



Whitfield State School

STUDENT CODE OF CONDUCT 2021 - 2024





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Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

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



The Whitfield 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 members of 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.

Contact Information

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Contact Person:	Mr Matthew Thompson (Principal)

Endorsement

Principal Name:	Mr Matthew Thompson
Principal Signature:	
Date:	12/02/2021
P&C President Name:	Mrs Katrina Weekes
P&C President Signature:	
Date:	12/02/2021



Principal's Message

At Whitfield State School we believe that fundamental to every child's success at school, and therefore future life pathways, is the development of the strong self-esteem and positive self-belief of every child. No matter what the background or circumstances of our children, at our school we use a 'World of Opportunities' to help children:

- **Feel Connected** - See their place in our school community using common interests to maximise connections for children.
- **Feel Successful** - Visibly recognise their successes, both socially through participation or through their achievement via performance in strength area/s.
- **Feel Supported** – Children with diverse needs are supported to reach their peak through Data Collection, Strong Identification Procedures, Quality Differentiated Explicit Teaching, Targeted and Intensive Support Programs and Tracking and Monitoring via our Case Management and Collaborative Planning processes.

Embedded across our school's strategic plan and actions is a philosophy championing the improvement of the whole child, and **Intentionally Creating Universal High Expectations for Every Child to be a Champion**. We believe that creating a culture of high expectation relationships between parents and staff for/with children maximises the level of our impact on student outcomes. Example actions that support our approach include:

- Teaching that addresses school Social and Emotional Learning(SEL) needs – We have prioritised and are addressing the internalised self-regulatory behaviours of our children (Largest SEL need group) through our School SEL programs and processes to ensure that as a school we can collectively help to create confident and capable learners. We have with the support of our P&C:
 - Implemented both *Zones of Regulation* and *Resilience Project* programs for our children. To support this we have built staff and parent capability through the consistent delivery of information during capability development sessions.
 - Designed and built challenging playground environments to prioritise the intentional testing of children's own limits both physically and emotionally to support through challenge, the building of their confidence and resilience.
 - Engaged staff and interested parents in 'Sensitive and Considered Conversations' training to create better relationship skills. Teacher leaders are also trained in Negotiation, Coaching and Solution Focussed Brief Therapy to enhance their ability to productively and sensitively work with all families and children.
- Implemented a *Stakeholder Accountable Case Management approach* focussed on proactively and collaboratively planning with families to respond to student need/s. By tailoring the frequency of meetings across 5 levels and utilising a simple, centralised and 'Solution Focussed' case management process, our school provides the supports and holds each stakeholder in a child's life accountable for their role in improving outcomes.



This **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 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.

I encourage all parents to familiarise themselves with our Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. It is with your support that we can work collaboratively to ensure all students are safe and their individual social and learning needs are appropriately met.

Yours Sincerely,
Mr Matthew Thompson (Principal)

Consultation and Design

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is therefore reasonable to expect that not everyone will share the same sets of beliefs about schooling and this contributes to a richly diverse social environment.

These beliefs can also contribute to differences in expectations and forces us all to reflect on our own understanding of what we consider acceptable and unacceptable and why. We have and continue to encourage any student or parent to make an appointment with the Principal or delegate to discuss the model of behaviour support and discipline used at Whitfield State School and it is for this reason, that the consultation process used to inform the development of the Whitfield State School Student Code of Conduct has lasted 3 years. This document is therefore the culmination of a significant change process including trials of new practices, as well as monitoring and review of those practices. All practices which will continue to be refined and embedded across our school over the next four years.

Process

To develop our new Student Code of Conduct, we first surveyed students, parents and staff during the school's strategic review in 2017/18. Participants were asked to express their priorities and offer positive ideas and suggestions for improving the quality of relationships, responsiveness of school process, communication and the desired culture and values of our school.

In conjunction with this and over the last two years we held a series of internal meetings of the 'Positive Behaviour for Learning' team and with the wider staff. During these meetings, we examined a range of data sets on student and staff attendance, student disciplinary absences (SDA) and outcomes from the most recent School Opinion Surveys as well as extensive amounts of research.

We identified priorities, strengths and successes from our previous School Responsible Behaviour plan, and areas for further development. Agreement was sought for all changes at meetings of our Parents and Citizen's Association meetings as well as for the vision and overall cultural and strategic intent for our school. The range of agreed improvements and priorities have been developed and trialled over the last two years and are now outlined in this document.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The finished version, incorporating suggested changes and feedback, was sent to the P&C meeting in **February 2021** for endorsement. The P&C endorsed the Whitfield State School Student Code of Conduct for implementation.

Any families who require assistance to access a copy of the Whitfield State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the school's office.



Learning and Behaviour Statement

Whitfield SS is committed to providing a safe, respectful and disciplined learning environment for students and staff, where all students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

At Whitfield State School, we believe strong, positive relationships between all members of our school are the foundation to the success of all students. Whitfield State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Whitfield State School staff clearly define and teach expected behaviours, support students in developing appropriate behaviours and ensure that positive and negative consequences are applied in a timely and relevant way.

At Whitfield SS, we invest in developing social emotional understanding and skills in our whole school community. We utilise a neuroscience approach, this ensures that students understand how their brains and bodies work and helps them develop the skills, confidence and resilience to be self-disciplined, kind students who can solve problems.

Whitfield State School has three universal values or expectations; Respect, Responsibility and Resilience, these are referred to as our 'Triple R Expectations.' All members of the school community are expected to demonstrate these values.

Respect - thinking and acting in a way that shows you value and care for yourself, others and the environment

Responsibility - doing what is expected, making conscious decision, being accountable for your actions, resolving differences in constructive and non-violent ways

Resilience - your ability to recover from or adapt to a challenging situation or change

These values have been used in the development of this Student Code of Conduct, which also provides an overview of the school's 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.

It provides a clear explanation of what we expect from students and how we will support them to meet those expectations. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.



School Wide Expectations 'The Triple R' – Junior School



School Wide Expectations 'The Triple R' – Senior School



PBL Expectations

All members of our school community are expected to uphold the responsibilities defined in *the Student Code of Conduct* to ensure the best possible outcomes for ALL students, staff and parents.

All members of school communities are expected to:	Students are expected to:	Parents are expected to:
<ul style="list-style-type: none"> conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. 	<ul style="list-style-type: none"> participate actively in the school's education program take responsibility for their own behaviour and learning demonstrate respect for themselves, other members of the school community and the school environment behave in a manner that respects the rights of others, including the right to learn cooperate with staff and others in authority. 	<ul style="list-style-type: none"> show an active interest in their child's schooling and progress cooperate with the school to achieve the best outcomes for their child support school staff in maintaining a safe and respectful learning environment for all students initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour contribute positively to behaviour support and other plans that concern their child.
Schools are expected to:	Principals are expected to:	
<ul style="list-style-type: none"> provide safe, supportive and disciplined learning environments provide inclusive and engaging curriculum and teaching initiate and maintain constructive communication and relationships with students and parents promote the skills of responsible self-management. 	<ul style="list-style-type: none"> play a strong leadership role in implementing and communicating <i>The Student Code of Conduct</i> in the school community ensure consistency and fairness in implementing <i>The Student Code of Conduct</i> communicate high expectations for individual achievement and behaviour review and monitor the effectiveness of school practices and their impact on student learning support staff in ensuring compliance with <i>The Student Code of Conduct</i> and facilitate professional development to improve the skills of staff to promote responsible behaviour. 	

Whole School Approach to Discipline

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

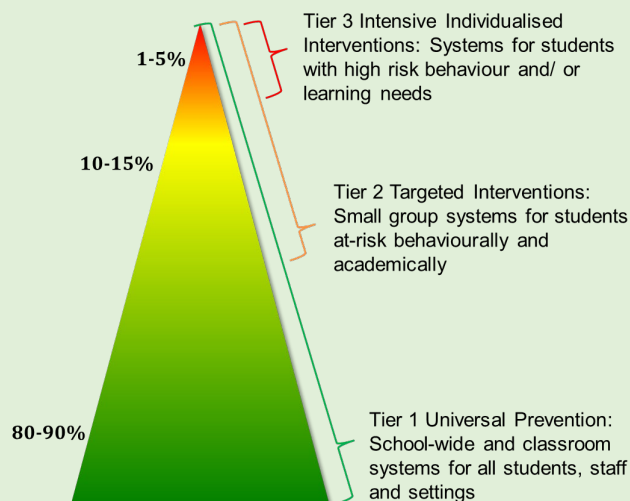
Whitfield State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school.

PBL is organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students.

PBL provides a continuum of interventions at three levels:

- **Tier 1:** universal support for all students
- **Tier 2:** targeted support for at-risk students
- **Tier 3:** individualised support

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



Consideration of Individual Circumstances

Staff at Whitfield 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. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

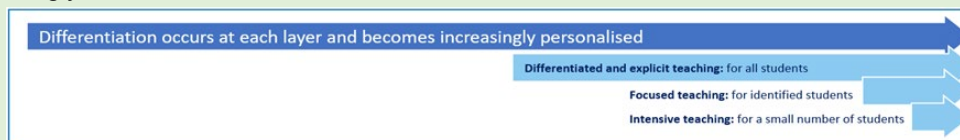
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's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

Differentiated and Explicit Teaching

Whitfield State School uses 'Positive Behaviour for Learning' practices to provide a multi-tiered system of supports, and as the foundation for our approach to learning and behaviour. This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.



Prevention Description

Tier
1

Differentiated Explicit Teaching

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

- teaching the school-wide expectations of Respect, Responsibility and Resilience which apply to all times/settings in the school
- teaching expected behaviours and routines specific to the school settings in which they will be used
- teaching social emotional learning (SEL) lessons to equip students with the skills that they need to recognise, name and manage their emotions and experience social success with others
- being consistent addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing timely refresher lessons throughout the school year so skills are ready and likely to be used when students need them
- utilising the school wide positive acknowledgment system 'Triple R Star' and classroom acknowledgement systems to recognise and reinforce positive behaviours

Tier
2

Focussed Teaching

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

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

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

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

Tier
3

Intensive Teaching

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

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying function 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 unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

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

Teaching of Expected Behaviours

Every week in every classroom, students are explicitly taught/reminded of the expected routines of behaviour around the school, as identified in the Whitfield Routines Overview document. This ensures that all students understand how the expectations of Respect, Resilience and Responsibility are demonstrated in each area of the school and have the skills to manage their own emotions and behaviour and engage successfully with others.

Every week in every classroom, students participate in a social emotional learning lesson, drawn from The Zones of Regulation Program or The Resilience Project Curriculum. These lessons are reinforced by all staff across the school and are embedded in the day to day life at Whitfield State School. The goal is to develop:

- an understanding of expected behaviours in all areas of the school
- a consistent skill set in staff when responding to inappropriate or escalated behaviours
- knowledge of neuroscience specific to brain and body responses to regulation in staff and students
- an individual skill set in students so that they become skilled and resilient problem solvers

The Zones of Regulation (The Zones) is a social emotional learning curriculum, utilising a cognitive behaviour approach, which helps students develop social, emotional and sensory regulation. It utilises a common language and integrated teaching approach, students learn, practice and then generalise or apply self-regulation skills.

The Zones empowers students by giving them the opportunity to understand and name their internal emotions, sensory needs and thinking patterns. Four colours or zones (green, blue, yellow, red) help students visually and verbally self-identify how they are functioning in the current moment. They develop a variety of tools such as sensory supports, calming techniques and thinking strategies which can be used to consciously identify and regulate the zone they are in as well as the how, why and when to use the tools.

The Four Zones			
Blue Zone	Green Zone	Yellow Zone	Red Zone
<i>‘Rest & recharge’</i>	<i>‘Good to go’</i>	<i>‘Slow down or take warning’</i>	<i>‘Stop & regain control’</i>
Sad, tired, sick or bored.	Calm, happy, focused or content.	Stress, frustration, anxiety, fear, excitement, nervousness, silliness or worried.	Anger, rage, panic, grief, terror or elation.
(Low state of alertness).	(Ideal state of alertness).	(Heightened state of alertness).	(Extremely heightened state of alertness or very intense feelings).
<i>Not ready to learn, not motivated.</i>	<i>Being in control and ready to learn.</i>	<i>Having some control.</i>	<i>Not in control.</i>

The Resilience Project Curriculum involves presentations and a curriculum that provides evidence-based, practical strategies to build a school and community wide culture. The program has been embedded across many elite sporting codes in Australia.

The key goal of the program is to help build resilience and improve the overall mental health and happiness of students. The program includes a range of comprehensive resources and practical activities to make the delivery of the curriculum an enjoyable experience.

The lessons in The Resilience Project program are focussed on the following three key pillars:

GRATITUDE <hr/> Being thankful for what you have	EMPATHY <hr/> Putting yourself in someone else’s shoes	MINDFULNESS <hr/> The ability to be ‘in the moment’
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For interested parents and caregivers [The Resilience Project @ home](#) is a free resource for our children which complements the school based program. The website is a hub of activities and ideas to bring gratitude, empathy and mindfulness to daily life at home.



Acknowledgement of Positive Behaviour

Staff at Whitfield State School understand that the communication of our key messages about behaviour is supported through positive acknowledgement, which provides students with reinforcement and feedback when engaging in expected school behaviours. A number of positive acknowledgement systems are in place across the school, they are designed to increase the quantity and quality of positive interactions between students and staff and increase the likelihood that this behaviour will be repeated.

Positive Acknowledgement opportunities include:

- Positive feedback given verbally and non-verbally
- Naming of the expected or positive behaviour
- Use of classroom acknowledgement systems for individuals, groups or whole class
- Triple R Star school wide acknowledgement system – use of individual or class cards to award points which are tallied for each class, the classes with the highest points are acknowledged weekly and at the end of each term
- Weekly Student of the Week Certificate presented on assembly
- Weekly Gnome Award presented on assembly
- Positive acknowledgement from School Leadership Member – Deputy Principal or Principal
- Positive contact with family member – in person, via phone or email



Case Management

Identified students at Whitfield State School are involved in Case Management, this is a proactive, coordinated and planned approach integrating the work and skills of the school staff with the family, external stakeholders, service providers and specialists.

It is a collaborative process of identification, assessment, planning, implementation and ongoing monitoring and review.

Case Management is centred on identifying the needs of the individual student and improving outcomes in identified areas of risk and moving from the 'unknown' to the 'known.'

This improves the accuracy of the support or intervention work for the student as the work is more directed, accurate and efficient. All stakeholders in the case management process have clear roles and accountabilities.



Student Wellbeing

Whitfield State School offers a range of school wide 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 at the office if they would like individual advice about accessing particular services. We can also assist families with referrals to external agencies, support providers and medical specialists. The best outcomes for students are achieved when all stakeholders – students, their families, school staff and external support providers – communicate, collaborate, have high expectations and hold each other to account.

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#). Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

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

Drug education and intervention

As part of the whole school's curriculum at Whitfield State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

Specialised health needs

Whitfield State School works closely with parents to ensure identified 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

Whitfield State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a *'Request to administer medication at school'* form signed by the prescribing health practitioner. Whitfield State School maintains a limited emergency stock of adrenaline auto-injectors and asthma reliever/puffers, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Whitfield 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

Whitfield State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff. When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Whitfield 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 post-vention

In the case of a suicide of a student that has not occurred on school grounds, Whitfield State School enacts a post-vention 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, Whitfield State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Staff

In addition to the school wide programs and processes in place, Whitfield State School has a Student Engagement Team. This team has staff in dedicated roles to ensure that there is a whole school community collaborative approach to help every student reach their potential and to develop or aid the social, emotional and physical wellbeing of every student. This team works closely with all staff across the school, identified students and their families and external agencies and service providers through our Case Management Process.

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

Role	What they do
Classroom Teachers	<ul style="list-style-type: none">Support and respond to the social and emotional, academic, welfare and behaviour needs of students through classroom practice.Communicate social and emotional, academic, welfare and behaviour concerns with parents.
Behaviour Support Officer	<ul style="list-style-type: none">Provide proactive and responsive support to students when required.Deliver small group programs to identified students.
Engagement Teacher	<ul style="list-style-type: none">Work collaboratively with staff, students, parents/carers and the broader school community to assist in identifying needs, solving problems and enhancing student engagement, academic outcomes and wellbeing.
Admin Officer-attendance	<ul style="list-style-type: none">Review attendance data, provide initial point of contact for families monitor and communicate with relevant staff to ensure that families have support to identify and address barriers to attendance.
Guidance Officer	<ul style="list-style-type: none">Work directly with all stakeholders to provide support, advice, information and assistance with referrals to external specialists on educational, behavioural, personal, social, family, and mental health / wellbeing issues.Complete psycho-educational assessments to enhance positive educational outcomes and career pathways for all students.Provide leadership, support and case management in responding to some of the most complex and challenging of circumstances including student protection matters, critical incidents, mental health issues, and suicide prevention and post-vention support.
HOSES (Head of Special Education Services)	<ul style="list-style-type: none">Leadership of the Inclusive Education portfolio across the school to promote a skilled, disciplined, safe, inclusive and positive school culture. Inclusive education is about supporting students with disability based on their individual needs to both: engage in learning alongside their similar aged peers who do not have a disability; and be provided with reasonable adjustments to enable them to access and participate in education and the curriculum.
Deputy Principal – Year Level Manager	<ul style="list-style-type: none">Monitor year level attendance, behaviour and academic data to identify and respond to areas of additional need.Support and respond to the social and emotional, academic, welfare and behaviour needs of students.Lead case management process for students within cohort.
Deputy Principal-Student Services	<ul style="list-style-type: none">Leadership of Student Services portfolio across the school to promote a skilled, disciplined, safe, inclusive and positive school culture.

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

Any students or parents who have questions or would like to discuss the *Student Code of Conduct* or PBL are encouraged to speak with the school office.



Disciplinary Consequences

The disciplinary consequences model used at Whitfield 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.

Some students will require further support and intervention to improve and manage their behaviour. Inappropriate behaviour at Whitfield State School, and in all Education Queensland schools, is classified as being **minor or major**. OneSchool is the record keeping system utilised by all state schools in Queensland.

Minor behaviours are low level behaviours which interfere with teaching and learning, playground safety or school routines.

Minor behaviours are those that:

- 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
- are handled by staff at the time
- do not require involvement of specialist support staff or School Leadership Team Members

Major behaviours are serious/high level behaviours which significantly violate the rights of others and/or put others/self at risk of harm.

Major behaviours are those that involve:

- compromise or threat to the health or safety of students or adults
- serious physical contact/injury, or risk of such contact/injury
- highly level disruption to teaching & learning
- damage, or risk of damage, to property
- possession or use of illegal or unsafe items/substances
- require review/involvement of specialist support staff or School Leadership Team Members

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

Differentiated Responses

Staff member provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include proactive and management strategies such as:

Proactive Strategies:

- Stating of expected behaviour (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. use of posters, hand gestures)
- Questioning strategies
- Whole class practising of routines
- Ratio of higher positive to negative feedback
- Explicit behavioural instructions (e.g. "Pick up your pencil and start your work now")
- Individual, group, class and school-wide positive reinforcement for appropriate behaviour
- Reminders of incentives or class goals
- Reduce verbal language
- Break down tasks into smaller chunks
- 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
- Give appropriate 'take-up' time for student/s to process instruction/s

Management Strategies:

- Non-verbal and visual management strategies
- Questioning strategies
- 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")
- Proximity control
- Selective attending to the inappropriate behaviour (not the student)
- Revised seating plan and relocation of student/s
- Redirection
- Low voice and tone for individual instructions
- 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
- Private 1:1 discussion with student about expected behaviour
- Consequence for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Time out - in classroom
- Time out – alternative classroom
- Finish off incomplete work
- Withdrawal from playground
- Restorative actions – apology, relevant task
- Detention
- Contact home
- Further follow up with School Leadership Team Member



Focused Responses

Class teacher is supported by other school-based staff (and family members as appropriate) to address in-class problem behaviour. This may include:

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

Intensive Responses

School leadership team work in consultation with other school based staff and external agencies or specialists to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences

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.

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. At Whitfield 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.

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).

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

Investigation Processes

Serious behaviour incidents involving major behaviours are investigated by trained school staff following the Education Queensland Investigations and evidence gathering – Guidelines to assist with disciplinary decisions protocols. The evidence collected and verified is handed over to the Principal for review and consideration of appropriate consequences.

Re-entry following suspension

Students who are suspended from Whitfield State School will be expected to attend a re-entry meeting with a parent/carer on the day of their scheduled return to school. The details of the date, time and location for the re-entry meeting will be included in the suspension papers, which will be communicated via email.

The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school.

The aim of the re-entry meeting is for school staff to discuss supports that are in place for the student, set the student up for future success and strengthen home-school communication. This assists with the successful re-engagement of the student in school following suspension.

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 Student Engagement Team members, may also occur if relevant and practicable.



Inappropriate behaviour categories:

Type of Behaviour	Definition
Bullying / Harassment	<ul style="list-style-type: none"> Intentional REPEATED hurtful action by an individual or group which involves an unjust use of an 'imbalance of power' which intends to intimidate, hurt, oppress, harass or damage someone else. This can include: verbal, physical, social, and cyberbullying.
Defiant / threats to adults	<ul style="list-style-type: none"> Threatening verbal, physical or gestural interactions directed towards staff - indicating the intent to injure or cause physical or emotional harm. Serious acts of defiant behaviour towards adults.
Disruptive	<ul style="list-style-type: none"> Isolated or ongoing behaviours (despite correction /intervention) which are significantly distracting to others and negatively impacting on the ability of the teacher to teach and students to learn.
Dress Code	<ul style="list-style-type: none"> Violation of expected uniform standards over time, despite correction and parent/carer contact to establish that correct clothing is available and accessible. Wearing of clothing that displays offensive language/imagery.
IT Misconduct	<ul style="list-style-type: none"> Unauthorised and inappropriate use of school technology . Use of technological devices to cause harm or distress to others. Use of a technological device to access inappropriate material whilst on school site.
Late	<ul style="list-style-type: none"> Isolated or repeated instances of arriving late to class during the school day in which the student has arrived sometime after the relevant bell has sounded/ or the session has commenced.
Lying / Cheating	<ul style="list-style-type: none"> Obtaining answers unfairly or covertly accessing information in exam / test situations, in which significant academic gain for the student would be anticipated. Deliberately not telling the truth about an event or incident when asked by a staff member.
Misconduct involving object	<ul style="list-style-type: none"> Inappropriate or unsafe use of object or equipment which poses risk of harm or actual harm to self and/or others.
Non-compliant with routine	<ul style="list-style-type: none"> Refusal (despite correction /intervention) to adhere to the expected routines of the school/classroom causing significant disruption to teaching and learning or a risk to student or staff safety.
Physical misconduct	<ul style="list-style-type: none"> Wilful, intentional physical acts involving bodily harm to self or others. Reckless acts which results in physical harm. Sexualised gestures or contact.
Possess Prohibited Items	<ul style="list-style-type: none"> Students in possession of weapons, or items that could be used as weapons or inappropriate published material on their person or contained within their property.
Property Misconduct	<ul style="list-style-type: none"> Damage (wilful) involving unwanted / unsolicited misuse of others property (including school equipment/grounds). Major theft involving significant financial / material gain.
Refusal to participate in program of instruction	<ul style="list-style-type: none"> Isolated or repeated (despite correction /intervention) refusal to comply with teacher requests to begin work / engage in tasks.
Substance Misconduct involving illicit substance	<ul style="list-style-type: none"> Students in possession of, using or distributing illicit substances.
Substance Misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> Students in possession of, using or distributing cigarettes, vaping devices or alcoholic beverages.
Threat(s) to others	<ul style="list-style-type: none"> Threatening verbal, physical or gestural interactions directed toward peers or staff - indicating the intent to injure or cause physical or emotional harm.
Truant / Skip Class	<ul style="list-style-type: none"> Leaving any class, learning area or the school grounds without permission. Not returning to any class or learning area after a break or other lesson.
Verbal Misconduct	<ul style="list-style-type: none"> Use of inappropriate language (obscenities, demeaning comments, swearing) directed towards adults or students.

School Policies

Whitfield 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***



Whitfield State School



Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the safe and disciplined 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 Whitfield 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.

** 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 Whitfield State School:

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

Parents of students at Whitfield State School

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

Use of mobile phones and other devices by students

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

Whitfield State School has determined that mobile phones and other electronic devices (such as tablets, laptops, wearable technology) are not permitted to be visible or to be used on school grounds by students.. If a family deems it necessary for a student to carry a mobile phone for communication purposes, this phone is to be handed in at the office upon arrival at school each day and collected at the end of the day.

Any student using a mobile phone on school grounds will be reminded of the expectations about mobile phones and other electronic devices and then asked to hand the phone in to the office. Whitfield State School will take no responsibility for any mobile phones or other electronic devices that are stored in a student's school bag or on their person instead of being handed into the office.

It is **unacceptable** for students at Whitfield State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online 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 in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Preventing and responding to bullying

At Whitfield State School, 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.

Any allegations of bullying will be considered serious and will be investigated and managed in a timely manner. At Whitfield State School our staff will work to quickly respond to any matters raised of this nature including a thorough investigation with students involved, forward planning to avoid further instances of bullying and follow up with parents. 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.

Timeframes for follow up on any bullying concerns raised will vary depending on the professional judgment of the staff who receive the bullying concern, the availability of students for interview and the assessment of immediate risk to student/s. Whitfield State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified 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 Whitfield State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed.

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. 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.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

Bullying response flowchart for teachers

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



Cyberbullying

Cyberbullying is treated at Whitfield 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 office to speak to the 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 Whitfield 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.

Cyber-safety 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 cyber-safety and reputation management issues, effectively leading the development and implementation of departmental cyber-safety 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.

How to manage online incidents that impact your school

Student protection

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

Explicit images

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

Help

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

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

YES OR NO

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies procedure](#).

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies procedure](#). Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- OR
- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.

6. Student welfare

Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Whitfield 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 state and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

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

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

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

Critical Incidents

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

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

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

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

Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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.

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.

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.

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 situation.

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

Legislative Delegations

Legislation

The following provides the relevant legislation that informs the overall Student discipline procedure and the *Whitfield State School Student Code of Conduct*.

- [*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*](#)

The Principal of Whitfield State School has completed the ‘Instrument of Authorisation’ form which authorises Deputy Principals to verbally communicate the Principal’s decision related to a student’s suspension or recommendation to exclude.

Instrument of Authorisation



Whitfield State School

Each striving for the peak

Department of Education

WHITFIELD STATE SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the Education (General Provisions) Act 2006 ('EGPA')

I, MATTHEW THOMPSON Principal of WHITFIELD STATE SCHOOL, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a (Deputy Principal, Head of School, Head of Campus) tells the student about my decision, as per section 283(2) of the EGPA.

MATTHEW THOMPSON
Principal
WHITFIELD STATE SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

25/01/2021

DATE



Whitfield State School

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Department of Education

WHITFIELD STATE SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the Education (General Provisions) Act 2006 ('EGPA')

I, MATTHEW THOMPSON Principal of WHITFIELD STATE SCHOOL, **authorise** the persons who are from time to time the holders of the position of Deputy Principal, at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal, to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal, who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

MATTHEW THOMPSON
Principal
WHITFIELD STATE SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

25/01/2021

DATE



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The Queensland Department of Education trading as: Education Queensland International (EQI) CRICOS

Resilience, Responsibility, Respect



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Resources

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

Conclusion

Whitfield 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.

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.

At Whitfield State School we welcome your feedback both positive and improvement focused. Your feedback can help us improve our services and the outcomes for your child.

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:

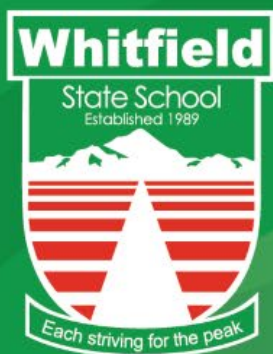
- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in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

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

The safety of our students and staff is the number one priority and we can all play our part in ensuring that our schools are safe and respectful places to be.
Violent or abusive behaviour will not be tolerated in our schools. It's not just a courtesy. It's the law.



The following **three-step approach and flowchart** assists parents and school staff in reaching an outcome that is in the best interests of all students.



Whitfield State School

Managing Complaints Policy

Each striving for the peak

Responding to complaints helps us improve



Step 1: Early Resolution – Resolve issues early and with the staff member involved

To achieve an effective resolution for all parties, when making your complaint:

- **Book an appointment** – Making time to discuss not only the concerns but also the plans to resolve matters needs time. Providing the topics for discussion prior allows staff to be informed and prepared to resolve matters faster and more effectively for you. Emails, letters and quick drop ins to a classroom are not always the best way to communicate to get the best outcome.
- **Seek to understand all sides of an issue** – Assume that it is most likely that parents/ carers and staff all believe that they act with integrity and in the best interests of children. Ask how, why or if decisions or actions have occurred first before making allegations.
- **Provide complete and factual information** – Make your complaint calmly, reasonably and in a timely manner. State the facts with dates and times, avoid making generalisations, using opinions or making frivolous, misleading or vexatious statements.
- **Make a plan together** – discuss options and plans before deciding what needs to happen. Together we should be able to resolve most matters at this level. Agree and commit to follow up meetings or follow up actions as required.



Step 2a: Internal School Review – Meet together with the appropriate manager

- **Contact the Principal's secretary** - If after meeting with your child's teacher or the staff member involved, your complaint remains unresolved, then contact the Principal's Secretary (40347311) to make an appointment to see the staff member's manager (e.g. Deputy Principal) to discuss the issue further.
- **School Policy/ Decision Complaints** - If your complaint relates to general school policy matters, your complaint will be directed to the Principal or their appropriate delegate for review. Further meetings or information may be requested. At the resolution of most reviewed matters, a response will be provided by the school in writing, outlining: the review outcome, reasons/ considerations and actions moving forward.
- **A record of your complaint will be taken** – Complaints to the principal or a manager may be lodged in person, by telephone or in writing via a letter or email. The Principal's Secretary or manager will make a record of your complaint and work with you to come to a resolution. If you are making a complaint against a staff member, then in most cases the staff member will be told of the complaint and offered the right of reply.



Step 2b: Internal Department Review

- **Contact our local education office** - if you have discussed your complaint with the school and you still feel that you have not reached a resolution, you have the right to have the matter reviewed by the FNQ Regional Office of the Department of Education. The Region has a complaints team who will work with you, to support you to review/ resolve the matter. The school's office will provide you with contact details.



Step 3: Request External review

- **Independent Review** – If you have still not been able to resolve your complaint through the above processes, you can then lodge your complaint with the QLD Ombudsman.



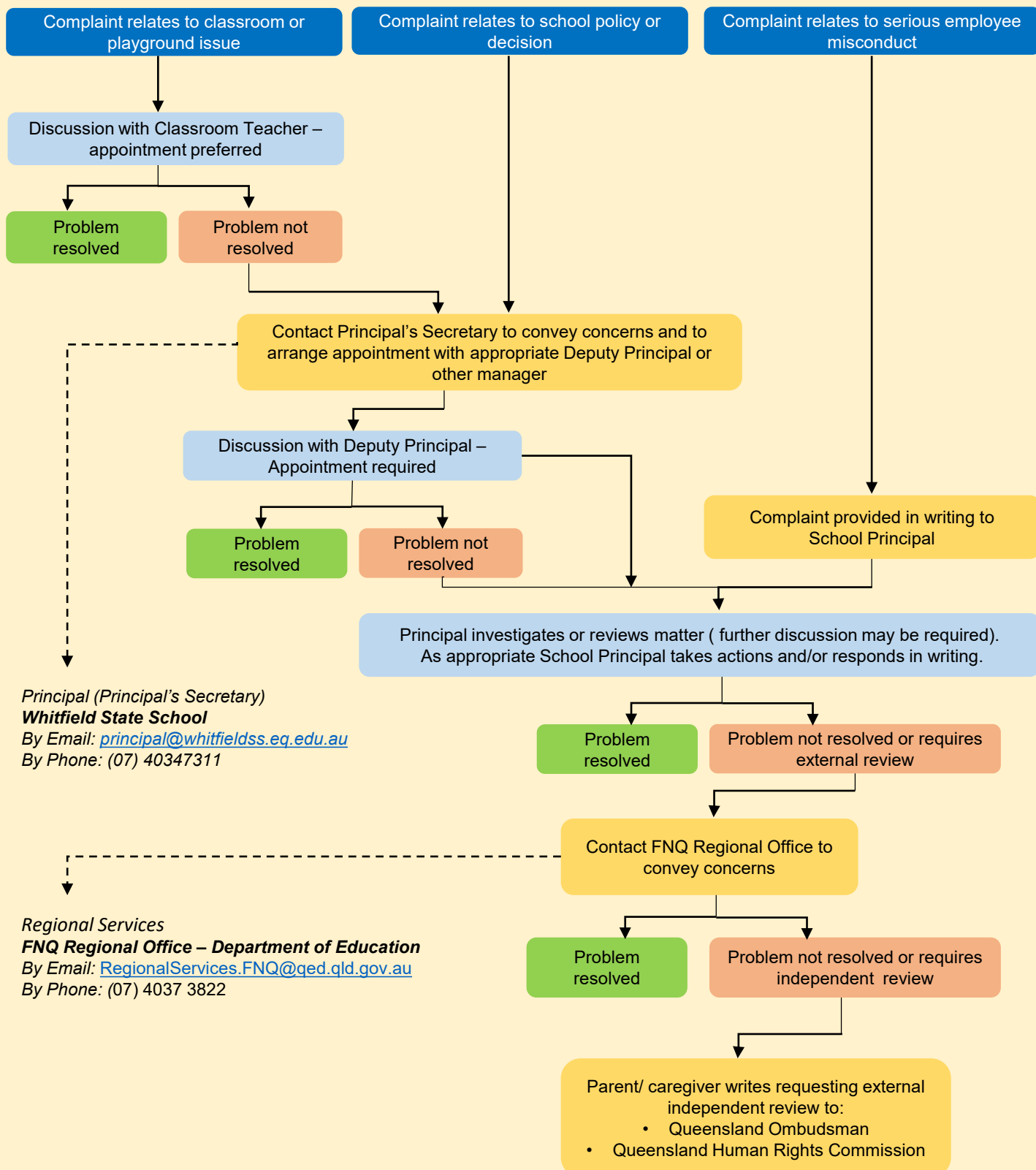
Please remember your children and the performance of our school are important to us too!



Whitfield State School

Complaints and Appeals Flowchart

Parent/ caregiver has a concern or a complaint



Need more information:

Contact our school office or visit:

[Customer compliments and complaints](#)

(www.qed.qld.gov.au/contact/customer-compliments-complaints)



Whitfield State School