



## Wondall Heights State School

# Student Code of Conduct 2024-2026

### ***Equity and Excellence: realising the potential of every student***

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

Queensland Department of Education

## Contact Information

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Postal address: PO Box 9010 Wynnum Plaza Qld 4178

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Phone: 07 3906 6444

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

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

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Contact Person: Mark Wright (Principal)

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# Endorsement

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Principal Name: Mark Wright

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Principal Signature: Original signed

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Date: 05/12/2023

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P/C President and-or School Council Chair Name: Kerrie Hockless

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

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Date: 05/12/2023

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This document was given a full review in December 2024

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# Contents

Purpose .....	5
Principal's Foreword .....	6
Data Overview .....	7
School Opinion Survey .....	8
School Disciplinary Absences (SDA) .....	9
Learning and Behaviour Statement .....	10
Positive Behaviour for Learning (PBL) .....	10
Multi-tiered System of support (MTSS) .....	12
Consideration of Individual Circumstances .....	13
Student Wellbeing .....	14
Student Support Network .....	16
Whole School Approach to Discipline .....	17
Behaviour Expectations .....	17
Differentiated and Explicit Teaching .....	19
Focussed Teaching .....	21
Intensive Teaching .....	21
Legislative Delegations .....	22
Legislation .....	22
Delegations .....	22
Disciplinary Consequences .....	23
Differentiated .....	23
Focused .....	24
Intensive .....	24
School Disciplinary Absences .....	27
School Policies .....	29
Temporary removal of student property .....	29
Use of electronic devices by students .....	31
Preventing and responding to bullying .....	33
Appropriate use of social media .....	40
Restrictive Practices .....	42
Critical Incidents .....	43
Related Procedures and Guidelines .....	44
Resources .....	45
Conclusion .....	46
High Five .....	47
Reflection Referral .....	48
Reflection Room Referral Card .....	48
Reflection Referral – Major Reflection .....	48
School Uniform Policy .....	50
Reporting Matrix for Behaviour Rating .....	51
Speak Up You Matter- Support Documents .....	51

## Purpose

Wondall Heights State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

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

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

## Principal's Foreword

"Strive to Excel"

Wondall Heights State School provides high quality education to our students, which is responsive to their developmental needs. We believe that strong, positive relationships between all members of our school (staff, students, parents, local community) are the foundation to supporting the success of all students.

Underpinning all that we do at Wondall Heights State School is developing a safe and supportive learning culture, where all students are able to learn, regardless of where they are at in their learning journey. We recognise that each student comes to school with a different set of values and understanding, but working in partnership, we can support students and their families in developing consistent and expected approaches to schooling.

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

Wondall Heights State School staff take an educative approach to discipline, that is, behaviour can be taught and that mistakes are opportunities for everyone to learn.

Wondall Heights State School has three core values, Safe, Respectful and Responsible from which the Student Code of Conduct is based.

- |                    |  |
|--------------------|--|
| <b>Safe</b>        | Behave in a manner to protect self and others from emotional or physical harm.   |
| <b>Respectful</b>  | Be kind and inclusive of all.  |
| <b>Responsible</b> | Own your choices, resolve differences in a constructive, non-violent and peaceful way.<br>Be an active member of the community and take care of the environment. |

Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, staff, parents and other members of the community for their work in bringing together Wondall Heights State School's Student Code of Conduct. Your interest and views shared throughout the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Please feel free to contact the office and arrange a meeting with a member of the school leadership team if you require any further information about our Student Code of Conduct.

Yours in Education,  
Mark Wright  
Principal

## Data Overview

The Parent, Student and Staff Satisfaction data in the tables following are drawn from the School Opinion Survey. The School Opinion Survey is conducted annually to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

# School Opinion Survey


## Highlights report for (0416) Wondall Heights State School, 2024



**131**  
Parents and Caregivers  
(30.5%) participated.

Most positive items	Agreement
Teachers at this school expect my child to do their best.	97.6
This school is well maintained.	96.8
The expectations and rules are clear at this school.	96.2


Least positive items	Agreement
This school asks for my input.	82.8
This school takes parents' opinions seriously.	84.7
This school keeps me well informed.	84.9



**158**  
Students  
(84.9%) participated.

Most positive items	Agreement
I feel safe undertaking online activities using my school's internet.	98.1
My teachers expect me to do my best.	97.4
I can access computers and other technologies at my school for learning.	96.8

Least positive items	Agreement
My school treats students equally, regardless of gender.	74.2
I feel accepted by other students at my school.	74.3
My school takes students' opinions seriously.	75.5



**49**  
Staff  
(61.0%) participated.

Most positive items	Agreement
I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.	100.0
This school is well maintained.	100.0
I modify my teaching practice after reviewing student assessment data.	100.0

Least positive items	Agreement
I am confident that poor performance will be appropriately addressed in this school.	83.3
This school offers flexible work arrangements.	90.0
Recruitment and promotion decisions in this school are fair.	92.5

Agreement presents the aggregation of positive responses as a percentage, i.e.: "Somewhat agree", "Agree", and "Strongly agree".  
The most positive items and least positive items are chosen according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown. Please refer to the relevant section of this report for further detail.  
The response rate shown is indicative only. It is based on the number of individuals who were invited to participate.

## Highlights report for (0416) Wondall Heights State School, 2024 (continued)

	Parent/Caregiver Agreement				Student Agreement				Staff Agreement			
	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year
<b>Common items</b>												
...student behaviour is well managed...	89.8	6.6	9.6	4.7	77.3	13.3	14.2	-2.7	100.0	25.4	25.6	1.8
...students are treated fairly...	92.2	3.1	4.7	-0.8	75.8	1.9	2.4	-2.5	95.8	6.6	7.3	-2.4
...expectations and rules are clear...	96.2	3.3	3.6	0.3	92.4	0.1	0.2	-0.2	98.0	10.2	10.2	-0.3
...respectful student relationships fostered...	91.1	0.7	2.7	-1.3	94.9	5.1	5.8	-3.0	100.0	8.2	8.8	0.0
...gender equality at school...	93.0	1.6	2.8	-1.5	74.2	1.2	2.7	-1.5	100.0	5.1	5.3	0.0
...this is a good school...	94.4	2.5	3.6	-0.7	85.4	4.6	6.0	-0.6	100.0	8.7	8.8	0.0
...opinions are taken seriously...	84.7	2.9	3.7	-1.9	75.5	6.8	7.1	2.6	98.0	20.3	20.4	1.5
...like being at school...	92.8	1.4	3.3	-0.3	80.0	4.3	7.0	1.3	100.0	8.9	9.2	0.0
...feel safe at school...	93.8	3.6	5.4	2.1	87.0	4.6	5.6	-2.4	100.0	12.0	12.3	0.0
...students are interested in school work...	91.3	3.9	5.5	0.3	77.5	10.1	11.8	1.7	100.0	13.6	16.7	0.0
<b>Concepts</b>												
Fairness / Clarity of rules	92.8	4.3	5.9	1.4	81.9	5.1	5.7	-1.8	98.5	13.1	13.5	0.2
Safety	94.2	3.2	4.6	0.8	90.2	5.2	5.7	0.8	99.3	8.8	8.9	0.5
Partnerships	89.6	1.5	2.2	0.7	85.1	4.9	5.4	1.0	97.9	12.9	13.1	-0.3
School culture	92.6	1.6	2.8	0.6	84.6	3.3	4.3	1.2	99.7	9.4	9.7	0.3
Teaching and learning	92.3	2.7	3.5	0.3	88.2	3.0	3.6	0.0	99.2	7.1	8.1	-0.4
Staff wellbeing									97.1	20.9	21.2	-0.4
Staff development									97.4	13.8	13.8	0.1
Workplace culture*									93.3	13.0	13.1	-1.3

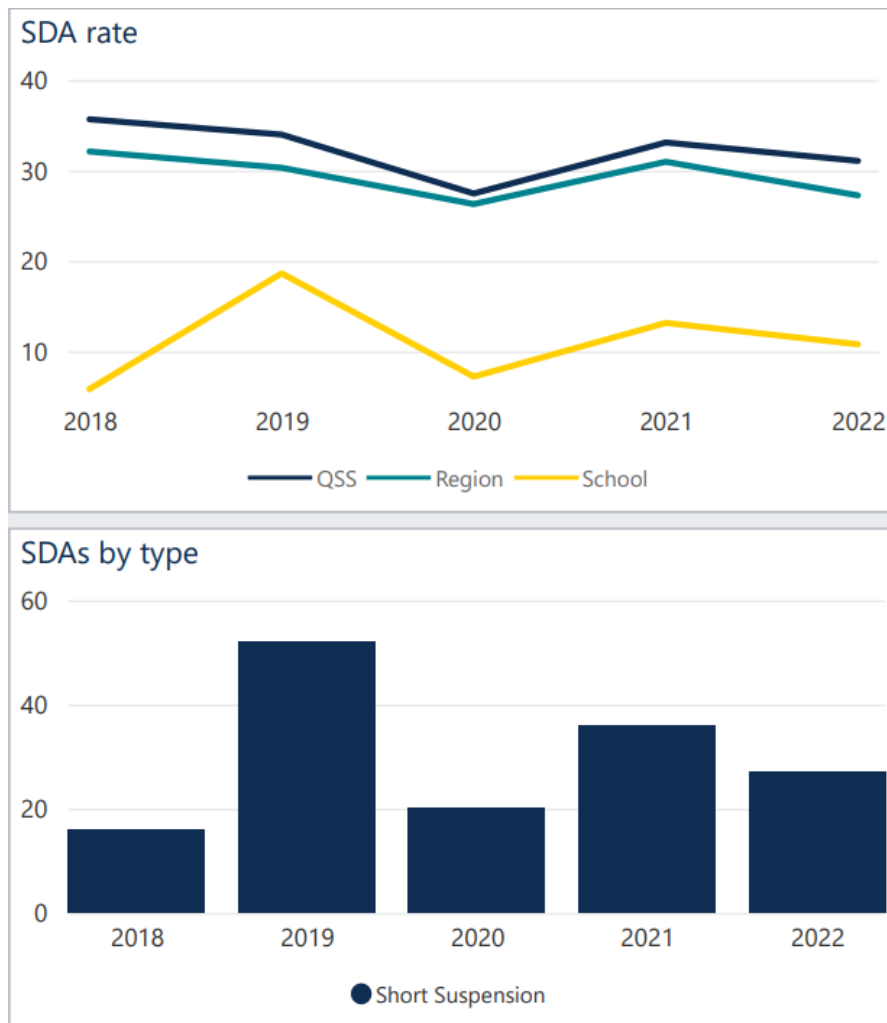
Agreement presents the aggregation of positive responses as a percentage, i.e.: "Somewhat agree", "Agree", and "Strongly agree".  
Common items are asked in the Parent/Caregiver Survey, the Student Survey and the Staff Survey.  
Concepts show the overall result for items that belong to a concept.  
A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of Agreement.  
\* The result for 'Workplace culture' does not include responses in relation to staff interactions in the Staff Survey.



## School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

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



# Learning and Behaviour Statement

## Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.

PBL is a multi-tiered system of support (MTSS) framework which can be used to improve academic, wellbeing and behavioural outcomes. PBL uses a problem-solving model to examine relevant data, determine desired outcomes, and establish systems and practices to achieve identified goals.

- PBL is implemented across Prep – Year 6
- PBL applies everywhere in our school; classroom, specialist lessons, playground, oval, excursions, sport, before and after school even during online learning.
- PBL focuses on the establishment of expectations, explicit teaching and reinforcement of behaviours and consistent responses so all in our community understand the expectations. Students have the opportunity to practice the expected behaviours.

### PBL at Wondall:

- At Wondall we have three school expectations: *Safe, Respectful and Responsible*.
- We have the mantra: *Wondall learners are: Safe, Respectful and Responsible*.
- Each fortnight the school has a behaviour focus, that is data driven and is to re-teach behaviours demonstrated by students. The focus behaviour is explicitly taught and positively reinforced.
- Positive reinforcement occurs through verbal feedback, receiving Dougie Dollars and Dougie Stamps.

At Wondall all staff are responsible for the implementation and reinforcement of behaviour expectations, 'What you accept is what you expect,' is one phrases used across the school. Having clear expectations and high standards for both behaviour and academics is what our staff, students and community attain to.

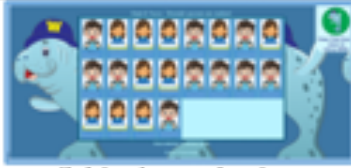





Behaviour is reinforced when provided with something of value following a desired behaviour. This may be verbal praise, non-verbal acknowledgement, earning of tokens, provision of tangible rewards, or opportunities to perform a task or participate in an activity.

- Dougie rewards are free and frequent reward points.
- Students receive Dougie rewards in the classroom and the playground.
- Dougie Dollars are awarded outside of the classroom. These points go towards a class total and a school total.
- Dougie stamps are awarded during class time. Students are able to build towards an individual level of 'voucher rewards' as they continue to earn Dougie stamps.

Positive reinforcement is about acknowledging students when they display positive behaviour. Everyone needs positive feedback in order to learn and keep using behaviours or skills. Behaviour is reinforced when we are provided with something we value following a desired behaviour. Positive reinforcement includes verbal praise, non-verbal acknowledgement, earning of tokens, provision of tangible rewards, or opportunities to perform a task or participate in an activity. One of the quickest and easiest ways used by teachers to improve classroom behaviour is by pointing out when students do the right thing.



## Positive Reinforcements at Wondall- Dougie Rewards

Positive Reinforcement	Staff Frequency	When to be used?
 <p style="text-align: center;"><b>Individual Dougie Stamps</b></p>	<ul style="list-style-type: none"> <li>• Awarded daily to students for following PBL expectations, modelling appropriate behaviours</li> <li>• Relief staff to use webpage or laminated hard copy with amount (CT to add on when they return)</li> </ul>	<ul style="list-style-type: none"> <li>• Class time</li> <li>• Learning</li> <li>• Individual or whole class</li> <li>• Give explicit feedback, "Well done you have been <b>safe when walking on pathways</b>, you will receive a stamp."</li> </ul>
 <p style="text-align: center;"><b>Dougie Dollars</b></p>	<ul style="list-style-type: none"> <li>• Awarded daily to students for following PBL expectations, modelling appropriate behaviours</li> <li>• Suitable for staff on duty to hand out-tangible and instant</li> <li>• Adds to whole school tally. Tally visible on Dougie page, and is shared on assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• Outside class time</li> <li>• During playtime</li> <li>• As additional incentive-adds to whole school total</li> </ul> 
 <p style="text-align: center;"><b>Class trophy</b></p>	<ul style="list-style-type: none"> <li>• Awarded Weekly to the class with the highest 'Dougie Stamps/Dollars'</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> <li>• Announced on Assembly, in Newsletter</li> <li>• Class collects trophy for the week</li> </ul>
 <p style="text-align: center;"><b>Positive emails shared with parents.</b></p>	<ul style="list-style-type: none"> <li>• Positive emails to be sent weekly to parents</li> <li>• Positive to be recorded on OneSchool as a positive behaviour incident/contact</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Students per week</li> <li>• When student demonstrates outstanding behaviour/improvement</li> </ul>
 <p style="text-align: center;"><b>Dougie Certificates</b></p>	<ul style="list-style-type: none"> <li>• These are placed in your pigeon holes and when your student reach each level, you simply hand out. Students come to the 'Dougie Shop' open every Friday and collect their voucher.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual certificates awarded when students reach each level, no time frame, however, resets each Semester*</li> </ul>

## Multi-tiered System of support (MTSS)

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

Tier	Prevention Description
1	<p><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, Zones of Regulation and positive behaviour expectations. This involves:</p> <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>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Zones of Regulation or positive behaviour expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <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 require little time of classroom teachers 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>
	<p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

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

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

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

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies target 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 within the school, from outside agencies and rigorous problem solving procedures.

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

## Consideration of Individual Circumstances

Staff at Wondall Heights 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.

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 staff 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 to discuss the matter.

## Student Wellbeing

Wondall Heights State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the deputy principal 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. As part of the whole school's curriculum at Wondall Heights State School, we provide age-appropriate drug, alcohol and sex education that reinforces public health and safety messages.

### 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.

#### *Drug education and intervention*

Wondall Heights State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

#### *Specialised health needs*

Wondall Heights 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*

Wondall Heights 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** form signed by the prescribing health practitioner.

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

### *Mental health*

Wondall Heights 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 a student plan.

### *Suicide prevention*

Wondall Heights State School staff who notice suicide warning signs in a student should seek help immediately from the school's 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 the student in the first instance, and where necessary provide first aid. In all other situations, Wondall Heights 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, Wondall Heights 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, Wondall Heights State School staff immediately enact the School Emergency Management Plan, communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.



## Student Support Network

Wondall Heights 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 Wondall Heights State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help to 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 their child's Deputy Principal on 3906 6444.

Role	What they do
Deputy Principals	<ul style="list-style-type: none"> <li>responsible for supporting student welfare at each year level</li> <li>provides continuity of contact for students and their families through the seven years of schooling</li> </ul>
Head of Inclusion	<ul style="list-style-type: none"> <li>responsible for supporting student welfare through inclusion of all students</li> <li>comprehensive student support process for all students.</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>students referred to GO via SWAT (Student Wellbeing Action Team) process</li> <li>provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Registered Nurse Department of Education referral process	<ul style="list-style-type: none"> <li>works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li> <li>provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>
Classroom Teacher	<ul style="list-style-type: none"> <li>responsible for student welfare</li> <li>provides continuity of contact for students and their families through the school year</li> <li>ensures students feel safe and comfortable and want to come to school</li> <li>nurtures a sense of belonging to the classroom, year level and school.</li> </ul>
Wellbeing Teacher Aide	<ul style="list-style-type: none"> <li>provides individual and, at times, group support to students to assist their engagement with education</li> </ul>

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



# Whole School Approach to Discipline

## Behaviour Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three expectations for learning in place for students. These are Safe, Respect and Responsible.

### Students

Below are examples of what these learning expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students, and visitors understand the expectations and meet the standards we hold for everyone at Wondall Heights State School.

#### Safe

- Interact appropriately with others in the classroom and playground.
- Maintain hands and feet to self.
- Follow instructions and rules.
- Appropriately resolves conflict.
- Care for the environment.

#### Respectful

- Look for opportunities to help others.
- Work collaboratively with others.
- Respect self and others space and belongings.
- Encourage fellow students to do their best.
- Respect others right to learn.

#### Responsible

- Ready to learn by being prepared for class.
- Be responsible for your own learning by completing set tasks.
- Follow all adult instructions.
- Ask for help when required.
- Do your own work.



## Parents and staff

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

### Safe

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or deputy principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

### Respectful

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You make an appointment to speak with the class teacher or a member of administration to discuss any matters relating to your child.	We will respond within 48 hours (Mon-Fri) to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will address online communication and social media issues that affect the good order and management of the school.

### Responsible

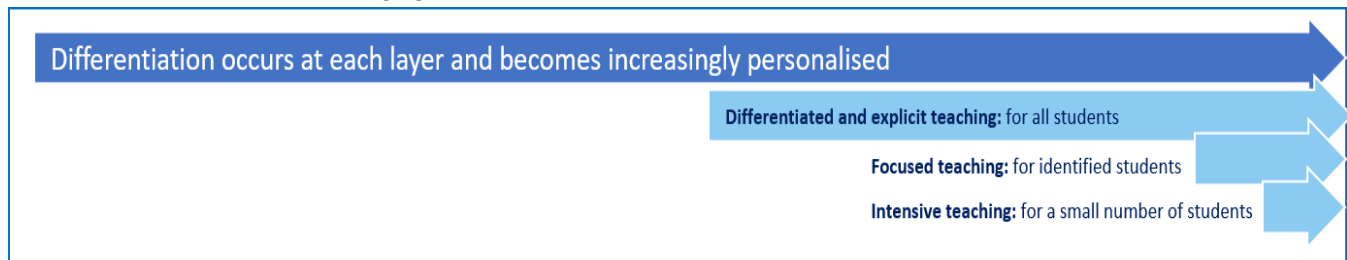
<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your child attends school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise and respect that people are from diverse backgrounds and you are non-judgmental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

## Differentiated and Explicit Teaching

Wondall Heights 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 Wondall Heights 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.



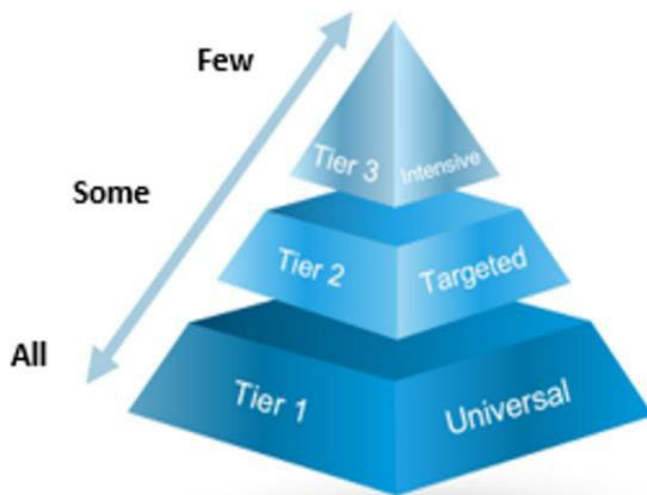
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section.

Tier 1 - differentiated and explicit teaching for all students.

Tier 2 - focused teaching for identified students.

Tier 3 - intensive teaching for a small number of students.

Each layer provides progressively more personalised supports for students



### Tier 3 – Intensive Support (2-5% of students)

Specialised individualised support


### Tier 2 – Targeted (10-15% of students)

Specialised group or individual focused support

### Tier 1 – Universal (80-90% of students)

School wide and classroom support for all students, staff and settings.

The Student Behaviour Matrix is developed around our three expectations. The expectations aim to ensure that all students and staff share a *common language of behaviour* and have a *clear understanding of each of the behaviour expectations*.

	Safe	Responsible	Respectful
<b>All Areas</b>	<ul style="list-style-type: none"> <li>★ I stay in correct areas.</li> <li>★ I ask permission before leaving an area.</li> <li>★ I use the High Five to keep myself and others safe.</li> <li>★ I use Zones of Regulation to manage my emotions.</li> <li>★ I keep my hands, feet and objects to myself.</li> </ul>	<ul style="list-style-type: none"> <li>★ I manage and take responsibility for my learning.</li> <li>★ I am responsible for my own behaviour and make good choices.</li> <li>★ I am aware that my actions impact others and to make my actions positive.</li> <li>★ I acknowledge I make mistakes and work to fix the problem.</li> <li>★ I act in a friendly way.</li> </ul>	<ul style="list-style-type: none"> <li>★ I know my words are powerful and use them wisely.</li> <li>★ I speak calmly and use polite language.</li> <li>★ I respect others' personal space and property.</li> <li>★ I use my knowledge of others to respond respectfully.</li> <li>★ I acknowledge when I am disappointed and manage my behaviour appropriately.</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>★ I walk in the classroom.</li> <li>★ I keep the classroom and my workspace tidy.</li> </ul>	<ul style="list-style-type: none"> <li>★ I arrive on time and I am ready to learn.</li> <li>★ I choose a positive attitude to learning.</li> <li>★ I take an active role in classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>★ I respect everyone's right to learn.</li> <li>★ I respect everyone's right to teach.</li> </ul>
<b>Eating Areas</b>	<ul style="list-style-type: none"> <li>★ I sit and eat my own food in a quiet and sensible manner.</li> <li>★ I eat in the correct area for my year level.</li> <li>★ I am sun safe and wear a hat.</li> </ul>	<ul style="list-style-type: none"> <li>★ I sit during eating time.</li> </ul>	<ul style="list-style-type: none"> <li>★ I am responsible for my own rubbish.</li> </ul>
<b>Play Areas</b>	<ul style="list-style-type: none"> <li>★ I only climb on play equipment.</li> <li>★ I play school approved games.</li> <li>★ I finish playing immediately when the bell goes.</li> <li>★ I am sun safe and wear a hat.</li> </ul>	<ul style="list-style-type: none"> <li>★ I listen carefully and follow instructions of the supervising adult.</li> </ul>	<ul style="list-style-type: none"> <li>★ I return any borrowed equipment.</li> <li>★ I play fairly, take turns, invite others to join in and follow game rules.</li> <li>★ I wait my turn.</li> </ul>
<b>Transitioning &amp; Lining Up</b>	<ul style="list-style-type: none"> <li>★ I sit and wait in the appropriate area.</li> <li>★ I walk around the school keeping to the left of stairs and paths.</li> </ul>	<ul style="list-style-type: none"> <li>★ I transition appropriately and quickly to start my learning.</li> </ul>	<ul style="list-style-type: none"> <li>★ I line up in two lines in my year level area.</li> <li>★ I enter and exit buildings in an orderly manner.</li> <li>★ I move around the school quietly and in an orderly manner.</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>★ I use the toilet properly.</li> <li>★ I return to my area or class promptly.</li> <li>★ I visit the toilet with a buddy during class time.</li> </ul>	<ul style="list-style-type: none"> <li>★ I use the toilets before class and during break times.</li> <li>★ I display responsible behaviour when using the toilets.</li> </ul>	<ul style="list-style-type: none"> <li>★ I respect the privacy of others.</li> <li>★ I use toilet facilities and equipment appropriately.</li> </ul>
<b>Electronic Devices</b>	<ul style="list-style-type: none"> <li>★ I report bullying and inappropriate messages.</li> <li>★ I am cyber safe.</li> </ul>	<ul style="list-style-type: none"> <li>★ I follow school ICT agreements and expectations for use I hand my phone in at the start of the day.</li> <li>★ I only use school electronic devices as instructed by the supervising adult.</li> </ul>	<ul style="list-style-type: none"> <li>★ I use devices carefully and report any damage</li> <li>★ I send appropriate pictures and messages.</li> <li>★ I respect the privacy of others.</li> </ul>
<b>Outside School Grounds</b>	<ul style="list-style-type: none"> <li>★ I follow all road safety rules.</li> <li>★ I follow adult instructions.</li> </ul>	<ul style="list-style-type: none"> <li>★ I actively participate in learning opportunities off campus.</li> </ul>	<ul style="list-style-type: none"> <li>★ I represent the school in a way that enhances the school's reputation.</li> </ul>

## 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 work collaboratively with class teachers at Wondall Heights State School to provide focused teaching. Focused teaching is aligned to the Learning Expectations Matrix and student progress is monitored by the classroom teacher/s to identify those who:

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

Wondall Heights State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Zones of Regulation
- Functional Behaviour Assessment.

For more information about these programs, please speak with your relevant Deputy Principal.

## 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 supported by their relevant Deputy Principal, the Head of Inclusion or other appointed staff member who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

# Legislative Delegations

## Legislation

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

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

## Delegations

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

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

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Wondall Heights 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. Needs will be determined 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 or no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

### Differentiated

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

- Pre-correction (e.g., "Remember, walk quietly to your seat")
- Non-verbal prompting 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)
- Reflection Time

## Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g., Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Reflection Room
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g., mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (a 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.



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.

### **Minor and major behaviours**

At Wondall Heights State School behaviours are classified in two categories, major and minor.

**Minor** behaviours are those that: (Teacher managed)

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.
- Are usually managed by the class teacher.

Repeated minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as explicit instruction of expected behaviour, reflection time, individual meeting with the student, apology, restitution or additional time and support to complete work.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.
- repeated minor behaviours may result in a Reflection Referral.

**Major** behaviours are those that: (Admin or support staff managed)

- significantly violate the rights of others;
- put others / self at risk of harm;
- result in a Reflection Referral; and
- may require the involvement of school Administration or other appropriate school staff.

**Major** behaviours may result in an immediate Reflection Referral and/ or notification to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the Reflection Referral form and reminds the student of the procedure.

Major problem behaviours may result in the following consequences:

- Time Out, loss of privilege, restitution, warning regarding future consequences for repeated or persistent inappropriate behaviour.
- Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.
- Parent contact, referral to SWAT, referral to Behaviour Services, suspension from school: and/or
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Matrix of Minors and Major in appendix: [Minors and Majors](#)

School Category	Behaviour Types	Definition (Major)	Examples of Behaviours and Possible Consequences		Expectations to Re-teach
1. Physical Aggression	Using self or an object to assault others	Physical Aggression – One student making serious physical contact upon another using self or an object  One student making serious physical contact upon an adult using self or an object	<b>Examples of Minor Behaviours</b>	<b>Examples of Major Behaviours</b>	Wondall Learners are safe respectful and responsible when they: <ul style="list-style-type: none"> <li>Keeping hands, feet and objects to ourselves</li> <li>Use the High 5 Strategy</li> </ul>
			<ul style="list-style-type: none"> <li>Hitting with hats</li> <li>Rough/unsafe play</li> <li>Pushing someone playfully causing no harm</li> <li>Picking up sticks/rocks or any other item (having not used them for anything) but causing accidental injury.</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging and inciting others in conflict &amp;/or joining in</li> <li>Physically assaulting/harming another person by punching, kicking with force, on purpose.</li> <li>Aggressive behaviours using a closed fist and/or spitting towards student/adult</li> <li>Dangerous throwing of objects when angry</li> <li>Physically assaulting/harming another student with objects</li> <li>Inappropriate sexual contact</li> <li>Tackling (including football) during playtime</li> </ul>	
			<b>Minor Consequence</b>	<b>Major Consequence</b>	
			<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Discuss with student</li> <li>Separate from peers/ Apology</li> <li>Practice expectation as a whole class, group or individual</li> </ul>	<ul style="list-style-type: none"> <li>Apology letter in own time or teacher scribe</li> <li>Mediation/restorative practice</li> <li>Reflection Room</li> <li>Contact parents/caregivers</li> <li>Referral to and action from Administration</li> </ul>	
2. Property Damage  Property Misuse causing risk to others	Damaging property	Intentionally using self or an object in a way that may cause harm to property	<b>Examples of Minor Behaviours</b>	<b>Examples of Major Behaviours (see definition)</b>	Wondall Learners are safe respectful and responsible when they: <ul style="list-style-type: none"> <li>Own my Behaviour</li> <li>Respect others' property</li> </ul>
			<ul style="list-style-type: none"> <li>Not using materials/items for its intended use or causing harm to materials/items e.g., breaking pencils, erasers, wiping dirty hands- on carpet after eating etc</li> </ul>	<ul style="list-style-type: none"> <li>Damaging school property, deliberately or through thoughtlessness.</li> <li>Repetitious misuse or possible destruction of material/item of high personal or monetary value that could result in impairment or injury of materials/items e.g., damaging others work, hitting ICT</li> </ul>	
			<b>Minor Consequences</b>	<b>Major Consequences</b>	
			<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Discuss with student</li> <li>Apology</li> <li>Remove</li> <li>Practice expectation as an individual</li> </ul>	<ul style="list-style-type: none"> <li>Apology letter in own time or teacher scribe</li> <li>Mediation/restorative practice</li> <li>Reflection Room</li> <li>Contact parents/caregivers</li> <li>Referral to and action from Administration</li> </ul>	
3. Abusive Language	Swearing with intent	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<b>Examples of Minor Behaviours</b>	<b>Examples of Major Behaviours (see definition)</b>	Wondall Learners are safe respectful and responsible when they: <ul style="list-style-type: none"> <li>Use polite language</li> <li>Own my Behaviour</li> </ul>
	Threatening others	Adult/Student Threat Student delivers a message (verbalized, written, drawn or gestured) toward an adult that conveys an act of intended injury or harm	<ul style="list-style-type: none"> <li>Inappropriate school language as a reaction, without intent, and not directed at someone.</li> <li>Speaking rudely to others</li> <li>Saying unkind/hurtful comments (not sexualized/homophobic or discriminatory)</li> <li>Talking back to an adult</li> </ul>	<ul style="list-style-type: none"> <li>Verbal targeting of particular student/s</li> <li>Inappropriate school language/swearing – with intent/or directed at others including teachers.</li> <li>Continual use of disrespectful language</li> <li>Sexual/Homophobic comments at others</li> <li>Verbal threats with/without intent (I'm going to kill you)</li> </ul>	
	Discrimination/Harassment	Persistent and ongoing teasing, name calling, intended to be offensive.	<b>Minor Consequences</b>	<b>Major Consequences</b>	
			<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Write out alternative words to use</li> <li>Discuss and practice alternative words</li> <li>Contact parents / caregivers and record on SIS</li> </ul>	<ul style="list-style-type: none"> <li>Apology letter in own time or teacher scribe</li> <li>Mediation/restorative practice</li> <li>Reflection Room</li> <li>Contact parents/caregivers</li> <li>Banned use of school property</li> <li>Referral to and action from Administration</li> </ul>	

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

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

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

### Re-entry following suspension

Students who are suspended from Wondall Heights State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s or carers, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend as 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, generally 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-entry 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 (if required)
- 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.

## School Policies

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

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

### Temporary removal of student property

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

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Wondall Heights State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g., guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g., blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g., fireworks, flares, sparklers)
- flammable solids or liquids (e.g., fire starters, mothballs, lighters)
- poisons (e.g., weed killer, insecticides)
- inappropriate or offensive material (e.g., racist literature, pornography, extremist propaganda).

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

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

## Responsibilities

### State school staff at Wondall Heights 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;
- require consent from the student or parent 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);
- require consent from the student or parent 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 Wondall Heights State School

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

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

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

It is also agreed that portable electronic devices are not permitted at school. Such devices must be signed in at the office prior to attending class. Please respect the community agreed expectations. Items identified under the broad umbrella of **portable electronic devices** are, but not limited to, smart watches, phones, gadgets, computing consoles, video games and GPS devices.

### Responsibilities

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

It is **acceptable** for students at Wondall Heights State School to:

- use approved electronic devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device.
- follow staff instructions.

It is **unacceptable** for students at Wondall Heights State School to:

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

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 Wondall Heights 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 portable electronic devices
  - schools may remotely access departmentally-owned student computers or portable electronic 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 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.

*Students are to hand mobile phones and portable electronic devices to the office for safe keeping during the day. The student does this by signing the device in at the start of the day and out at the end of the day. These should not be kept on the student during school hours. Should contact need to be made with the student, this can be arranged through the approved school communication channels of phone or email to the school office.*



## Preventing and responding to bullying

Wondall Heights 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.

Wondall Heights State School has a **Student Leadership Forum**, with diverse representatives from year 6 meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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

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

## Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

**Is it Bullying?**

When someone says or does something unintentionally hurtful and they do it once.  
**That's RUDE**

When someone says or does something intentionally hurtful and they do it once.  
**That's MEAN**

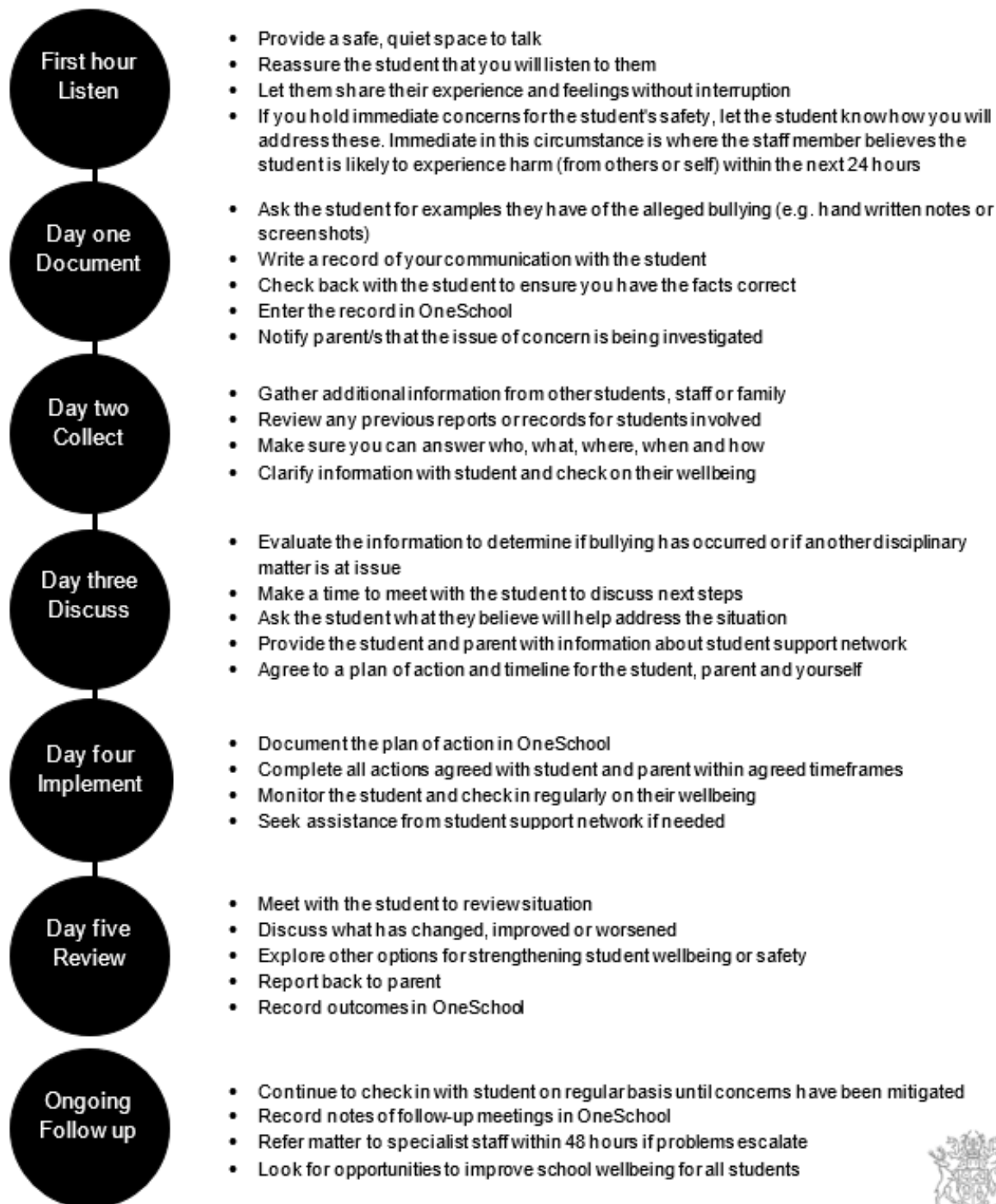
When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you're upset.  
**That's BULLYING**

## Wondall Heights State School - Bullying response table for teachers and administrators

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

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

Prep to Year 6 – Class teacher Deputy Principal – P-2 Deputy Principal – 3-6



The above timeline is subject to the complexity of an incident. The level of complexity will determine if the timeline is extended or reduced.

## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher. The class teacher then refers the matter to the relevant Deputy Principal.

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

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



# Wondall Heights State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

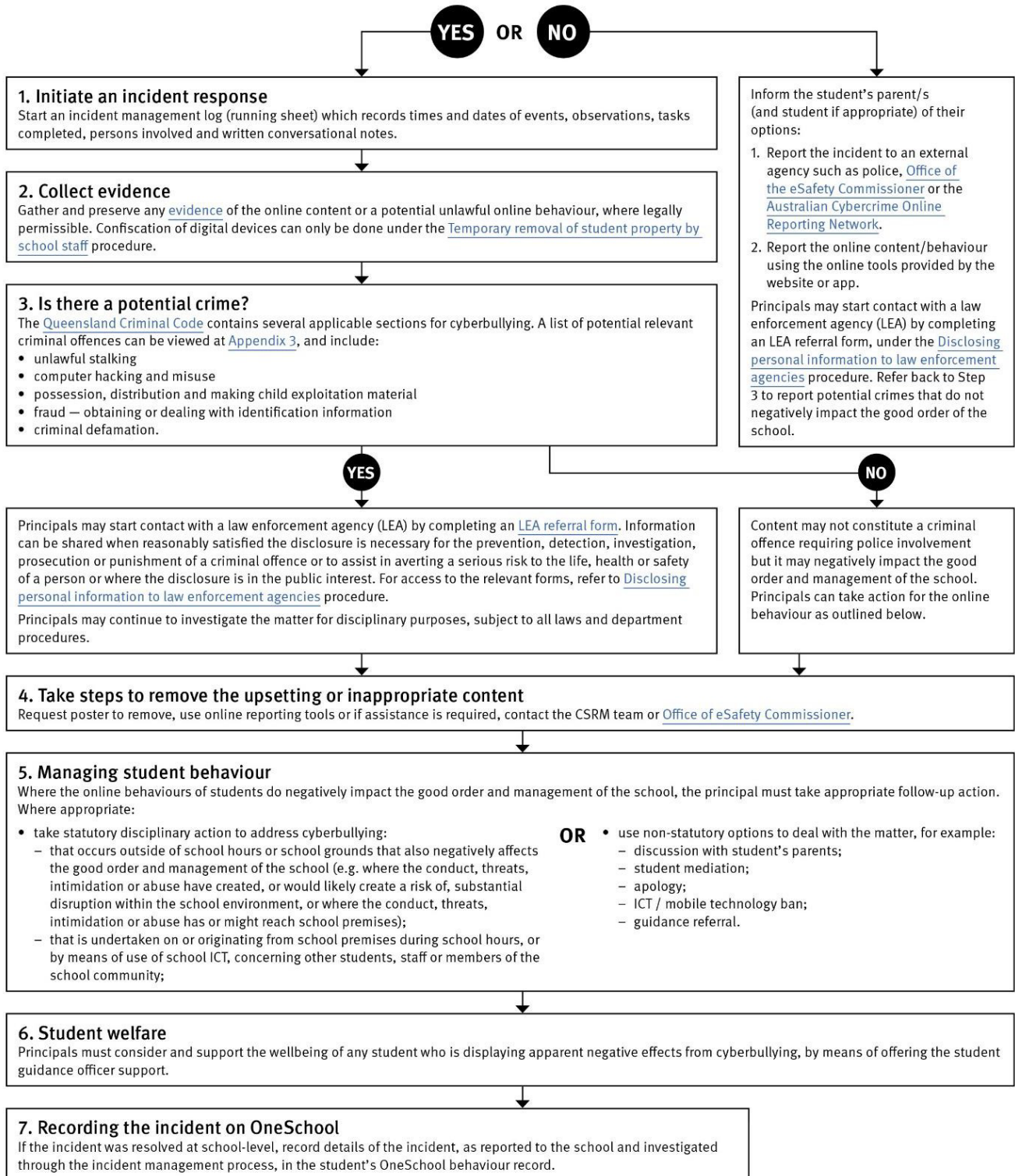
### Explicit images

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

### Report

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

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

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

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

## Speak Up You Matter- support document.

For a simple flow chart to support with any concerns, refer to page 52 of this document.

## Wondall Heights State School – Anti-Bullying Contract

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

### Wondall Heights State School – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

## Appropriate use of social media

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

## Related Procedures and Guidelines

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

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

## Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Education Queensland Student Support](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Anti Bullying Task force](#)
- Matrix of Minors and Majors: [Minors and Majors](#)

## Conclusion

Wondall Heights 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 they 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](#).

# High Five

Students also receive training in how to respond appropriately when other students display problem behaviour, e.g. “Do the High Five”.

When we teach students to “do the high five”, we are helping students learn positive ways to deal with unwanted situations. We teach students to be proactive, resilient and to take control of an unwanted situation. We teach students to:

- **Talk friendly** – Use a calm, quiet voice and a smile and tell them to stop what they are doing. Tell the person what they are doing that is annoying you – maybe they don’t even know that their silly game is bothering you! Instead of “Stop it, I don’t like it”, try “Please stop interfering in our game. It is annoying us and we can’t play properly. Thanks.”
- **Talk firmly** – Use a louder voice and look at the person when you tell them simply to stop what they are doing. This is like ‘Talk friendly’ and usually comes after you have tried that strategy. You might even give a consequence here – “Stop bothering us or we will go to the teacher on duty.”
- **Ignore** – Try to ignore the behaviour, unless someone might get hurt.
- **Walk away** – Go away from the situation. If someone is being mean or rude, don’t play with or near them. Find a new spot to play or sit. Remove yourself from the situation.
- **Report** – You’ve tried the other strategies and they haven’t worked, or someone might get hurt if the behaviour continues, so go directly to the nearest person with power and report the behaviour. At our school this is a staff member or a student leader. Outside school, this might be a parent, trusted adult or even the Queensland Police Service.



## Reflection Referral

### Reflection Room Referral Card

<b>SAFE</b>	Student Name: _____ Class _____
<b>RESPECTFUL</b>	Date incident occurred: _____
<b>RESPONSIBLE</b>	On OneSchool: Y / N
<b>Reflection Room Card</b>	Type of Incident:    Physical    Verbal    Defiance    Other:
	Details: _____
	_____
	_____

### Reflection Referral – Major Reflection

A major focus of the Reflection Referral is to support students to learn from their mistakes and develop strategies to manage challenging situations. Students also have the opportunity to practice expected behaviours.

Restorative Justice Philosophy encourages schools and organisations to shift their thinking from a traditional model of punishment for wrongdoers to one of education, accountability and meaningful change. Restorative Practice assists schools to put into practice important values and beliefs that emphasise rights and responsibilities, positive relationships, productivity and cooperation and at the same time meeting individual needs within their community.

## RESTORATIVE QUESTIONS

What happened?

What were you thinking at the time?

Who has been affected by your actions?

How can we fix this up?

How will you do this differently next time?

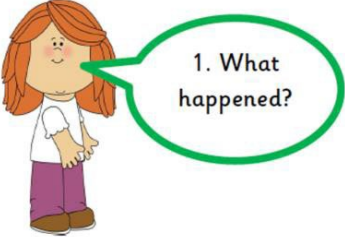
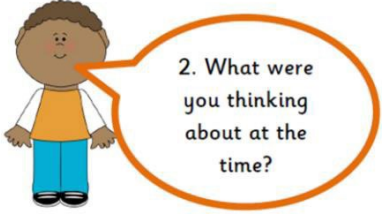

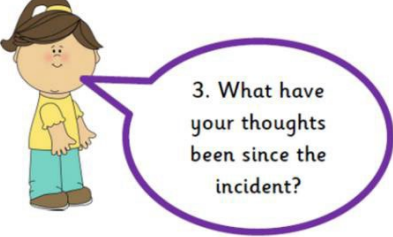
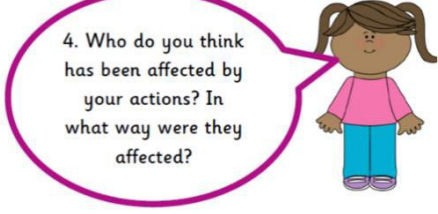
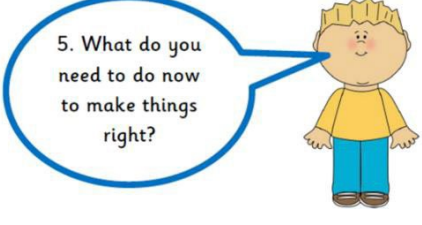


# Restorative Reflection

Name:

My class:

Date:

 <p>1. What happened?</p>	
 <p>2. What were you thinking about at the time?</p>	
 <p>Rather than ..... What could you have done?</p>	
 <p>3. What have your thoughts been since the incident?</p>	
 <p>4. Who do you think has been affected by your actions? In what way were they affected?</p>	
 <p>5. What do you need to do now to make things right?</p>	

**Safe      Respectful      Responsible**

## School Uniform Policy

We take pride in our appearance at Wondall Heights State School. Students wear their uniform every day with pride.

We are a Sun Smart school and require students to wear a Wondall wide brimmed hat when outside. Caps are not permitted. We have a No Hat – No Play rule.

Students are expected to wear their blue striped shirt or school dress unless they have interschool sport or PE. The sports uniform should be worn for Physical Education lessons, interschool sports and all other school sporting events.

Students are encouraged to wear their house colour on sports carnival days. No jewellery, except for a watch and sleepers or stud earrings, is permitted.

Long hair should be kept neatly tied back in blue hair accessories. Hair should be natural in colour. The school uniform consists of:

<b>School Uniform</b>
Navy and blue striped shirt
Navy and blue striped dress
Wondall Heights State School polo shirt (sports uniform – PE/ interschool sport days)
Navy shorts / skort
All Black closed in shoes
Navy socks
School hat
Navy tracksuit (no hoods)
Leggings / stockings to be worn under formal uniform.

# Reporting Matrix for Behaviour Rating




## Wondall Heights State School – Behaviour and Effort Rubric P – 6

Consider **age / developmental appropriateness** of student behaviour and effort within the following conditions: **identified support** for learning and **self-regulation** is in place and task expectation is provided at an **appropriate level**. **Prep** – Use dot point phrases to develop comments written on report cards.

Years 3-6 Years 1-2	A – EXCELLENT A - VERY HIGH	B – VERY GOOD B - HIGH	C – SATISFACTORY C - SOUND	D – NEEDS ATTENTION D - DEVELOPING	E – UNACCEPTABLE E – SUPPORT REQUIRED
	Consistently exceeds described behaviours	Exceeds described behaviours	Consistently demonstrates behaviours	Sometimes demonstrates behaviours	Rarely demonstrates behaviours
Safe	<ul style="list-style-type: none"> <li>interacts appropriately with others</li> <li>follows instructions and rules</li> <li>uses appropriate conflict resolution skills</li> <li>respects the privacy of others</li> <li>expresses emotions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>interacts appropriately with others</li> <li>follows instructions and rules</li> <li>uses appropriate conflict resolution skills</li> <li>respects the privacy of others</li> <li>expresses emotions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>interacts appropriately with others</li> <li>follows instructions and rules</li> <li>uses appropriate conflict resolution skills</li> <li>respects the privacy of others</li> <li>expresses emotions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>interacts appropriately with others</li> <li>follows instructions and rules</li> <li>uses appropriate conflict resolution skills</li> <li>respects the privacy of others</li> <li>expresses emotions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>interacts appropriately with others</li> <li>follows instructions and rules</li> <li>uses appropriate conflict resolution skills</li> <li>respects the privacy of others</li> <li>expresses emotions appropriately</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>respectful of others</li> <li>respectful of property</li> <li>communicates respectfully</li> <li>is inclusive of others</li> <li>encourages others</li> <li>participates cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>respectful of others</li> <li>respectful of property</li> <li>communicates respectfully</li> <li>is inclusive of others</li> <li>encourages others</li> <li>participates cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>respectful of others</li> <li>respectful of property</li> <li>communicates respectfully</li> <li>is inclusive of others</li> <li>encourages others</li> <li>participates cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>respectful of others</li> <li>respectful of property</li> <li>communicates respectfully</li> <li>is inclusive of others</li> <li>encourages others</li> <li>participates cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>respectful of others</li> <li>respectful of property</li> <li>communicates respectfully</li> <li>is inclusive of others</li> <li>encourages others</li> <li>participates cooperatively</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>responds to teacher feedback / assistance</li> <li>organises belongings</li> <li>cooperative with teachers and students</li> <li>takes turns and shares</li> <li>follows class routines / expectations</li> <li>follows school routines / expectations</li> <li>displays self-discipline</li> <li>takes responsibility for actions</li> <li>follows instructions</li> </ul>	<ul style="list-style-type: none"> <li>responds to teacher feedback / assistance</li> <li>organises belongings</li> <li>cooperative with teachers and students</li> <li>takes turns and shares</li> <li>follows class routines / expectations</li> <li>follows school routines / expectations</li> <li>displays self-discipline</li> <li>takes responsibility for actions</li> <li>follows instructions</li> </ul>	<ul style="list-style-type: none"> <li>responds to teacher feedback / assistance</li> <li>organises belongings</li> <li>cooperative with teachers and students</li> <li>takes turns and shares</li> <li>follows class routines / expectations</li> <li>follows school routines / expectations</li> <li>displays self-discipline</li> <li>takes responsibility for actions</li> <li>follows instructions</li> </ul>	<ul style="list-style-type: none"> <li>responds to teacher feedback / assistance</li> <li>organises belongings</li> <li>cooperative with teachers and students</li> <li>takes turns and shares</li> <li>follows class routines / expectations</li> <li>follows school routines / expectations</li> <li>displays self-discipline</li> <li>takes responsibility for actions</li> <li>follows instructions</li> </ul>	<ul style="list-style-type: none"> <li>responds to teacher feedback / assistance</li> <li>organises belongings</li> <li>cooperative with teachers and students</li> <li>takes turns and shares</li> <li>follows class routines / expectations</li> <li>follows school routines / expectations</li> <li>displays self-discipline</li> <li>takes responsibility for actions</li> <li>follows instructions</li> </ul>
Effort	<ul style="list-style-type: none"> <li>attempts routine tasks</li> <li>attempts new tasks</li> <li>attempts challenging tasks</li> <li>perseveres with tasks</li> <li>contributes ideas during group learning</li> <li>uses a range of strategies to participate in class activities</li> <li>contributes to the class and school community</li> </ul>	<ul style="list-style-type: none"> <li>attempts routine tasks</li> <li>attempts new tasks</li> <li>attempts challenging tasks</li> <li>perseveres with tasks</li> <li>contributes ideas during group learning</li> <li>uses a range of strategies to participate in class activities</li> <li>contributes to the class and school community</li> </ul>	<ul style="list-style-type: none"> <li>attempts routine tasks</li> <li>attempts new tasks</li> <li>attempts challenging tasks</li> <li>perseveres with tasks</li> <li>contributes ideas during group learning</li> <li>uses a range of strategies to participate in class activities</li> <li>contributes to the class and school community</li> </ul>	<ul style="list-style-type: none"> <li>attempts routine tasks</li> <li>attempts new tasks</li> <li>attempts challenging tasks</li> <li>perseveres with tasks</li> <li>contributes ideas during group learning</li> <li>uses a range of strategies to participate in class activities</li> <li>contributes to the class and school community</li> </ul>	<ul style="list-style-type: none"> <li>attempts routine tasks</li> <li>attempts new tasks</li> <li>attempts challenging tasks</li> <li>perseveres with tasks</li> <li>contributes ideas during group learning</li> <li>uses a range of strategies to participate in class activities</li> <li>contributes to the class and school community</li> </ul>

**I need help and/or I feel unsafe**

**High 5**



Talk friendly  
Talk firmly  
Ignore  
Walk away  
**Report**

**Report Immediately**

Teacher  
School Office  
Staff member  
Parent  
Family Member  
Trusted Adult  
Friend

**Helplines**

**Kids Helpline**  
1800 55 1800  
[kidshelpline.com.au](http://kidshelpline.com.au)  
**Headspace**  
1800 650 890  
[eheadspace.org.au](http://eheadspace.org.au)  
**1800 Respect**  
for DV and domestic violence

**What to do if...**

... if someone is being rude or mean - use HIGH 5

... I am being bullied

If the behaviour towards you is intentional and ongoing (not just rude or mean) **TELL SOMEONE**- a teacher, a trusted adult or a friend

... someone you know is being bullied

If you feel safe to do so, you may be able to help by:

- Telling the bully to **STOP**
- WALKING AWAY** with another person and finding somewhere safe
- Suggesting that you both **TALK** to a trusted adult

... you have been called a bully

If you have been called a bully, you can make sure it doesn't happen again by:

- TALKING** to someone about what has happened
- THINKING** about how you are treating others and how it may make them feel
- BEING RESPONSIBLE** for your actions by admitting what you have done, accepting consequences and learning how to get along better with others

**What if I am being bullied online...**

eSafety Agency for Online Safety and Reporting Abuse  
<https://www.esafety.gov.au/young-people>  
Collect evidence / Report harmful content / Prevent further contact / Get more help

**I need help and/or I feel unsafe**

**Talk Firmly**

- Get the person's attention
- Name the behaviour
- State what you want
- Thank the person in advance
- "Name, Stop! Do not..."



**Ignore**

- Don't look at them
- Don't talk to them
- Don't react with your body
- Find a safe space



**Walk Away**

- Ignore the person
- Walk to a safe space with confidence
- Switch our mindset



**Talk Friendly**

- Get the person's attention
- Explain your feelings
- State what you want
- Thank the person in advance
- "Name, when you... I feel ... I want you to ... Thanks!"



**Report**

- Gain staff attention
- Explain how you have used the High 5
- State the conflict
- Ask for help
- Report to your own teacher too, if it is a repeated incident





