



Winton State P-12 School

Student Code of Conduct 2020-2023

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

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Endorsement

Principal Name:	Melissa Bryant
Principal Signature:	
Date:	20-03-2021
P/C President and-or School Council Chair Name:	Jessica Greenaway
P/C President and-or School Council Chair Signature:	
Date:	20-03-2021

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Purpose

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

The Winton 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. It outlines the informing philosophies regarding behaviour along with the shared beliefs and values of the school community which have all contributed to the development of the processes and expectations outlined in this document.

Its purpose is to facilitate consistent transparent practices leading to high standards of behaviour from all in the school community. These practices and ensuing behaviours ensure that learning and teaching in our school is prioritised, and all members of the school community feel valued and supported.

Principal's Foreword

Winton State School has been providing high quality education to students from the Winton Shire since 1885. This has come about through nurturing strong, positive partnerships between all members of the school and community. This strength of this partnership is built through clear and timely communication between all stakeholders, mutual respect and understanding, kindness and compassion and hard work to ensure the best interest of our community's children is being served.

The school motto is 'Advance with Honour'. 'Advance' means to make progress and 'honour' means with distinction and integrity. At Winton State School, our motto drives us to ensure that we learn, improve and grow continuously both with our academic learning and in how we conduct ourselves. We acknowledge that all students are on their own learning journey and we support students to advance from the point at which they are situated. We aim to build a positive school culture through ensuring that all members work as a team and to also build strength in individuals to be confidence, kind, self-disciplined and determined.

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

The policies and processes provided in the Student Code of Conduct have been guided by relevant legislation, feedback from students, parents, school staff and community. I thank all the contributors for their work in ensuring that our Code of Conduct reflects the beliefs and practices valued by our community. Opportunity will be provided each year to review this Code of Conduct for its effectiveness and connectedness to the needs of students and families.

Consultation

The consultation process used to inform the development of the Winton State School Student Code of Conduct started with the development of a small committee of interested parties, in July 2020, which went on to facilitate the development of the Code of Conduct with the broader school community. Initially the committee participated in a 6 week webinar series aimed at supporting schools to develop their Student Code of Conduct facilitated through State Schooling regional support staff as well as the Centre for Learning and Wellbeing. It was decided that a collaborative approach was needed and that all stakeholders needed an opportunity to contribute. The collaborative development occurred the following three actions:

1. Collecting and reviewing information
2. Building knowledge and understanding
3. Collaborating to develop and align the practices and process

Initially, staff, student and parent surveys were conducted to find out about the current climate and beliefs. This data was collated and combined with School Opinion Survey data, Positive Behaviour for Learning SET data, Oneschool behaviour data, attendance data and staff to determine what was working well and what needed improvement.

Following the information collection, between the 31st of August and the 20th of October, school staff participated in a series of professional learning activities aimed at understanding the information presented in the data, understanding the current legislation and building our knowledge around different behaviour management models. The school was supported by the Centre for Learning and Wellbeing and State Schooling regional office support personnel. P&C meetings were used to inform parents about the human rights act and how it influences the Student Code of Conduct. P&C members reviewed the data and determined trends and made recommendations based on the given data. Students were consulted for input and suggestions for improvement.

A communication strategy has been developed through consultation with P&C, to support the implementation of the Winton State School Student Code of Conduct, including promotion through the school website and Facebook pages, fortnightly newsletters, short SMS messages and email. Any families who require assistance to access a copy of the Winton State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

We have also drawn on a student data collected through questionnaires and surveys as well as our OneSchool behaviour data. We have utilised the data from a parent survey attempting to identify large areas of concern.

Our data informs us that our strengths are that people feel safe in our school, our school is focussed on learning, our school is focussed on improvement and that we value communication. Our areas for immediate improvement are engaging our students in decision making and utilising more effective and consistent approaches to supporting students with their learning about socially acceptable and appropriate behaviours. This Student Code of Conduct outlines approaches to be taken by all to support students to utilise safe, respectful, responsible learner behaviours.

School Opinion Survey

Parent opinion survey

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My child likes being at this school.	6	100.0%
My child feels safe at this school.	6	100.0%
My child's learning needs are being met at this school.	6	83.3%
My child is making good progress at this school.	6	83.3%
Teachers at this school expect my child to do his or her best.	6	100.0%
Teachers at this school provide my child with useful feedback about his or her school work.	6	83.3%
Teachers at this school motivate my child to learn.	6	100.0%
Teachers at this school treat students fairly.	6	100.0%
I can talk to my child's teachers about my concerns.	6	100.0%
This school works with me to support my child's learning.	6	83.3%
This school takes parents' opinions seriously.	5	100.0%
Student behaviour is well managed at this school.	5	100.0%
This school looks for ways to improve.	5	100.0%
This school is well maintained.	6	100.0%
This is a good school.	6	100.0%

Student opinion survey

Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I like being at my school.	40	75.0%
I feel safe at my school.	38	89.5%
My teachers motivate me to learn.	40	82.5%
My teachers expect me to do my best.	39	92.3%
My teachers provide me with useful feedback about my school work.	40	80.0%
Teachers at my school treat students fairly.	39	61.5%
I can talk to my teachers about my concerns.	39	66.7%
My school takes students' opinions seriously.	38	55.3%
Student behaviour is well managed at my school.	40	45.0%
My school looks for ways to improve.	39	79.5%
My school is well maintained.	40	75.0%
My school gives me opportunities to do interesting things.	39	76.9%
This is a good school.	39	79.5%

Staff opinion survey

All staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I feel this school is a safe place in which to work.	11	90.9%
This school looks for ways to improve.	11	100.0%
I have access to quality professional development.	11	100.0%
I can access necessary information and communication technologies to do my job at my school.	11	100.0%
The wellbeing of employees is a priority for my school.	11	81.8%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	11	81.8%
This is a good school.	11	100.0%

School Disciplinary Absences (SDA)

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

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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	4	10	7
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Learning and Behaviour Statement

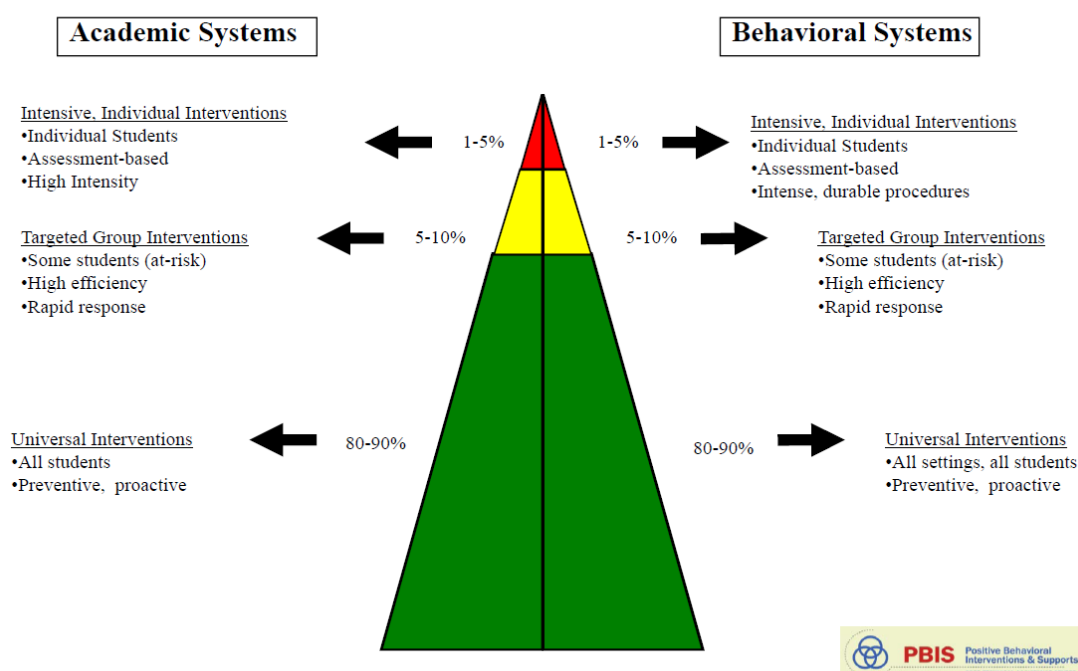
Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school.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

At Winton State School we all believe that all students have a right to learn. We believe that each child has their own unique learning needs and we believe that children learn best in a loving, safe and supported environment. We view learning about how to use safe, responsible and respectful behaviour as a continuum of growth and understand that all students are at their own place along that continuum of learning. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Winton State School uses a whole school approach to differentiated teaching and learning as the foundation for our integrated 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.

Designing School-Wide Systems for Student Success



Universal Instructions

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 behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them

asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

Targeted or Focussed Instruction

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

Targeted instruction supports build on the lessons provided at the universal level, and may prevent the need for more intensive interventions. Targeted 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., they are "evidence-based" interventions that are 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.

Intensive Instruction

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

Tier 3 supports continue to build on the lessons and supports provided at the universal and targeted level becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Intensive supports are based on the underlying reasons for a student's behaviour (their FBA) 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.

Intensive supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student

achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

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

Consideration of Individual Circumstances

When teaching our behaviour expectations, we 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 to help us respond to students' learning needs.

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

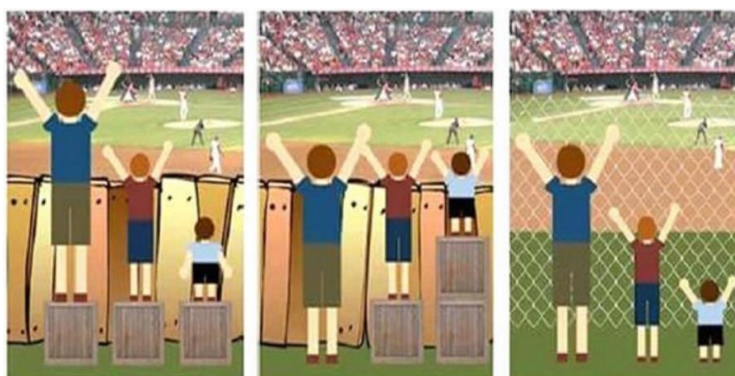


Image from: <http://www.theinclusionsolution.me/equity-vs-equality-eliminating-opportunity-gaps-education/>

Our teachers are also obliged by law to respect and protect the privacy of individual students, so when we discuss incidents with you that involve your child, we will refrain from identifying the details and information related to any other students involved. If you engage in restorative practices with members of our school community we will always expect you to maintain the privacy of the conference community.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing

Winton State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

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

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

Specialised health needs

Winton State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Winton 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.

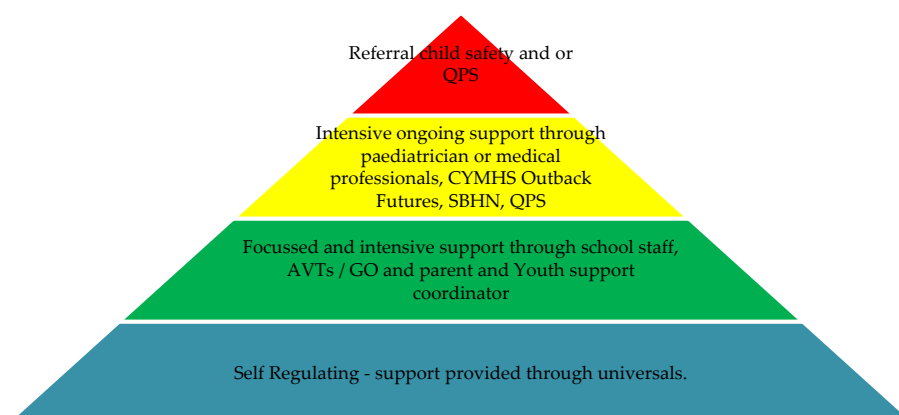
For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Student Support Network

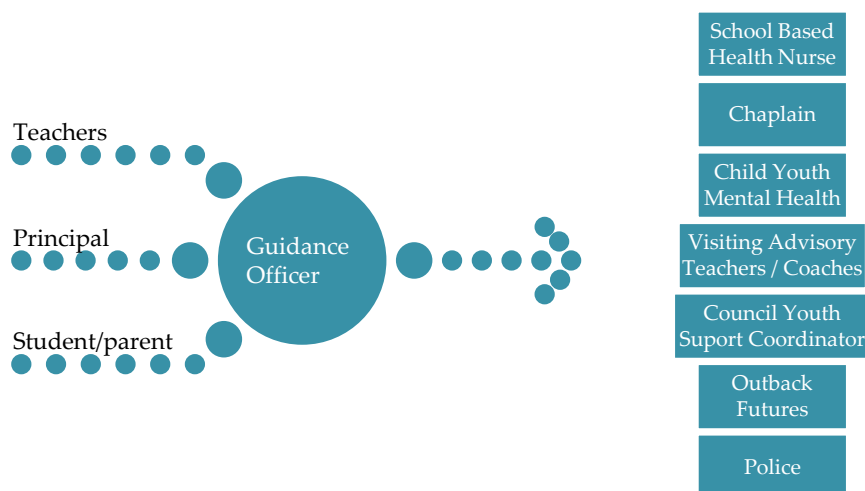
Winton State School has a Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals

whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Levels of Support



School / Human Resources to Support Students...



Level	Situation	Support
1. Blue	Self regulating with occasional support from staff	Staff at school, Guidance Officer (proactive) – Universal Supports.
2. Green	Non-compliance with school routine and struggling to engage in the learning program Truancy and absence Not showing evidence of academic learning improvement –accessing focussed teaching.	Teacher, Guidance Officer, HOC, Chaplain Principal, Parent.
3. Yellow	Social/emotional wellbeing & aggressive behaviours Consistent avoidance of school routine or disengagement in the learning program in classrooms	CYMHS Outback Futures, Chaplain, Guidance Officer, School Based Youth Health Nurse, Medical professionals, QPS.

	Truancy and absence Accessing intensive teaching	
4. Red	Evidence of harm to self or others School needs external agencies to support	CYMHS QPS Dept. Child Safety

Roles of Student Support Personnel

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> Advocate, provide counselling, psychoeducational assessment and individual student support, recommendations and advice to students, teachers and parents concerning educational, behavioural, mental health and family issues Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support for students Provide a counselling and referral service to assist students in decision making about critical educational, personal, social and emotional development Conduct activities such as student observation and psychoeducational assessment in order to determine the nature of student learning difficulties, disability, developmental levels or psychological and emotional status in order to make recommendations for educational adjustments and interventions. Provide leadership and specialised support in response to student protection issues; critical incidents and emergencies
School Based Youth Health Nurse	<ul style="list-style-type: none"> See secondary students who give permission are referred through school process Be present in the school for secondary student drop ins for the purpose of later follow up Support primary school teachers to reinforce age appropriate health messages. Support students needing help with accessing menstruation products. Inform school about health initiatives and programs which are relevant to school needs Answer teacher questions
Child Youth Mental Health Support (CYMHS)	Provide professional counselling and support for referred students. Support for student is confidential.

AVTs, SLTs and Coaches	The Dept of Education has Advisory Teachers (HOCSS) for Hearing Impairment, Visual Impairment, Intellectual Disability, EQ Occupational Therapists and Physiotherapists as well as Inclusion Coaches, Autism Coaches and Speech Language Therapists. We also have access to regional services via the Youth Engagement Team and PA- Restrictive Practices. The school's guidance officer or principal will organise referrals to these people through the school's Social Justice Committee. HOCSS and Coaches support teachers and teacher aides to implement adjustments and programs and provide resources for students requiring support. They are able to work in collaboration with Outback Futures.
Outback Futures	Provide support through Occupational Therapist, Speech Language Therapist, Counselling, and Learning and Literacy coach. The guidance officer will identify student needs and refer to the appropriate Outback Futures Therapist.
Chaplain	Provide social and/or emotional support, mentoring, community development, educational support and extra-curricular activities.

Winton State School staff and students also access support provisions through the Winton Shire Council such as help from the Family Support Officer and the Youth Officer.

Whole School Approach to Discipline

We are adopting the use of Restorative Practices at Winton State School which has its main focus in improving relationships. We acknowledge that, where we have large numbers of people sharing a space, conflict is inevitable. Restorative Practices aims to teach about respect, expect all to use respect and to make amends when the boundaries of respect have been broken.

We believe in trauma-informed restorative approaches to harm as collaborative, creative, and compassionate ways to stop, prevent, and address the root causes of harmful behaviour. In accordance with the Human Rights Act (2019), we also aim to eliminate punitive and exclusionary discipline other than when absolutely necessary to protect safety or to comply with legal obligations.

We value conflict and other challenges common to living in community as opportunities to deepen relationship, as well as to model, learn, and practice personal responsibility, communication, listening, vulnerability, empathy, patience, self-reflection, forgiveness, and problem solving. As a learning institution, we hold these skills to be as important as English and Mathematics. Indeed, the Latin root of “discipline” means “to learn.”

Definition of Restorative Justice/Practices

Restorative Justice is a philosophy that focuses on building community and repairing harm on the basis of active inclusion, mutual understanding, and shared power and accountability. Restorative Practices refer to the many Restorative Justice tools and processes often used in schools.

Community Values

Our community has identified the following values as a foundation to our school.

- Respect
- Safety
- Responsibility
- Belonging

Guiding Principles

- Everyone is a valued member of our community
- Strong relationships and shared voice are central to building this community and ensuring real safety
- Conflict and harm are a part of living in relationship with others and can be harnessed for positive, transformative change through restorative and conflict resolution processes
- Harm is first and foremost a breaking of relationships, not a violation of rules and policies, and restorative processes invite those most directly involved and affected to ensure their needs are centered, including those for restoration and reintegration
- Restorative Practices seek to:
 - make participation genuinely voluntary

- honor the inherent worth and care for the needs of every individual involved
- involve those who are directly involved and affected - including those who caused harm, who experienced harm, and their community
- promote shared voice, understanding, and power among participants
- recognize individuals, their actions, and the effects of their actions in the context of relationships, power, bias, trauma, and root causes
- contribute to community-centered safety and empowerment, reconciliation, reintegration, healing, competency development, and systemic change
- Discipline policies and systems must reflect the values and principles agreed to by our community and address the root causes of harm, not the symptoms, and the resulting unmet needs
- Real accountability requires understanding and acknowledging the impact of an individual's or institution's actions on others, then acting on this knowledge to make things right again
- Members of our community should be continually invited to real accountability through restorative approaches; interventions for those who do not wish to participate in restorative processes should still be equitable, reasonable, timely, flexible, and differentiated (related to the offense, age-appropriate, and sensitive to context)

Winton State School has started to learn about restorative practices in 2020 and have plans over the next 3 years to embed the practices into the school culture.

Winton State School also employs Positive Behaviour for Learning (PBL) or, as we like to call it, Positive Culture for Learning, as a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all our classrooms and programs through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

Any students or parents who have questions or would like to discuss the Restorative Practices or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

AS WE ADVANCE WITH HONOUR

BE SAFE

BE RESPONSIBLE

BE RESPECTFUL

Belong

Staff, Parents and Adults

Expectations	What We Do
Be Safe	<ul style="list-style-type: none">• Closely monitor our students to ensure that they are using safe behaviour and intervene if not.• Ensure that we are always approachable.• Carefully consider how we use our school and resources• Enact all our drills and safety protocols• Report hazards or anything that may cause harm to others• Remove ourselves from harm• We ensure our children are safely dropped off and picked up from school• We encourage our children to use safe behaviours including wearing helmets when riding bikes to and from school.• We wear broad brimmed hats and sunsafe clothing including sunscreen and ask our children to do the same.• We sign out we or our children are leaving the school grounds between 8.30am and 2.50pm.• We inform the school if our children will not be attending that day.
Be Responsible	<ul style="list-style-type: none">• We maintain confidentiality about information relating to our children and others' children.• We communicate clearly with each other about our expectations for our children• We communicate clearly with each other about relevant events and happenings relevant to our children.• We discuss concerns about our children with the relevant stakeholders and not with others• We model behaviours we expect our children to use• We share our concerns respond to concerns immediately

	<ul style="list-style-type: none"> • We help children learn what it means to be safe, respectful and responsible. • We attend the meetings for the committees we are members of
Be Respectful	<ul style="list-style-type: none"> • We make appointments to speak to others rather than turning up unannounced. • We speak to each other using kind words • We speak about each other using respectful language • We consider ways that our actions may impact others and act thoughtfully. • We respect cultural and social diversity • We provide opportunities for improvement
Belong	<ul style="list-style-type: none"> • We celebrate successes of all • We are present where possible • We help our students wear their uniform at school • We ensure safe, inclusive, happy environments for all. • We accept that conflict is a part of life and act positively to solve it • We ask ourselves, "How can we do this with love and compassion?" • We know that all of us possess greatness

Students

Expectations	What We Do
Be Safe	<ul style="list-style-type: none"> • We follow safety instructions and requests • We remove ourselves from harmful situations –this may include walking away from others who are upsetting or hurting us, avoiding social media if it is hurtful to self or others and staying in the shade if we don't have a hat. • We practice our safety drills to the best of our ability • We use physical resources in a way that will not hurt ourselves or others physically • We wear our broad brimmed hats, safe clothing, including helmets when riding bikes and closed in shoes at school • We stay inside school grounds and permitted areas • We sign out if leaving the school grounds between 8.30am and 2.50pm. • We report anything that is unsafe to an adult
Be Responsible	<ul style="list-style-type: none"> • We follow staff instructions • We are truthful • We own up and acknowledge when we have acted in a manner that is not respectful to self or others

	<ul style="list-style-type: none"> • We are in the right place at the right time • We try hard and do our best to achieve learning intention and success criteria in all our lessons • We attend school and classes • We help and support others • We let an adult know if there is a problem we can not solve • We aim to improve ourselves • We act to ensure our school is a place we enjoy being
Be Respectful	<ul style="list-style-type: none"> • We use kind words • We listen to staff and follow instructions • We allow and accept others when different from ourselves • We build others up rather than put them down • We allow other to learn in a distraction free environment • We value all opinions • We share our own opinions respectfully • We keep our school environment pleasant and clean
Belong	<ul style="list-style-type: none"> • Help others who are struggling • We talk about the positive • We wear our uniforms • We recognise that conflict happens and that we can deal with it in a positive way. • We know we are worthy, important and loved

Consideration of Maslow's hierarch of human needs before Expectations

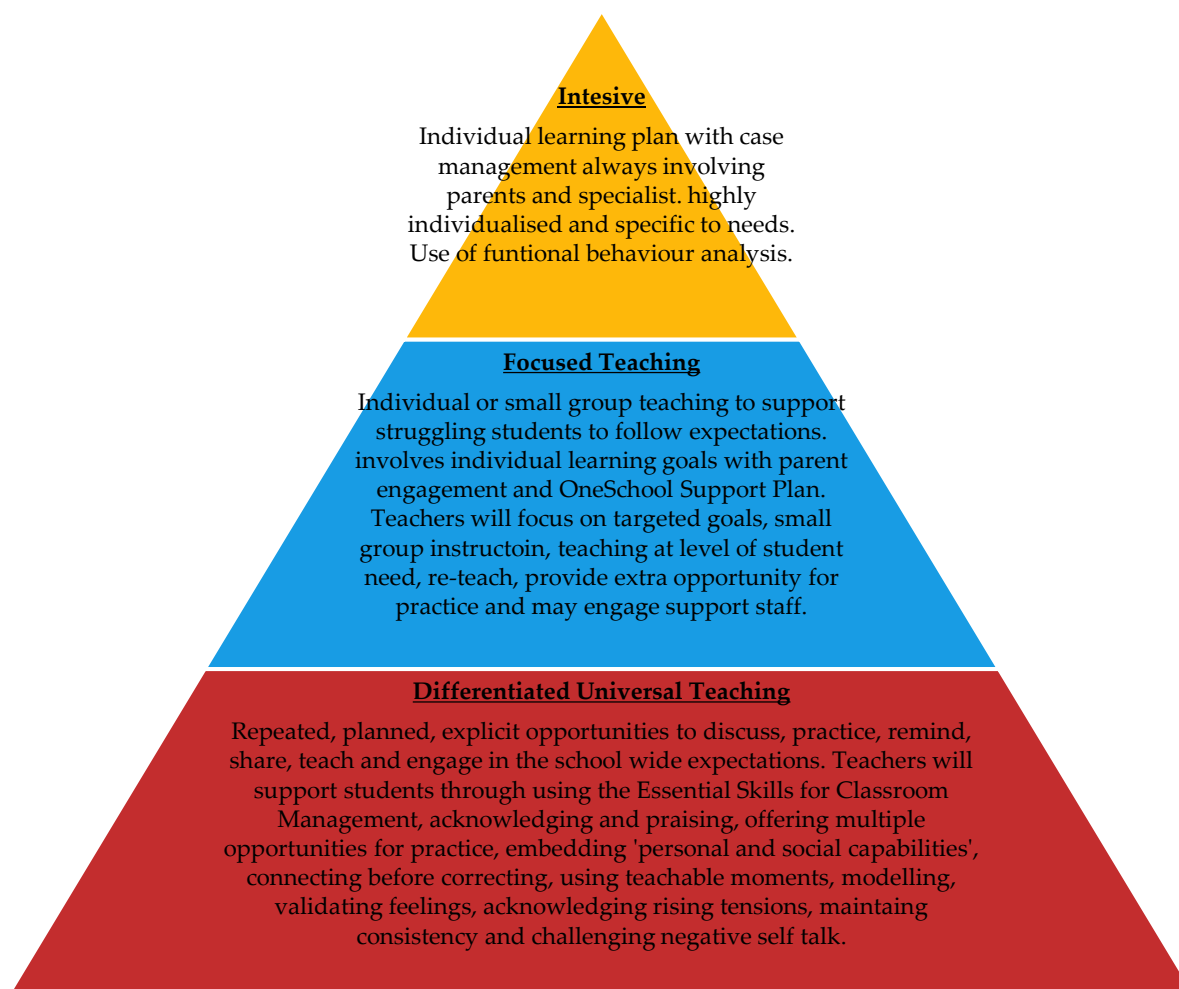
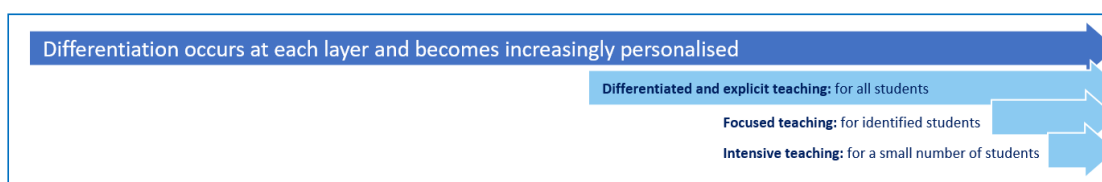


At Winton State School our desire is for all of us to feel belonging through a sense of self-worth so that we can arrive at realising our talents, being creative problem solvers and applying our morals.

Differentiated and Explicit Teaching

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. Each layer provides progressively more personalised supports for students.

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

	Be Safe	Be Responsible	Be Respectful
In all settings	<ul style="list-style-type: none"> • follow staff instructions • follow fire and lockdown procedures • report bullying, damage, and injuries to staff 	<ul style="list-style-type: none"> • follow staff instructions • are truthful about our behaviour • Take ownership our choice of actions • put ourselves in the right place at the right time 	<ul style="list-style-type: none"> • follow staff instructions • use appropriate, respectful, kind language • take care of own, school and others' property • are considerate of others
In all classrooms 'The Norms'	<ul style="list-style-type: none"> • Line up outside the classroom before each lesson starts • Leave our seats with permission • Leave the classroom with permission 	<ul style="list-style-type: none"> • Complete tasks to the best of our abilities • Switch off phones and put them away 	<ul style="list-style-type: none"> • Use appropriate language when speaking • Raise our hands to speak and wait our turn • Allow one person to speak at a time • Respect each other's opinions • Remove our hats in the classroom
While in class	<ul style="list-style-type: none"> • sit on our chairs properly • follow emergency response promptly • use equipment safely • put away equipment and furniture 	<ul style="list-style-type: none"> • participate in the lesson • try hard to achieve our learning intention and success criteria • take care of our own belongings • borrow and return equipment and resources • submit work in on time 	<ul style="list-style-type: none"> • raise our hands to speak • use kind and positive language • listen to others • use words like please, thank you and excuse me • value other's input and opinions
While learning	<ul style="list-style-type: none"> • we think before acting • use a positive mindset 	<ul style="list-style-type: none"> • use strategies • attempt hard tasks • seek and use feedback • work towards goals 	<ul style="list-style-type: none"> • we ask for help nicely • allow others to learn

		<ul style="list-style-type: none"> • prepare to fail and learn from it 	
While transitioning	<ul style="list-style-type: none"> • walk around and under buildings, and on concrete • use school crossings • keep our bodies to ourselves • tuck chairs under tables 	<ul style="list-style-type: none"> • line up correctly • go directly to where we need to • wait until we have permission to enter or leave a room • move quickly when the bell rings • use the warning bell to get a drink and go to the toilet • arrive to class on time 	<ul style="list-style-type: none"> • allow room for others • move quietly • value animals and plants by leaving them alone • keep to the left

	Be Safe	Be Responsible	Be Respectful
While eating	<ul style="list-style-type: none"> • wash our hands before eating • sit while we eat • clean up the area 	<ul style="list-style-type: none"> • put rubbish in the bin • sit in the right area • refrain from chewing gum 	<ul style="list-style-type: none"> • talk with an empty mouth • allow others to eat their food • leave others' food alone
While playing	<ul style="list-style-type: none"> • are sun safe • play non-contact sports • wear shoes • use equipment correctly • keep our bodies and objects to ourselves 	<ul style="list-style-type: none"> • play in the right area • co-operate • play by the agreed upon rules • borrow and return equipment correctly 	<ul style="list-style-type: none"> • use the High 5 • take turns • include others • speak kind words
While in the community and on excursions	<ul style="list-style-type: none"> • follow staff instructions • follow the rules and procedures of the community organisation • follow road rules • stay with the group 	<ul style="list-style-type: none"> • return notes and permissions on time • talk and move quietly • take care of my own belongings • help younger students • be a positive role model 	<ul style="list-style-type: none"> • show respect, courtesy and appropriate manners to others • wear my uniform • have pride in our school and ourselves • have pride in our community, heritage, cultural history, and nation
While using the toilets and taps	<ul style="list-style-type: none"> • flush after we go to the toilet • wash our hands after using the toilet 	<ul style="list-style-type: none"> • turn off taps after use • only put the 3 Ps in the toilet • use the sinks and toilets properly 	<ul style="list-style-type: none"> • wait my turn • respect the privacy of others

	<ul style="list-style-type: none"> • keep food away from the toilets • drink water to keep hydrated 	<ul style="list-style-type: none"> • return to class quickly • visit the toilet blocks only when you need the toilet or for changing • report any problems 	
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Focused Teaching

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

Focused teaching involves working with the student, their parents / guardians and relevant support staff if required (see the school's relevant support networks on pages 14-16) to develop a set of goals aimed at addressing the child's learning needs. The Personal and Social Capabilities continuum is used to identify required next steps in learning and appropriate strategies are identified to help the child learn, practice and implement safe, responsible and respectful actions. Some of these strategies include:

- Specific lessons with support staff
- Check in – Check out
- Restorative Practice conferencing
- Goal cards
- Communication booklets
- Visual prompts
- Rehearsal and practice

Usually the focussed teaching will take occur for the amount of time take for the child to have learned the required actions in the given context. A child will have their focussed teaching strategies recorded in OneSchool along with the period for which they accessed this support.

If, after a nominated period of time and close monitoring, the child is still experiencing difficulties applying the expected behaviours they will be provided with intensive teaching support.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based

on data collected from their teacher or teachers, and following consultation with the student's family.

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model at Winton State School keeps in mind the definition of discipline from the latin root; to learn. Consequences employed at our school serve the purpose of ensuring that students learn to use actions that are safe, responsible and respectful. As all students learn differently and at different rates, we do not apply the same disciplinary consequences to all students for the same actions.

At our school, disciplinary consequences form two purposes:

- To ensure students learn
- To repair harm caused



We consider learning strategies from PBL as well as restorative practices. We consider natural consequences and logical consequences to support children to learn and repair harm where needed.

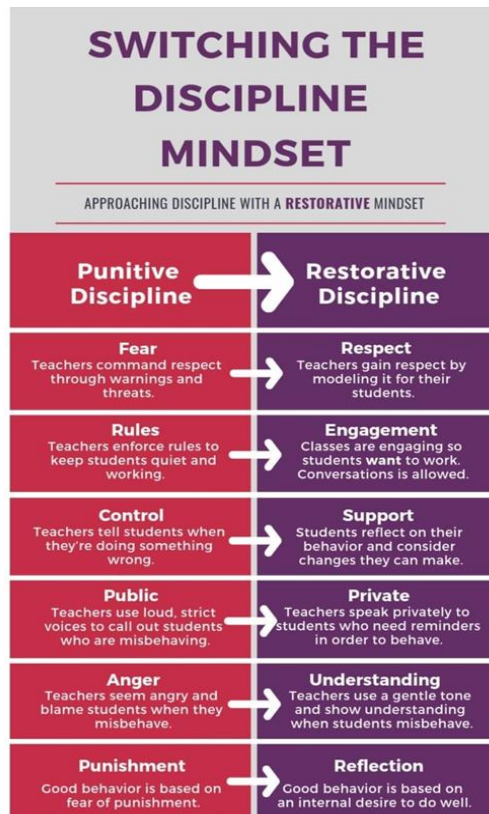
When a restorative conference is used to support student learning, the consequences are always decided by the members of the conference. The consequences are agreed on by all parties and enacted by the person responsible for the action that has caused harm. Because restorative consequence is closely connected to the specific action, it can not be planned for or generic.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times.

When implementing any strategies to support student behaviour, whether whole school, targeted or intensive behaviour support or applying any consequence, the principal and teachers will take into account factors such as:

- Age of student
- Previous learning
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation

- Intent of the action
- Honesty and perceived level of genuine remorse
- The student's cultural background
- Emotional state
- Child's family support
- Complex needs of the individual



Differentiated

Class teacher provides in-class or in-school disciplinary responses children not following expectations through:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection

- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Taking extra time with student at playtime to complete work or discuss expectations
- Restorative classroom conferences
- Restorative individual conferences

Focussed

Class teacher is supported by other school-based staff to develop a student support plan for behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan in OneSchool)
- Targeted skills teaching in small group
- Token economy
- Extra teaching time at lunch time or after school
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Restorative classroom conferences
- Restorative individual conference

Intensive

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

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

- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.
- Restorative community conferences
- Restorative circles

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

Students who are suspended from may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

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

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

Responsibilities

State school staff at Winton 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 Winton 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 Winton State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Winton State School

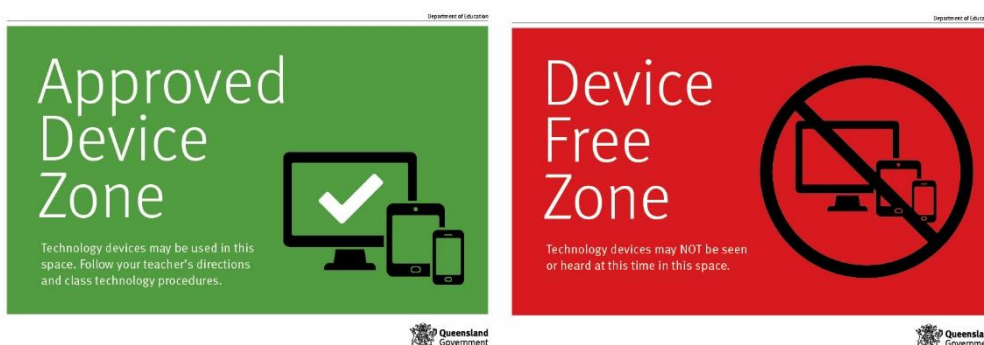
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Winton State School of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive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

Use of mobile phones and other devices by students (policy under revision)

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.

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

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

It is **acceptable** for students at Winton State School to:

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers

- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 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

Winton State School uses the [Student learning and wellbeing framework \(PDF, 534KB\)](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Winton State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

Bullying

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.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 12 – Form teacher

Principal – ph 46572333

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

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

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

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