



Wellington Point  
State School  
**Student**  
**Code of Conduct**

**2022-2025**

***Every student succeeding***

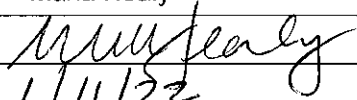

*Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.*

*Queensland Department of Education  
State Schools Strategy 2020-2024*

### Contact Information

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### Endorsement

Principal Name:	Maria Healy
Principal Signature:	
Date:	1/11/22
P/C President and-or School Council Chair Name:	Tatnam Deane
P/C President and-or School Council Chair Signature:	
Date:	9-11-22

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## Purpose

Wellington Point State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students 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 so that the learning and teaching in our school can be effective and students can participate positively within our school community, including our online community.

## Wellington Point State School Vision

*To provide a positive, nurturing environment with a sense of belonging, which creates opportunities for all students to be empowered by and engaged in high quality, authentic learning experiences preparing them for future success.*

## Principal's Foreword

Wellington Point State School has a culture that provides a positive, nurturing environment with a sense of belonging. Opportunities are created for our Prep – Year 6 students to be empowered by and engaged in high quality, authentic learning experiences preparing them for future success. Creating balance between academic achievement, student wellbeing and growing the whole child underpins our improvement strategies focused on Reading, Learning Through Inquiry and Positive Student Engagement.

At Wellington Point State School, we are committed to providing the highest quality education for all of our students with the aim of maximising the potential of every student. Students are supported to strengthen 'whole of life' transferable skills including critical thinking, planning, collaborating, self-management and effective communication to enable them to embrace their future, apply knowledge to real world authentic contexts and care for the world in which they live.

Wellington Point State School has a high expectation of behaviour and takes pride in providing a supportive and nurturing climate where every child can feel that they belong and can achieve success. Explicit teaching and modelling of schoolwide positive behaviour attributes of being safe, responsible and being a learner are fore fronted daily. Qualities of 'Wello CHAMPS' underpins expectations and relationships within the school community with a focus on courtesy, honesty, aiming high, mateship, and pride.

'Wello' has a strong tradition and reputation which all staff, students and community take pride in. Strong productive partnerships between the school and our community enable your association with "Wello" will be fulfilling and enjoyable, as you become involved in the many positive aspects of our school and community life. We encourage you think of Wellington Point State School as your school, take pride in your association with us, and work in partnership with our school to foster the positive academic, social, emotional and physical development of all students to ensure they reach their potential.

We are very proud of the school's achievements over the past years and as we move into the future we will continue to focus and build on our core learning priorities and in turn – help our students achieve to the best of their ability.

The Wellington Point State School Community is caring, nurturing and supportive, with the belief every student can succeed.

Wellington Point State School developed this plan in collaboration with our school community. The Plan was endorsed by the Principal and the President of the P&C and will be reviewed as required in legislation.

### Review Statement

The Wellington Point State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Learning and Behaviour Statement

The Wellington Point State School Student Code of Conduct is underpinned by our aspiration for every student to be encouraged and supported to reach their maximum potential. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Wellington Point State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At Wellington Point State School, we aim to achieve success for all students through:

- **ENTITLEMENT:** All students are entitled to learn in a positive, safe and supportive learning environment. Positive behaviour expectations and social skills are a fundamental life skill that should be taught explicitly and systematically to all students. It is taught and practiced across all aspects of school life using high yield strategies through an explicit teaching cycle.
- **ENGAGEMENT:** Students have the right to engage and be engaged in a positive, nurturing, consistent learning environment. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school.
- **EXPECTATIONS:** Teachers have high expectations for all students while focussing on the whole child. Every student can achieve and show growth in social, emotional learning competencies. High expectations will enable students to be supported to improve social, emotional, behavioural and academic outcomes.

To ensure optimum learning outcomes for all students, the curriculum focus is coupled with and supported by an effective whole-school positive behaviour plan that gives students the opportunity to take responsibility for their own behaviour and accept the appropriate consequences in a supportive environment.

Our school utilises the CHAMPS expectations to teach and promote our high standards of behaviour. Students are taught explicit lessons focussing on being:

- Courteous
- Honest
- Aim High
- Mateship
- Proud
- Safe

Our school expectations/rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or

parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at Wellington Point State School.

### Multi-Tiered Systems of Support

Wellington Point State School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour through provision of **universal**, **targeted** and **intensive** approach.

Tier	Prevention Description
	<b><u>UNIVERSAL</u></b>  <b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and aspects of Positive Behaviour expectations to optimise learning. This involves: <ul style="list-style-type: none"><li>• teaching behaviours in the setting they will be used</li><li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li><li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li><li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li></ul>
	<b><u>FOCUSSED</u></b>  Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than the universal strategies, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.  Focussed supports build on the lessons provided at universal level, and may prevent the need for more intensive interventions. These supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behaviour expectations. The types of interventions offered at this level will vary according to the needs of students' and school groups, but all have certain things in common: <ul style="list-style-type: none"><li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li><li>• interventions are inclusive and are easy to sustain</li><li>• variations within each intervention are limited</li><li>• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).</li></ul> If the school data indicates that more than 10-15% of students require targeted services, then a review of universal strategies is needed to address the basic implementation and quality of instruction.
	<b><u>INTENSIVE</u></b>  Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.  Intensive supports continue to build on the lessons and supports provided at Universal and focussed levels, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. These supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: <ul style="list-style-type: none"><li>• PREVENT problem behaviour</li><li>• TEACH the student an acceptable replacement behaviour</li><li>• REINFORCE the student's use of the replacement behaviour</li></ul>

- MINIMISE the payoff for problem behaviour.

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

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of all preceding levels of support and organisation is recommended.

### **Consideration of Individual Circumstances**

Staff at Wellington Point 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.

To ensure alignment when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
  - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - Receive adjustments appropriate to their learning and/or impairment needs

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, 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 Deputy Principal or Principal to discuss the matter.

### **Student Wellbeing**

Wellington Point 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, Inclusion Teachers, Deputy Principal, Principal or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

### **Curriculum and pedagogy**

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

### **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*

Wellington Point 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*

Wellington Point 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.

Wellington Point State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer to provide emergency first aid medication if required, located in the Administration front office.

#### *Mental health*

Wellington Point State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of supports through Case Management processes.

#### *Suicide prevention*

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

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Wellington Point 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 Wellington Point 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, 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

Wellington Point 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 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.

Parents who would like more information about the student support roles and responsibilities are invited to contact Administration on the school phone number.

It is also important for students and parents to understand there are regional and state-wide 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 contact school administration on the school number.

Support Teams	Role Descriptions
<b>Inclusion Team</b>  Principal, Deputy Principal, Head of Curriculum, Classroom Teachers, Guidance Officer, Indigenous Champions, SEP Teachers, Literacy Support Teachers, Chaplain	<ul style="list-style-type: none"> <li>Supervises behaviour and wellbeing processes.</li> <li>Manages student referrals, action plans and review of student supports.</li> <li>Monitors student attendance, behaviour, academic supports.</li> <li>Develops and reviews support interventions.</li> <li>Monitors and aligns systematic documentation processes to support provided, liaises with parents, staff and outside agencies.</li> </ul>
<b>Behaviour Team</b>  Deputy Principal, Teacher Leaders, Classroom Teachers, Teacher Aides	<ul style="list-style-type: none"> <li>Monitors behaviour processes across the school, including explicit teaching of behaviour and response to behaviour processes (proactive and reactive).</li> <li>Communicates regularly with staff regarding behaviour data implications.</li> <li>Analyses behaviour data and develops processes and strategies at school level.</li> </ul>
<b>Wellbeing Team</b>  Principal, Teacher Leaders, Classroom Teachers, Teacher Aides	<ul style="list-style-type: none"> <li>Collects, analyses and responds to wellbeing data to develop school wide supports and programs.</li> <li>Responds to feedback and data to create, implement and monitor targeted actions plans to enhance individual student engagement and wellbeing.</li> <li>Collaborates with the School Leadership Team to achieve continuity and consistency of wellbeing support.</li> </ul>
<b>Guidance Officer</b>	<ul style="list-style-type: none"> <li>Provides a comprehensive student support program including counselling as required.</li> </ul>

	<ul style="list-style-type: none"> <li>Assists students with specific concerns/ difficulties, acting as a mediator or providing information on other life skills.</li> <li>Liaise with parents, staff and external health providers.</li> </ul>
<b>Chaplain</b>	<ul style="list-style-type: none"> <li>Provides emotional support for students within the classroom and/or playground.</li> </ul>
<b>Student Health Nurse</b> (as required)	<ul style="list-style-type: none"> <li>Provides training and advice on complex health needs to build competence and confidence to safely manage procedures and interventions required by students with specialised health needs.</li> </ul>
<b>Department of Education Regional and District support services</b> (upon request)	<ul style="list-style-type: none"> <li>Provides Advisory Visiting Teachers (AVTs), Senior guidance Officers, Behaviour Support Services, Inclusion Coach, Positive Learning Centre.</li> </ul>
<b>Other Agencies</b>	<ul style="list-style-type: none"> <li>Disabilities Services Queensland</li> <li>Qld Police</li> <li>Department of Communities, Child Safety and Disability Service.</li> </ul>

### Whole School Approach to Discipline

At Wellington Point State School, our school motto is to work with honour. To work with honour students are expected to:

- BE A LEARNER
- BE RESPECTFUL
- BE SAFE

We value: CHAMPS

- COURTEOUS:** Being friendly, kind, generous, considerate, demonstrate manners.
- HONEST:** Being truthful, being accountable for one's own actions.
- AIM HIGH:** Being ambitious, resilient, persistent and try your best in all you do.
- MATESHIP:** Ensuring everyone belongs, feels valued and supports others.
- PROUD:** Celebrating the achievements of yourself, peers and school community.
- SAFE:** Making, displaying and respecting safe choices in the classroom and playground.

At Wellington Point 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. 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.

Wellington Point State School endeavours to provide a supportive learning environment that establishes and fosters the promotion of individual belief and achievement in each student, supporting each student to reach his/her full potential.

Our Student Code of Conduct outlines shared expectations for student behaviour. It assists our community to create and maintain a positive, productive and engaging learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

**At Wellington Point State School, school wide initiatives include:**

**Classroom and Playground Management Plans:** Each teacher will develop, document and implement a Classroom Management Plan, detailing class rules, proactive and reactive strategies and consequences for inappropriate behaviour, based on school expectations and consequences chart. This is shared with families at the start of each term.

**Social Skills Program:** Class teachers explicitly teach social skills and school expectations based on the CHAMPS routines. The focus is on the skills of courtesy, honesty, aiming high, showing mateship, pride and safety. Students are actively taught social competencies and skills in structured explicit lessons. Students may also be part of focussed or intensive social skills groups as part of individualised student Action Plans.

**Peacekeeper Program:** Supports students in the playground, especially those in the early years to develop problem-solving skills. Overall, it helps the school community develop a friendlier and more co-operative environment for all students. The Year 6 students selected for the Peace Keeper Program receive mediator training to equip them with the necessary skills to assist students to resolve minor conflicts and make positive choices in the playground.

**Buddy Bench Strategy:** The principle behind the instillation of a Buddy Bench at WPSS is to promote community building outside the classroom thus strengthening students sense of community within the entire school. A universal behaviour support strategy it is dedicated to helping every student feel included in the playground and in other activities during playtime.

**Supervised Calm Room:** Utilises the Amaroo Hub at playtimes for at risk students identified as needing playtime assistance or students experiencing sensory difficulties.

**Wello CHAMPS:** Wello CHAMPS tickets are issued to students exhibiting positive behaviour in the classroom and/or playground. Every week on assembly, Wello CHAMPS tickets are drawn from the Wello CHAMP box and students receive a prize and his/her name is published in the school newsletter.

**Student of the Week:** The aim of the Student of the Week award is to acknowledge positive choices and learning behaviours. The student receives a certificate on assembly and also has his/her name published in the school newsletter.

Processes and procedures are reviewed regularly to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data forms the basis upon which any change and modification to processes and procedures will take place.

#### **Universal Behaviour Support**

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all people to be safe

To ensure that these standards are met, the following responsibilities are expected.

#### Community Members

- All members of the community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

#### Students are expected to:

- Actively participate in the school's educational program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment

- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority

#### Parents are expected to:

- Show an interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child

#### Staff

- Staff are expected to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At WPSS we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our school rules and expectations. The School-wide Expectations and Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

In addition, teaching staff are issued each year with a Behaviour Management Booklet which provides guidelines and strategies to support student behaviour management and the School's Code of Conduct.


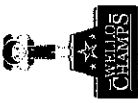
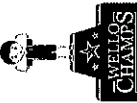


WPSS expectations are communicated to students via a number of strategies including,

- Behaviour lessons conducted by classroom teachers
- Weekly Focus Behaviours
- Reinforcement of behaviour lessons on School Parade and during active supervision by staff during classroom and non-classroom activities.

The school implements the following proactive and preventative processes and strategies to support student behaviour:

- Use of the school newsletter to inform parents/cares of behavioural expectations/processes enabling active and positive involvement in school processes
- School Behaviour and Leadership teams member's regular provision of information to staff and parents, and support to others in sharing successful practice
- Comprehensive induction for new students and staff in the Student Code of Conduct of Behaviour
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Development of specific policies to address:
  - Use of mobile phones and other devices by students
  - Preventing and responding to bullying
  - Critical Incidents

# CHAMPS EXPECTATIONS AND ROUTINES MATRIX

	All Settings	Learning Areas	Transitions	Eating Time	Play Time	Toilets	Kiss and Drop Zone	Before and After School
 <p><b>Courteous &amp; Honest</b></p> 	<ul style="list-style-type: none"> <li>Use polite language</li> <li>Speak kindly to others</li> <li>Own my own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Raise my hand to speak</li> <li>Respect others' right to learn</li> <li>Ask for help when I need it</li> </ul>	<ul style="list-style-type: none"> <li>Line up quietly while waiting to transition</li> <li>Follow the person behind me when walking</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the teacher or teacher aide on duty</li> <li>Put up my hand when I am ready to go to play.</li> <li>Wait for the teacher to send me to play</li> </ul>	<ul style="list-style-type: none"> <li>Be a good sport</li> <li>Listen to the staff on duty and peacekeepers</li> <li>Follow the rules of games</li> <li>Return sport equipment</li> </ul>	<ul style="list-style-type: none"> <li>Respect others privacy</li> <li>Keep toilets clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Follow all staff instructions</li> <li>Speak respectfully</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Respect our neighbours and the wider community.</li> <li>Listen to and follow adult instructions</li> <li>Sit quietly under buildings</li> </ul>
<p><b>Aim High</b></p> 	<ul style="list-style-type: none"> <li>Try hard and be persistent</li> <li>Be an active participant</li> <li>Come to school every day</li> </ul>	<ul style="list-style-type: none"> <li>Attempt all set tasks</li> <li>Be an active listener</li> <li>Accept and apply feedback</li> <li>Set goals for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Go straight to my appropriate areas when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for my own rubbish</li> <li>Eat all my lunch before I play</li> </ul>	<ul style="list-style-type: none"> <li>Play in designated play areas</li> <li>Follow the rules of gameplay</li> </ul>	<ul style="list-style-type: none"> <li>Return to class as quickly as possible</li> <li>Use toilets during break times</li> </ul>	<ul style="list-style-type: none"> <li>Be on time to the Kiss and Drop area</li> <li>Be ready to exit as soon as my name is called</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time and ready to learn</li> <li>Move quickly to where I need to be after school</li> </ul>
<p><b>Mateship</b></p> 	<ul style="list-style-type: none"> <li>Respect and support all members of the school community</li> <li>Respect the personal space/property of others</li> </ul>	<ul style="list-style-type: none"> <li>Support others with their learning</li> <li>Celebrate the achievements of others</li> </ul>	<ul style="list-style-type: none"> <li>Walk silently through the school aware of others learning</li> </ul>	<ul style="list-style-type: none"> <li>Sit quietly in my area and talk with my friends</li> </ul>	<ul style="list-style-type: none"> <li>Take turns with friends</li> <li>Invite others to join in</li> <li>Help others on the Buddy Bench</li> <li>Help others</li> </ul>	<ul style="list-style-type: none"> <li>Report any damage or problems</li> </ul>	<ul style="list-style-type: none"> <li>Be conscious of others when moving out of the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Sit in my designated area and talk to my friends</li> </ul>
<p><b>Proud &amp; Safe</b></p> 	<ul style="list-style-type: none"> <li>Strive to always do my best</li> <li>Wear my uniform with pride</li> <li>Keep hands, feet, and objects to myself</li> </ul>	<ul style="list-style-type: none"> <li>Work with honour-show pride in my work</li> <li>Leave and enter with permission</li> <li>Use equipment sensibly</li> <li>Move safely around the learning area</li> </ul>	<ul style="list-style-type: none"> <li>Line up in the right place at the right time</li> <li>Stay with my class</li> <li>Keep hands, feet, and objects to myself</li> <li>Walk on paths not in out of bounds areas</li> </ul>	<ul style="list-style-type: none"> <li>Only eat food from my lunchbox or tuckshop order</li> <li>Place my rubbish in the bin</li> <li>Sit down in the eating area</li> </ul>	<ul style="list-style-type: none"> <li>Wear a sun safe hat</li> <li>Play in designated play areas</li> <li>Use equipment correctly</li> <li>Play safe games – no tackling</li> <li>Keep hands, feet, objects to myself</li> </ul>	<ul style="list-style-type: none"> <li>Wash my hands and practise good hygiene</li> <li>Use the toilets correctly</li> <li>No playing in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>Move quickly to the pick-up area using the pathways</li> <li>Sit inside the fence until my name is called</li> </ul>	<ul style="list-style-type: none"> <li>Wear a helmet if riding a bike or scooter</li> <li>Walk on paths and not through carparks</li> <li>Stay in correct areas, not out of bounds</li> <li>Cross the road at the lights</li> </ul>

### Focussed behaviour support

Targeted behaviour support occurs around a specific setting, issue, student or group of students who are demonstrating higher than average rates of problem behaviour. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence of the identified behaviours. Where targeted or individual support occurs in the classroom setting, this support is in alignment with our whole school approach to behaviour support and procedures.

### Intensive behaviour support

Students who have had targeted support and are still at risk of significant educational under-achievement due to their inappropriate behaviours, are identified as needing intensive support. In these circumstances, an individual student program of support will be developed through a collaborative consultative process involving the student parents/caregivers, teachers, and other relevant support personnel such as the Guidance Officer, Advisory Visiting Teachers for Learning Difficulties or Behaviour Management, Deputy Principal or Principal. Individual Support Programs may include Functional Behaviour Assessments and flexible or alternative learning options.

### Parents and staff

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

#### WPSS Rule: Be Respectful – in my life and learning I am considerate and tolerant of others

What we expect to see from you:	What you can expect from us:
<ul style="list-style-type: none"><li>You are respectful in your conversations at home about school staff and the school community.</li></ul>	<ul style="list-style-type: none"><li>We will ensure positive behaviours are role modelled for all students.</li></ul>
<ul style="list-style-type: none"><li>You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.</li></ul>	<ul style="list-style-type: none"><li>We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.</li></ul>
<ul style="list-style-type: none"><li>You respect school, student and staff privacy in your online communications.</li></ul>	<ul style="list-style-type: none"><li>We will act quickly to address social media issues that affect staff, students or families.</li></ul>
<ul style="list-style-type: none"><li>You make an appointment to speak with the class teacher or office to discuss matters relating to your child's learning and behaviour at school.</li></ul>	<ul style="list-style-type: none"><li>We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.</li></ul>
<ul style="list-style-type: none"><li>You take a positive, solution-focussed approach to resolving complaints/concerns.</li></ul>	<ul style="list-style-type: none"><li>We will work to resolve any school related concerns in a timely manner with appropriate staff.</li></ul>
<ul style="list-style-type: none"><li>You help your child to see the strengths and benefits in diversity and difference in their classmates.</li></ul>	<ul style="list-style-type: none"><li>We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.</li></ul>

#### WPSS rule: Be Safe – in my life and learning I recognise the importance of the health and wellbeing of myself and others

What we expect to see from you:	What you can expect from us:
<ul style="list-style-type: none"><li>You model safe movement to, from and around school grounds, including using pedestrian crossings and safe driving in the school zone.</li></ul>	<ul style="list-style-type: none"><li>We will do the same</li></ul>
<ul style="list-style-type: none"><li>You leave and collect your child from the designated area at school.</li></ul>	<ul style="list-style-type: none"><li>We will give clear guidance about a designated area for parents to leave and collect students.</li></ul>
<ul style="list-style-type: none"><li>You encourage and demonstrate safe conflict resolution strategies when issues arise between your child and other students.</li></ul>	<ul style="list-style-type: none"><li>We will provide students with safe conflict resolution strategies (e.g. High 5)</li></ul>

## WPSS rule: Be a learner – in my life and learning I seek opportunities to achieve and improve

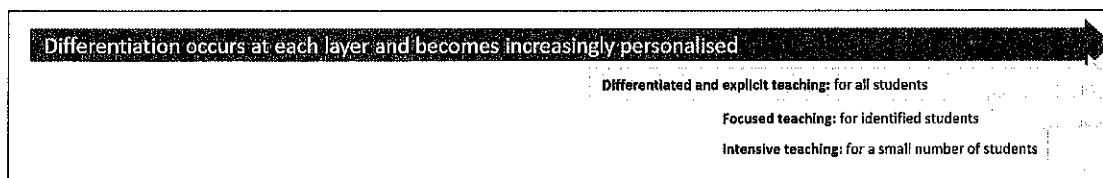
What we expect to see from you:	What you can expect from us:
<ul style="list-style-type: none"><li>You ensure your child attends school on time every day. You notify the school promptly of any absences or changes in contact details.</li></ul>	<ul style="list-style-type: none"><li>We will create a safe, supportive and inclusive environment for every student.</li></ul>
<ul style="list-style-type: none"><li>You support your child to meet the learning and behavioural expectations at school.</li></ul>	<ul style="list-style-type: none"><li>We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.</li></ul>
<ul style="list-style-type: none"><li>You will maintain routines at home to support school learning and behavioural expectations.</li></ul>	<ul style="list-style-type: none"><li>We will work to develop a love of learning in students and support students to be lifelong learners.</li></ul>
<ul style="list-style-type: none"><li>You stay informed about school news and activities by reading the school newsletter and other communications sent home by school staff.</li></ul>	<ul style="list-style-type: none"><li>We will use the electronic newsletter and online communications??? as the primary means of notifying parents about school news, excursions or events.</li></ul>
<ul style="list-style-type: none"><li>You share relevant information about your child's learning, social and behavioural needs with school staff.</li></ul>	<ul style="list-style-type: none"><li>We will share relevant information with you about your child's learning, social and behavioural progress at school.</li></ul>
<ul style="list-style-type: none"><li>You will foster a positive and resilient attitude towards learning and behaviour.</li></ul>	<ul style="list-style-type: none"><li>We will work to develop a positive growth mindset in students.</li></ul>

### Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the WPSS framework, Universal is differentiated and explicit teaching for all students, Focussed is focussed teaching for identified students and Intensive 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 CHAMPS Expectations Matrix, 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 and in the playground.

### 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 Wellington Point State School to provide focused teaching. Focused teaching is aligned to the CHAMPS 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.

### **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. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Students who require intensive teaching will be assigned a case manager that will oversee the coordination of individualised programs, communicate with stakeholders and directly consult with the student and their families.

## **Legislative Delegations**

### **Legislation**

In this section are links to legislation which influences form and content of Queensland state school discipline procedures.

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



## Delegations

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

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

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

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

## Disciplinary Consequences

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

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

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

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

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

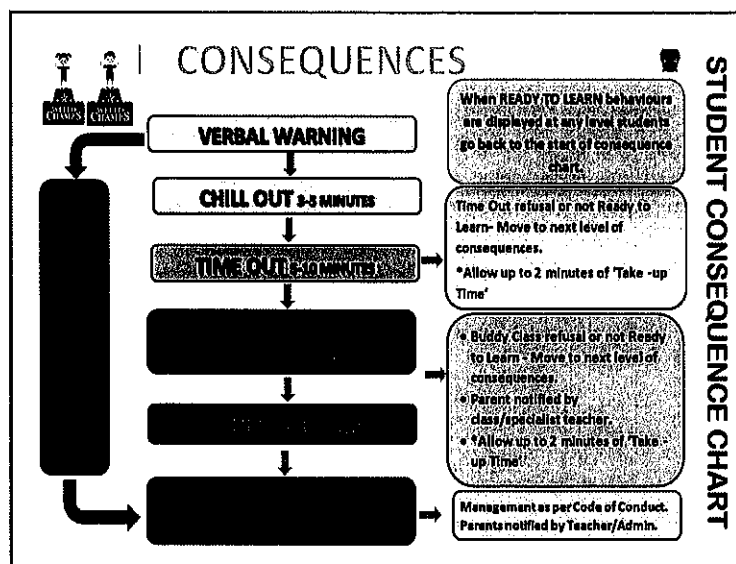
Wellington Point State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Unacceptable behaviours are dealt with by staff members. Serious incidents or behaviours may be investigated and the students involved or who witness the incident may be interviewed and required to provide a written statement.

Unlawful behaviour may be reported to the Queensland Police Service.

### Traveling to and from School

Students should follow road rules and use common sense to ensure safe travel to and from the school. Students who ride bikes/scooters to school are reminded they should be wearing a helmet and obeying road rules. Bikes/scooters are not to be ridden on school grounds and must be walked on the walkways. It is the student's responsibility to have their own bikes/scooters lock and to lock their bike/scooter each day in the appropriate areas.



Behaviour and Consequences	
The following is a list of possible behaviours that would be considered inappropriate in a supportive and safe school environment. However, this is not an exhaustive list.	The final decision on any disciplinary action will be based on a case by case examination of the facts. Possible consequences may include, but not be limited to, the following -
<b>Inappropriate Behaviours –Low Level</b>	<b>Possible Consequence for Low Level Behaviours</b>
<p>Behave Responsibly – examples of breaches</p> <ul style="list-style-type: none"> <li>Disrupting learning</li> <li>Playing in the wrong area</li> <li>Being in an out of bounds area</li> <li>Eating/drinking in the wrong place</li> <li>Littering</li> <li>Lack of care for the environment</li> <li>Non-compliance with the College's Dress Code</li> <li>Refusing to work/complete tasks Behave</li> </ul> <p>Respectfully – examples of breaches</p> <ul style="list-style-type: none"> <li>Misuse of equipment</li> <li>Bad Manners</li> <li>Not using appropriate language</li> <li>Not following a staff member's directions</li> <li>Inappropriate use of electronic media Behave</li> </ul> <p>Safely – examples of breaches</p> <ul style="list-style-type: none"> <li>Not following the sun safe policy</li> <li>Not following 'No Touch' expectation- "Keep hands, feet and objects to self"</li> <li>Minor physical contact eg.pushing/shoving</li> <li>Running on hard surfaces and in buildings</li> </ul>	<p><b>Staff member Intervention:</b></p> <ul style="list-style-type: none"> <li>Warning</li> <li>Rule and Expectation Reminder</li> <li>Re-teach of rule/expectation</li> </ul> <p><b>Logical consequence:</b></p> <ul style="list-style-type: none"> <li>Restorative Conversation/consequences</li> <li>Restorative justice</li> <li>Loss of privileges</li> <li>Supervised timeout/chill out</li> <li>Accompany a teacher on playground duty</li> <li>Sitting out of play</li> <li>Confiscation of item/s</li> <li>Conference with student</li> <li>Reminder of school expectations</li> </ul>
<b>Inappropriate Behaviours–High Level</b>	<b>Possible Consequence for High Level Behaviours</b>
<ul style="list-style-type: none"> <li>Persistently disruptive behaviour adversely affecting others</li> <li>Persistent non-compliance</li> <li>Refusal to participate in the programs of instruction</li> <li>Inappropriate use of electronic media, communication, recording devices, personal technology devices</li> <li>Distribution of inappropriate messages or images involving staff, students or the College</li> <li>Inappropriate online behaviour</li> <li>Verbal or non-verbal misconduct – <ul style="list-style-type: none"> <li>a) involving an adult;</li> <li>b) involving a student</li> </ul> </li> <li>Physical misconduct involving an object – a) involving an adult;</li> <li>b) involving a student</li> <li>Physical misconduct not involving an object - a) involving an adult;</li> <li>b) involving a student</li> <li>Property misconduct</li> <li>Substance misconduct</li> <li>Persistent Truancy</li> <li>Unsafe behaviour (to self and/or others)</li> <li>Possession/use of weapons or prohibited items</li> <li>Bullying behaviours</li> </ul>	<p><b>Logical Consequence:</b></p> <ul style="list-style-type: none"> <li>Restorative Conversation/consequences</li> <li>Restorative justice</li> <li>Loss of privileges</li> <li>Confiscation of item/s</li> <li>Buddy class</li> <li>Time out/Thinking Room</li> <li>Admin intervention</li> <li>Time Out in Office</li> <li>Parental contact</li> <li>Student Behaviour Support Plan</li> <li>Student Response to Behaviour Plan</li> <li>Referral to support specialists, eg. GO, AVT, SBYN, external agencies etc.</li> </ul> <p><b>Referral to Administration</b></p> <ul style="list-style-type: none"> <li>In school lunchtime time out</li> <li>Loss of privileges</li> <li>Restorative action</li> <li>Parent contact</li> <li>Suspension 1-10 days</li> <li>Suspension 11-20 days</li> <li>Discipline Improvement Plan</li> <li>Suspension with a proposal for exclusion</li> </ul>

### **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 4 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
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (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)
- Thinking Room

### **Focussed**

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

- Functional Behaviour Assessment and intervention with Turning Point Positive Learning Centre (PLC)
- Teacher coaching and debriefing
- Referral to Inclusion Case Management Team for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Case Management Referral
- Action Plans
- Interventions and Supports
- Social Skills Programs
- Check in/out Program
- Calm Break Cards
- Supported Eat & Play
- Academic Modifications – Differentiation
- Thinking Room – Restorative discussions, re-teaching of skills
- Mentoring Programs/Peer Support
- Social Emotional Learning Capabilities

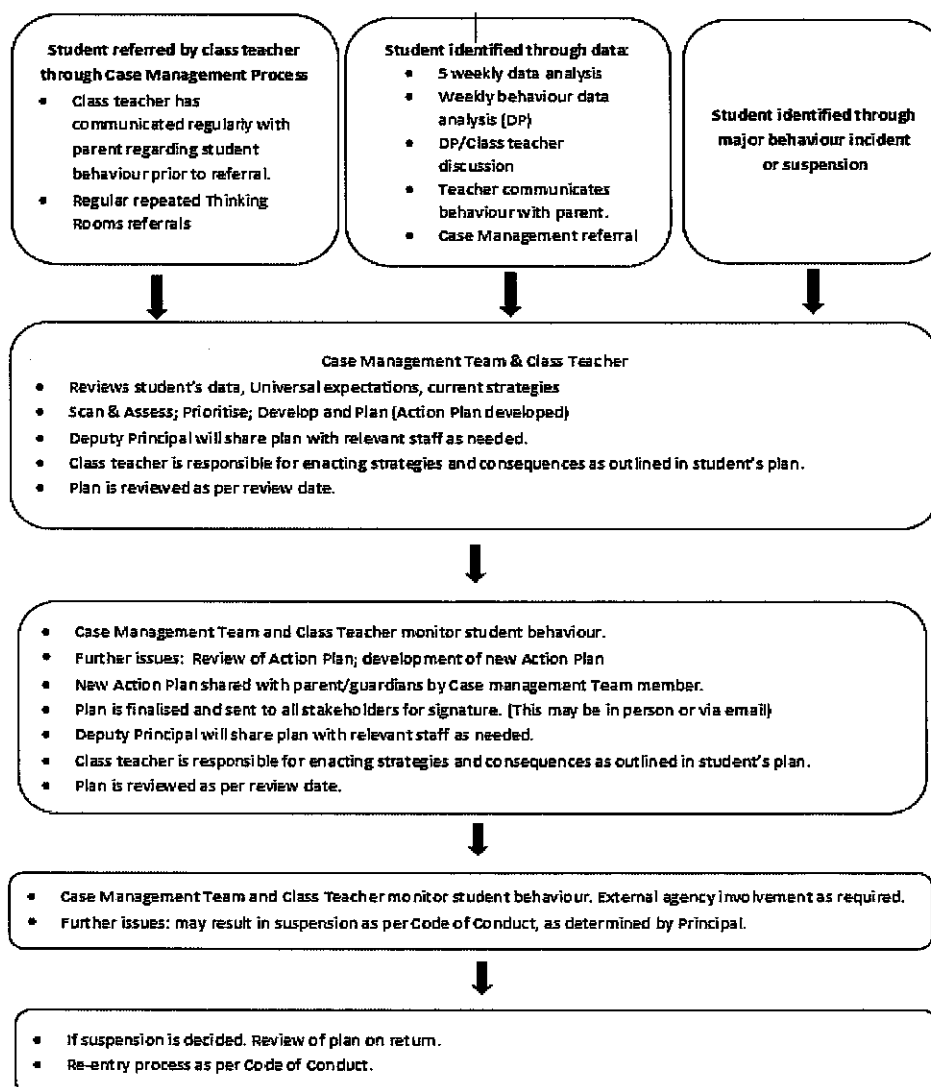
### **Intensive**

School leadership team work in consultation with Inclusion Case Management Team to address persistent or ongoing serious problem behaviour. This may include:

- PLC Referral/Support
- External Agencies
- Risk Assessments
- Response Plans

- Action Plans
- Functional Behaviour Assessments
- Individual Student Behaviour Plans
- Flexible Timetables
- 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.

## INDIVIDUAL STUDENT BEHAVIOUR CASE MANAGEMENT PROCESS



## **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 Wellington Point 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 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.

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

Students who are suspended from Wellington Point State School may be invited to attend a re-entry meeting on the day of their scheduled return to school or prior. 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 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

### **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.

Wellington Point 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
- Education Queensland Social Media Policy

### 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.

Property may be temporarily confiscated from a student if a staff member is reasonably satisfied the removal is necessary to preserve the caring, safe, supportive and productive learning environment. Property held by the school will be made available for collection by the student or parent within a reasonable time period as determined by the Principal. Property that is illegal to possess, threatens the safety or wellbeing of students or staff, or has been used to commit a crime, may not be available for collection.

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 Wellington Point 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.

Students who engage in very serious problem behaviours such as violent physical assault, the use and supply of drugs or weapons (including knives) can expect to be suspended with a proposal to exclude.

\*\*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 Wellington Point 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 Wellington Point 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 Wellington Point 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 Wellington Point 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 Wellington Point 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**

Wellington Point State School places importance on students displaying respect for others and responsible choices relating to the use of mobile phones and mobile technology devices.

Mobile phones and other devices may not be used during the school day under any circumstances to communicate with parents / carers or anyone else.

Students bringing mobile phones to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off, clearly labelled with the student's name, handed in at the school office upon arrival and collected on departure, unless otherwise authorised by the Deputy Principal or Principal. The school office will take responsibility for registering and securing any mobile phone that is handed in.

If children are moving off-site to external school-related activities, the phone needs to remain at school.

Any need for contact between parents/carers and students, emergency or otherwise that arises during school hours be relayed through the school office.

Mobile / electronic devices are brought to school at entirely the owner's risk. The school will not be involved in disputes and or investigations over damage, loss or theft.

Due to privacy considerations, any device that records audio or video may not be used. Images or footage of Wellington Point students may not be taken or disseminated to others by direct sharing or posting online.

Devices may not be used during the day or outside school hours to harass, bully or threaten others. This includes use of the device to access apps e.g. Snapchat.

Phones and other devices may not be taken on excursions or camps. Watches are worn at owner's risk.

Students breaching the policy will be subject to the regular student behaviour management consequences.

### **Responsibilities**

The responsibilities for students using devices (ipads, laptops, computers) at school or during school activities, are outlined below.

It is **acceptable** and expected that students at Wellington Point State School use the above-mentioned devices to:

- complete assigned class work and assignments set by teachers
- develop literacy, communication and information skills
- author text, artwork, audio and visual material for publication, solely for educational purposes as supervised and approved by the school
- conduct research for school activities and projects
- communicate with other students, teachers, or experts in relation to school work (school email use)
- access online references such as dictionaries, encyclopaedias, etc.
- collaborate, research and learn through Education Queensland's e-learning environment.

It is **unacceptable** for students at Wellington Point State School to:

- share their username and/or passwords with other individuals
- access a computer, iPad or other technologies using another student or staff member's username or passwords
- download, distribute or publish offensive messages or pictures
- use obscene or abusive language to harass, insult, attack or bully others
- deliberately waste printing and Internet resources
- damage computers, printers or the network equipment
- violate copyright laws which includes plagiarism
- use unsupervised internet chat
- use online email services (e.g. Hotmail), send chain letters or Spam e-mail (junk mail).
- use social media (primary-school-aged children should not have access to social media sites such as Facebook, Twitter, Instagram, among others, as these sites are only available to adolescents 13 years and older)
- use messaging services (such as iMessage) to communicate with other students or parents while at school
- use iPads or computers to divulge personal information about themselves (eg – name, age, birthday, address) via the internet or email
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language

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

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



- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

### **Inappropriate Online Behaviour**

The posting of inappropriate messages or images on the internet, be it in or outside of school hours, particularly in relation to students or staff, may subject the sender to disciplinary action. Students are taught about safe and ethical online behaviour and breaches of the school expectations and behaviour will be dealt with in line with our behaviour consequences.

### **Preventing and responding to bullying**

Wellington Point 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.

Wellington Point State School strives to create positive, predictable environments for all students at all times of the day. Our disciplined and supportive environment is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising achievement and attendance
- Promoting equality and diversity and
- Ensuring the safety and well-being of all members of the school community

There is no place for bullying at Wellington Point State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction in our school community's goals and efforts for supporting all students.

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 (eg. through use 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 Wellington Point State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Bullying behaviours that will not be tolerated at Wellington Point State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

**Key contacts for students and parents to report bullying: (Prep-Year 6 first contact is class teacher)**

**First hour  
Listen**

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

**Day one  
Document**

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

**Day two  
Collect**

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

**Day three  
Discuss**

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

**Day four  
Implement**

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

**Day five  
Review**

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

**Ongoing  
Follow up**

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students



## Cyberbullying

Cyberbullying is considered a serious offence. The difficulty here is that students most often conduct this from outside of the school where they are not under the supervision of staff.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 Wellington Point State School may face in-school disciplinary action, such as Thinking Room and removing of privileges/access to devices and the network, 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.

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

## How to manage online incidents that impact your school

### Student protection

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

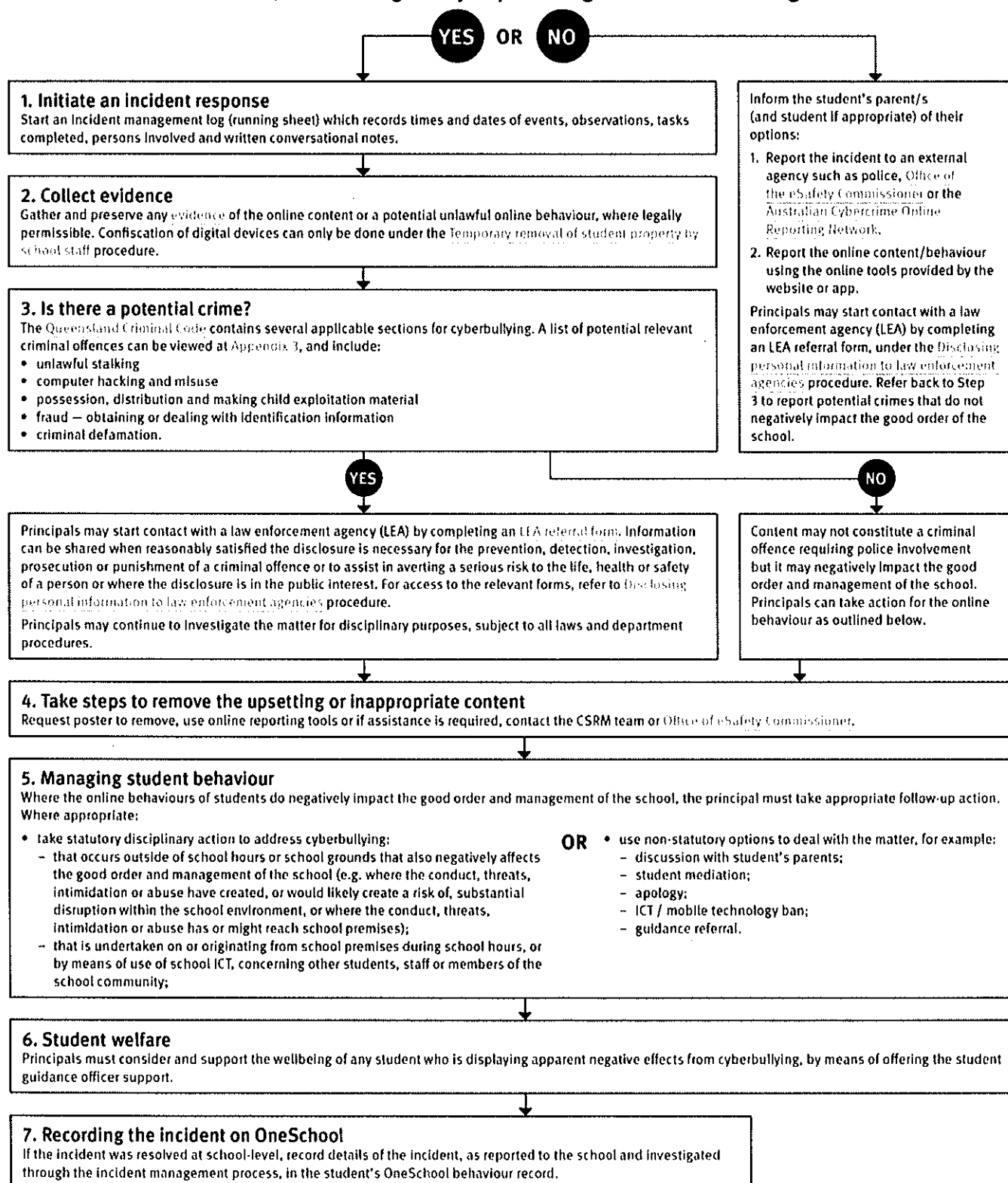
### Explicit Images

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

### Report

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

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



## **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**

Wellington Point 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 Wellington Point 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 in school consequences, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## **Appropriate use of social media**

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

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

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

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

- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

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

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

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

## **Restrictive Practices**

School staff at Wellington Point 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 problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

## Related Procedures and Guidelines

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

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

## Resources

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



## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).  
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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

