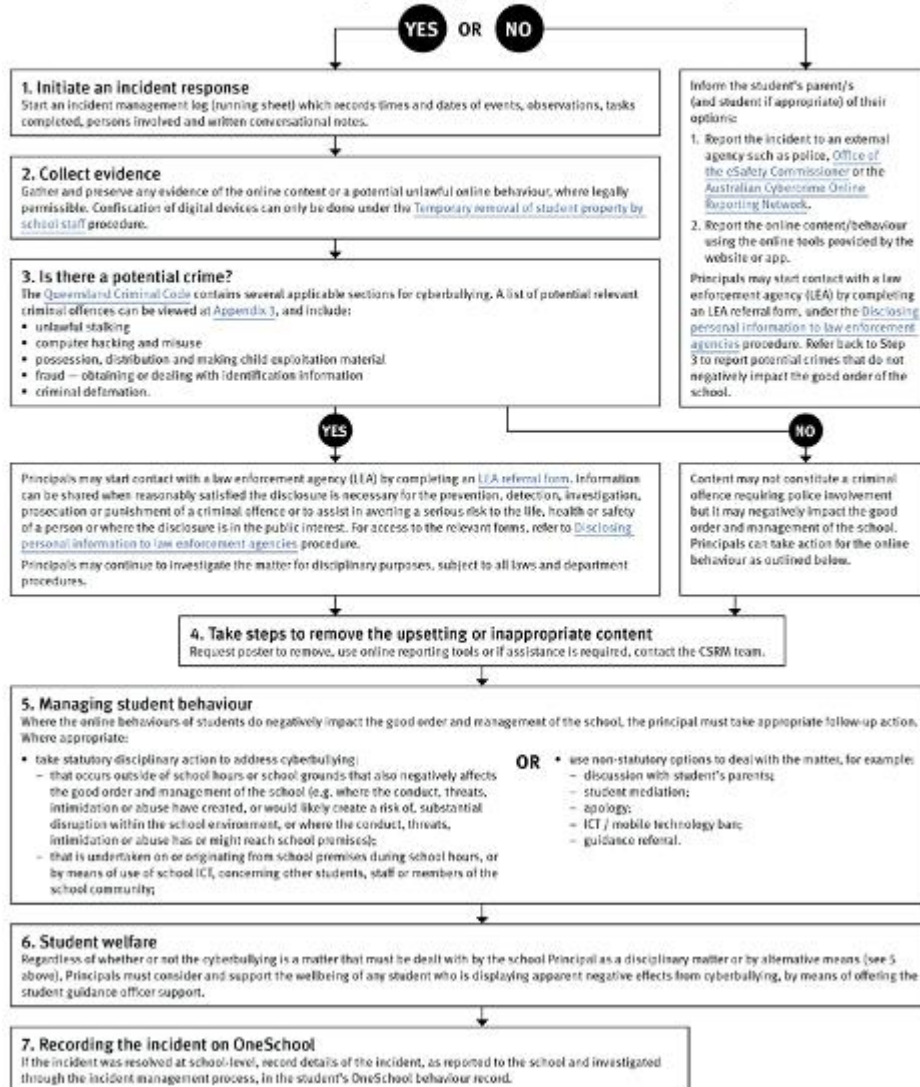
Explicit Images

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](#).

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.

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



Preventing and responding to bullying

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

Our staff know that learning is optimised when learners feel connected to others and experience safe and trusting relationships. Learners 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 learners and build stronger connections within the school community. Parents/Carers who are positively engaged with their child's education leads to improved learner self-esteem, attendance and behaviour at school. Enhancing the wellbeing of learners 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 Waterford West Leadership Team members to promote strategies to improve learner 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 playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

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

3. Learners voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Council 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 learners 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.

Behaviours that do not constitute bullying include:

- Single incidents and conflict or fights between equals, whether in person or online.
- 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.

Behaviours that do not constitute bullying are still considered serious and need to be addressed and resolved. At Waterford West State School, our staff, in collaboration with learners and parents, will work to quickly respond to any raised matters of this nature.

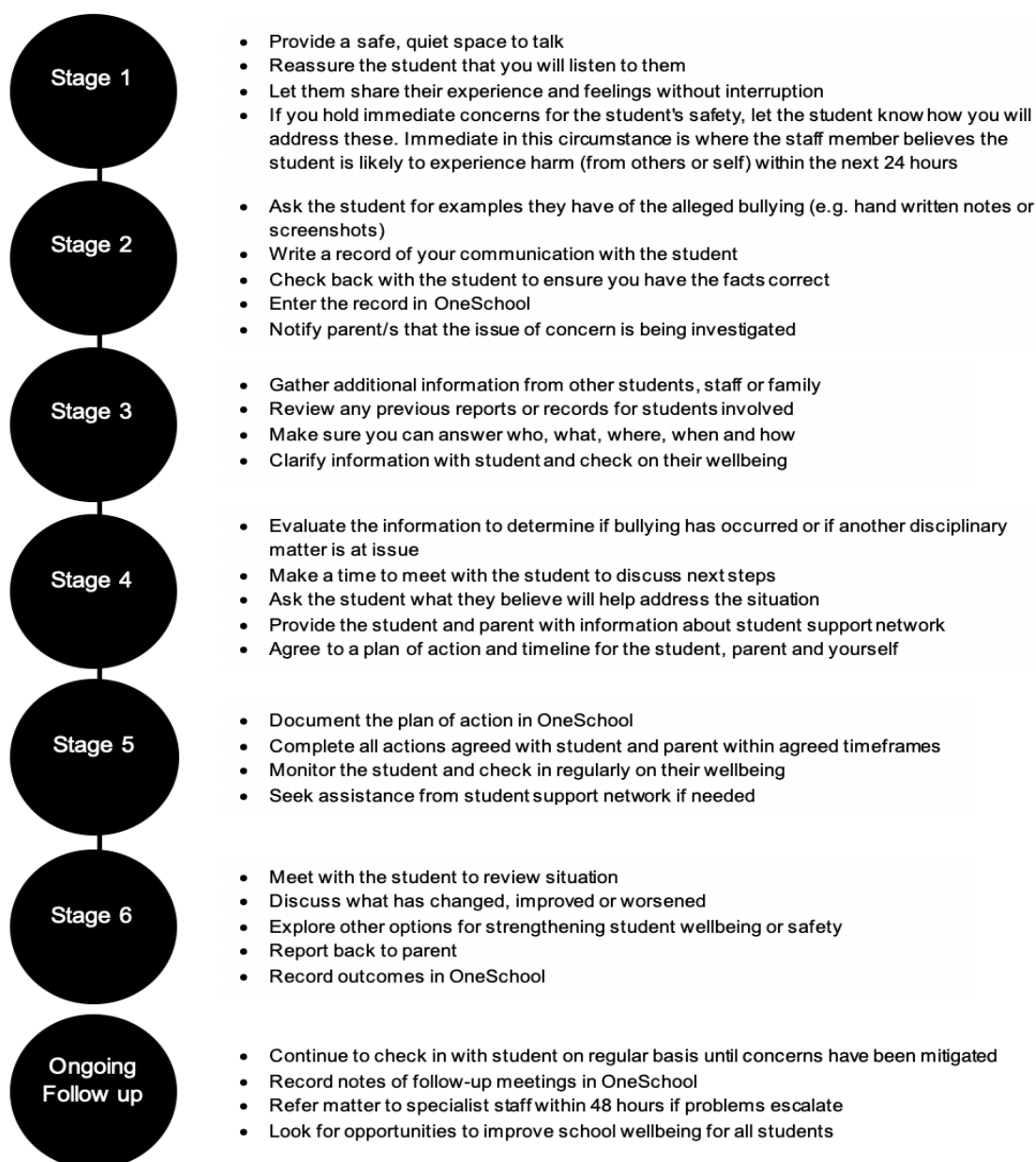
Bullying response flowchart

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 learner/s. The flowchart supports school staff in responding to bullying as well as outlining to parents/carers and learners expected stages of response.

Learners displaying bullying behaviour also require support. Understanding underlying issues manifesting as bullying behaviour is paramount to supporting these learners.

Key contacts for students and parents to report bullying:

Prep to Year 6:	Class Teacher/Behaviour Support Teacher
Deputy Principal Prep – Year 2:	Gary Boobyer
Deputy Principal Year 3 – Year 6:	Vicki Hailstone
Principal:	Allison McClean



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 learners and their parents/carers upon enrolment, and may be revisited with individual learners if particular problems around bullying arise.

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

Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the learner 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 learner, 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 learner. In such emergencies, a staff member will observe the learner 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 learner behaviour that seriously endangers the learner or others. This consistency ensures that appropriate actions are taken to ensure that both learners 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 learner under rapid and safe control. It is not a time to try and to punish or discipline the learner; 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 learner, moving into the learner's space, touching or grabbing the learner, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want learners to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the learner, be matter of fact and avoid responding emotionally.
3. Approach the learner in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the learner/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 learners' attention towards their usual work/activity. If the learner 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 learner 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 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](#)
- [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](#)