Student Code of Conduct 2021-2023

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: Helen McCullough
Principal Signature: Helen McCullough
Date: 09/12/2020

P/C President and-or School Council Chair Name: Rachel Ratten
P/C President and-or School Council Chair Signature: [Signature]
Date: 09/12/2020
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The Willows State School is committed to providing a safe, respectful and responsible learning environment for all students, staff, parents/carers and visitors.

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

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

The Student Code of Conduct affirms that students and teachers have the right to work to their potential, free from disruption, abuse or threat. It also affirms that parents/carers have a joint responsibility to encourage students to be accountable for their behaviour and to contribute to the wider school community in a positive manner.

The Student Code of Conduct has been developed over time and in consultation with many stakeholders. It is an evolving document responsive to continuous improvement and effectiveness ensuring learning outcomes are maximised and a supportive environment is nurtured.

Our school is committed to the Student Learning and Wellbeing Framework (SLAWF) encompassing Positive Behaviour for Learning (PBL) systems, which are evidence-based frameworks for implementation that looks at behaviour and learning from a whole-of-school, as well as an individual student perspective. It provides a process for teaching social and behavioural skills and is a positive, proactive and systematic approach based on school data.

PBL takes the approach that opportunities for learning and achievement increase if:
- the school environment is positive and supportive
- expectations are clear and consistent
- students are consistently taught expected behaviours
- expected behaviours are consistently acknowledged
- inappropriate behaviours are consistently responded to in a fair and equitable way.
The Willows State School has a long and proud tradition of providing high quality education to students across the North Queensland region. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

The Willows State School has three core rules of being Safe, Respectful and Responsible.

**Safe**

ensure your daily actions or words do not cause harm to yourselves or others.

**Respectful**

act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

**Responsible**

be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment.

**Excellence is the Standard**

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

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

The Willows State School thank the students, teachers, parents/carers and other members of the community for their work in bringing this Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.
As president of The Willows State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by the school team has ensured that all parents/carers have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of The Willows State School Student Code of Conduct, as the awareness and involvement of parents/carers is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents/carers to familiarise themselves with The Willows State School’s Student Code of Conduct, spend time talking with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of The Willows State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents/carers and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents/carers who wish to discuss The Willows State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join The Willows State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.
Consultation

The consultation process used to inform the development of The Willows State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff. In these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absence and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents/carers and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants will be asked each year to provide us with this information.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the Positive Behaviour for Learning Committee. The third phase of consultation was completed 10/11/2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting on the 10/11/2020 for endorsement. The P&C Association unanimously endorsed The Willows State School Student Code of Conduct for implementation from this date.

A communication strategy has been developed to support the implementation of The Willows State School Student Code of Conduct, including parent information evenings, promotion through the school website, and fortnightly newsletter.

Review Statement

The Willows 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.
Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with a member of the school Leadership Team through Administration to discuss the model of behaviour support and discipline used at this school.

**Multi-Tiered Systems of Support**

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Prevention Description</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>All students</strong> (100%) in the school receive an inclusive and differentiated curriculum which is responsive to 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:</td>
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<td></td>
<td>• teaching behaviours in the setting they will be used</td>
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<td>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</td>
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<td></td>
<td>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</td>
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<tr>
<td></td>
<td>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</td>
</tr>
<tr>
<td>2</td>
<td>Targeted instruction and supports for <strong>some students</strong> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</td>
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<tr>
<td></td>
<td>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:</td>
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<tr>
<td></td>
<td>• there is a clear connection between the skills taught in the interventions and the school-wide expectations</td>
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<tr>
<td></td>
<td>• interventions require little time of classroom teachers and are easy to sustain</td>
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<tr>
<td></td>
<td>• variations within each intervention are limited</td>
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<tr>
<td></td>
<td>• interventions have a good chance of working (e.g. they are “evidence-based” interventions that are matched to the student’s need).</td>
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</table>
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.

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 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 reasons for a student’s behaviour Functional Behaviour Assessment 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.

Many students can benefit from a simple (or brief) Functional Behaviour Assessment 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.

**Consideration of Individual Circumstances**

Staff at The Willows State School take into account students’ individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

Our 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/carers to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student’s family. This applies even if...
behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents/carers 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 one of the Leadership Team to discuss the matter.

**Student Wellbeing**

The Willows State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents/carers/carers to arrange a time to speak with one of the school Leadership Team if they have concerns about their child. They may refer our school's Guidance Officer if specialised assistance is required.

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 Australian Curriculum and P-12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum plan at The Willows State School, we provide age-appropriate health education.

**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*

The Willows 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*

The Willows State School works closely with parents/carers 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 conditions.
Medications
The Willows 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/carers need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

The Willows State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school’s/campus first aid kit to provide emergency first aid medication if required.

Mental health
The Willows 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

The Willows State School staff who notice suicide warning signs in a student will seek help immediately from the Deputy Principal, Principal who will engage the Guidance Officer. 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, The Willows 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/carers are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, The Willows State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, The Willows 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 Network

The Willows State School is proud to have a comprehensive Student Services Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.
Students can approach any school staff member at The Willows 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 representative of the Student Support Team.

<table>
<thead>
<tr>
<th>Role</th>
<th>What they do</th>
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</table>
| Principal                         | • leads the school community to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students  
• upholds the principalship as a values based, ethical and moral activity  
• embeds socially just practices in daily school life  
• sets high standards for student and staff performance  
• actively participates in lifelong learning and ongoing professional development  
• forms partnerships with parents, other government agencies, community groups, industry and business  
• is futures oriented and strategic  
• understands the legislation and policies impacting on schooling  
• manages resources to achieve goals                                                                                                                                 |
| Deputy Principal                  | • assists the Principal to lead the school community to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students  
• deputises for the Principal when required  
• improves the educational outcomes of students in their schools  
• develops the quality of teaching and learning  
• nurtures positive relationships between students, teachers, the community and stakeholders                                                                                                                                 |
| Guidance Officer                  | • assists students with specific difficulties, acting as a mediator or providing information on other life skills  
• liaises with parents/carers, teachers, or other external health providers as needed as part of the counselling process  
• advises staff through professional development                                                                                                                                                                  |
| Head Of Special Education         | • leads a Special Education Team to assist and ensure students with disabilities are supported (ASD, NDIS etc)  
• ensures these students have the adjustments needed in an inclusive model  
• advises staff through professional discussion and development                                                                                                                                                     |
| Head of Department (Student Services) | • leads the Student Services Team to promote an inclusive, positive school culture  
• ensures PBL is constant and consistent  
• monitors attendance, behaviour and academic data to identify areas of additional need  
• uses data to ensure students who are not functioning in a Tier 1 environment are supported  
• advises staff through professional development                                                                                                                                                                |
| Head of Department (Inclusion Coach) | • leads inclusive education for all students at the school  
• works closely with all teams to ensure students and staff are receiving the best support for engagement and learning  
• leads inclusive school reform through development of inclusive culture, policies and practices  
• develops inclusive teaching and learning practices to ensure equitable access to curriculum through coaching                                                                                         |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Head Of Department (Teaching and Learning)</td>
<td>builds capability of multidisciplinary teams to plan differentiated and personalised learning through whole school approach to supporting student learning</td>
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<tr>
<td>Behaviour Support Teachers</td>
<td>leads the Curriculum Team and ensures all students have access to the Australian Curriculum in alignment with P–12 curriculum, assessment and reporting framework supports teachers with Tier 1, 2 and 3 differentiation for student learning</td>
</tr>
<tr>
<td>Defence School Mentor</td>
<td>provides individual and group support to students to assist their engagement with learning supports teachers through Tier 1 coaching and profiling supports students to overcome barriers to education such as social emotional skills, behaviour and attendance liaises with external learning environments</td>
</tr>
<tr>
<td>Behaviour and Engagement Teacher Aide/Chaplain</td>
<td>monitors the social and emotional wellbeing of defence students enhances awareness and appreciation of the unique defence lifestyle in schools and communities provides support to children during times of parental absence</td>
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<tr>
<td></td>
<td>toast room</td>
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<tr>
<td></td>
<td>lunch programs</td>
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<tr>
<td></td>
<td>classroom and lunchtime supports</td>
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<td></td>
<td>student support</td>
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<td>student wellbeing</td>
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<td></td>
<td>classroom support</td>
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<tr>
<td></td>
<td>small group support</td>
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It is important for parents/carers 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 who provide inclusive education practices. For more information about these services and their roles, please speak with one of the Leadership Team.

**Whole School Approach to Discipline**

The Willows 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, including sporting activities and excursions.

PBL is an evidence-based framework used to:
- analyse data and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- support staff members to maintain consistent school and classroom improvement practices

At The Willows State School we believe discipline is about more than receiving a consequence. Discipline 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 explicit and supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of The Willows State School Student Code of Conduct is an opportunity to explain the PBL framework with parents/carers and students to gain support in implementing a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Supporting students to be successful is a shared goal of every parent and school staff member.

Any students or parents/carers who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with a team of people.
**Staff**

Our staff are committed to delivering a high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Respectful and Responsible.

**Students**

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

- full copy attached - Appendix 1

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### The Willows State School - Behaviour Expectations Matrix

**Excellence is the Standard**

**ALL AREAS**

- Always arrive on time
- Always be respectful
- Always use technology
- Always be organized

**LEARNING AREAS**

- Ask permission before leaving the class
- Sit quietly
- Use learning equipment appropriately
- Report unsafe behaviour

**PLAY AREAS**

- Use a safe and appropriate
- Walk for staff supervision
- Use play equipment appropriately
- Stay in your play area

**EATING AREAS**

- In designated eating areas
- Sit down when eating
- Be polite

**TOILETS**

- Wash hands with soap
- Leave food, drink and equipment outside
- Clean up after yourself

**BEFORE AND AFTER SCHOOL**

- Welcome students and parents into the school
- Wash hands and face before entering school
- Respect indoor and outdoor play areas
- Follow rules
- Keep clothes and shoes on

---

**Successful Learners are:**

- Confident and confident
- Respectful and responsible
- Self-controlled and self-determined

---

**The Willows State School**

Queensland Government
Parents/Carers

Genuine parent engagement exists when there is a meaningful relationship between parents and teachers with the shared goal of maximising learning and wellbeing outcomes for students.

5 elements of the parent and community engagement framework

This framework outlines five key elements of parent and community engagement to make a positive difference in our students’ education.

1. Communication – Effective communication is an exchange between students, parents, communities and schools that is inclusive and involves information sharing and opportunities to learn from each other.
2. Partnerships with parents – Partnerships between parents, students and schools promote student learning, wellbeing and high expectations for student success.
3. Community collaboration – Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.
4. Decision-making – Parents, students and community members play meaningful roles in school decision-making.
5. School culture – Respectful relationships between students, parents and the school community are valued and enhance the promotion of student learning and wellbeing.

Please click on link for full Parents and Community Engagement Framework document.
Differentiated and Explicit Teaching

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

Teachers at The Willows State School follow The Australian Curriculum and differentiate to support student engagement and positive 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.

![Diagram of differentiation layers]

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, see appendix 1, 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 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.
At The Willows State School we have a systematic, consistent, school-wide approach in reinforcing and acknowledging expected behaviours. We respond to students with specific, timely and constructive feedback and recognition in turn, supporting students to learn and practise the behaviours that are expected in and outside of the classroom.

At The Willows State School we use three levels of acknowledgment.
- free and frequent – for everyday use by all staff in all school settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – quarterly or yearly types of recognition

Free and Frequent

WOWs

WOWs are given to students by staff. These acknowledgements are given when the student is modelling the school wide expectations of Safe, Respectful and Responsible behaviour in the playground. The WOWs are drawn on the year level parades and the winner receives a treat from the tuckshop.

STARS

Stars are a free and frequent tool in the classroom that sits alongside the ‘Reach for the Stars’ system. They are stamped on a sheet and it is a goal for the students to collect 75 every 5 weeks to attend the mid term and end of term star celebrations.

- full copy of Reward Schedule attached - Appendix 2
Reach for the Stars

The purpose of this system is to encourage and acknowledge students’ effort and good behavioural choices within the classroom. This builds confidence and self-esteem, encouraging the students to display outstanding behaviour in line with the schools expectations. It is also a very useful tool in providing parents/carers feedback regarding their child’s behaviour during school time. The strengths of this chart system are –

- Students self-regulate;
- Easy to understand the steps;
- Students are proud when they can see themselves moving up the colours;
- Focus is positive;
- Students have something to consistently aim for;
- Visual reference for students and teachers.

Class Awards

Teachers present Attendance, Behaviour and Excellence certificate awards at the Class Cohort Parades.

- Parades are led by the Classroom Teachers (Administration Team may also attend )
- Cohort parades will cover A - attendance, B - behaviour, C - celebrations, D - demonstrations, E - excellence in learning and friends, F – Fortnightly PBL Lessons, G – General messages.
- Teachers enter the students who received the Attendance, Behaviour and Excellence certificates onto OneSchool as a positive entry

Recognitions are not removed as a consequence for negative behaviour

- See attached parade structure Process - Appendix 3
Focused Teaching

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at The Willows State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching

Our school invests in the following evidence-based programs to address specific skill development for some students:

- NED Group
- Brain Tools
- Girls with a Purpose
- Younger Smarter Stronger
- Deadly Choices

For more information about these programs, please speak with one of the Leadership Team.

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 Willows State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

- Education (General Provisions) Act 2006 Director-General’s delegations
- Education (General Provisions) Act 2006 Minister’s delegations
- Education (General Provisions) Act 2006 Director-General’s authorisations
- Education (General Provisions) Regulation 2006 Minister’s delegations
- Education (General Provisions) Regulation 2017 Director-General’s delegations
Disciplinary Consequences

- Full copy attached - Appendix 4
The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

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

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

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

The Willows State School takes into consideration individual circumstances when applying disciplinary consequences for behaviour.

**Differentiated**

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

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

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
• Functional Behaviour Analysis
• Individual student behaviour support strategies (e.g. Student Behaviour Plan)
• Targeted skills teaching in small group
• Token economy
• Time Out (for reflection)
• Behavioural contract
• Counselling and guidance support
• Self-monitoring plan
• Check in / Check Out strategy
• Teacher coaching and debriefing
• Referral to Student Support Services for team based problem solving
• Case Management
• Stakeholder meeting with parents/carers and external agencies

Intensive

School Leadership Team work in consultation with Student Support Services to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
• Short suspension (1 to 10 school days)
• Long suspension (11 to 20 school days)
• Charge-related suspension
• Exclusion (period of not more than one year or permanently).

At The Willows 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/carers 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 The Willows State School will 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. It is not a time to review the student’s behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents/carers to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually OneSchool letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.
A record of the meeting is saved in OneSchool, under the contact tab, including any notes or discussions occurring during the meeting.

**Structure**

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:
- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

**Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officer, Head of Department - Curriculum, Head of Department - Inclusion, Head of Department - Behaviour may also offer advice to the Deputy Principal to ensure a successful outcome for the student re-entering the school.
School Policies

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

**Parents/carers** of students at The Willows State School:
- ensure 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 Willows 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 The Willows 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 Willows State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect
• collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

**Use of mobile phones and other devices by students**

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, The Willows State School has determined that explicit teaching of responsible use of 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/carers, 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/carers 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.

![Approved Device Zone](image1.png) ![Device Free Zone](image2.png)

**Responsibilities**

Students are permitted to use mobile phones once they are out of the school grounds. The students will hand them into the office on arrival where they will be kept safe for the school day. Other devices at school or during school activities, are outlined below:

It is **acceptable** for students at The Willows State School to:

- use computers and ipads 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/carers 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 device
• switch off the mobile and take to the office to be secured for the school day.

It is unacceptable for students at The Willows State School to:
• 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 devices in an unlawful manner
• use a mobile phone in school grounds
• download, distribute or publish offensive messages or pictures
• use obscene, inflammatory, racist, discriminatory or derogatory language
• use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
• insult, harass or attack others or use obscene or abusive language
• 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.

At all times, while using ICT facilities and devices supplied by the school, students will be required to act in line with the of The Willows State School Student Code of Conduct. In addition students and their parents/carers should:
• understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
• ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
• be aware that:
  o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  o students who use the 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
  o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  o 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

The Willows State School uses the Student Learning and Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents/carers 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.

The Willows State School has a Student Leadership Team which includes a subcommittee of Student Council. Representatives from year four to six, meet with members of the School Leadership Team to discuss ideas to improve student wellbeing, engagement and learning outcomes.

Leadership

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

Inclusion

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

Student voice

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

Partnerships

Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.
Support
School staff, students and families share an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Through the Positive Behaviour for Learning Framework the Student Leadership body is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents/carers was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at The Willows State School we believe students should be at the forefront of advising staff, parents/carers and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

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

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

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

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

Bullying response flowchart

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. If your child reports they are being bullied contact the classroom teacher to discuss.

**Bullying response flowchart**

- **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. handwritten notes or screenshots)
  - Write a record of your communication with the student
  - Check back with the student to ensure you have the facts correct
  - Enter the record in OneSchool
  - Notify parent/s that the issue of concern is being investigated

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

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

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

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

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

Cyberbullying is treated at The Willows State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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/carers who wish to make a report about cyberbullying should approach the regular class teacher or Deputy Principal for assistance in preventing and responding to cyberbullying.

It is important for students, parents/carers 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/carers and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of e-Safety Commissioner or the Queensland Police Service.

Students enrolled at The Willows State School may face in-school disciplinary action, such as time out 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/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the year level Deputy Principal.
The Willows State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

1. Initiate an incident response
Start an incident management log (reporting sheet) which records times and dates of events, observations, tasks completed, persons involved and witness 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 A, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

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 CSRIM team or Office of eSafety Commissioner.

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 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 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;
  - 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
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.

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 intervention but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.
Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents/carers with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at The Willows State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

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

The Willows State School – Anti Bullying Compact

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

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

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

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

Student’s signature

Parent’s signature

School representative signature

Date
Appropriate use of social media

The internet, 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/carers 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/carers 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/carers are their child’s first teachers — so they will learn online behaviours from you.

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at 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/carers of school notices, the department prefers that parents/carers 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/carers are not. If you are tagging or naming students, consider that other parents/carers 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 The Willows State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student’s behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents/carers 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.
Behaviour for Learning- Understanding Expectations (BLUE room)

The Willows State School takes into consideration the individual circumstances of students when applying individual behaviour support or applying consequences for inappropriate behaviour. Factors which are considered include context, emotional well-being, culture, gender, race, socio-economic situation and impairment to ensure that responses are fair and equitable.

The Willows State School’s BLUE Room is a calm, respectful ‘classroom’ environment that:

- Assists students to take responsibility for their behaviour
- Provides a supervised environment
- Allows time for reflection
- Provides support
- Emphasises to students that The Willows Learners are Safe, Respectful and Responsible

Process:

- All major incidents are referred by staff on OneSchool to the relevant Deputy Principal for investigation
- To Investigate and determine the facts based on the severity and behaviour patterns of the student
- To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be taken into account when deciding upon applying consequences for unacceptable student behaviour.
- The number of days that students will be required to attend the ‘BLUE Room’ will be dependent on the level of severity and the support needed to help the student fix the problem behaviour
- Students are notified immediately upon investigation if they are required to attend the ‘BLUE Room’ and they are given a reminder slip to show their teacher and the supervisor at the next break
- The student completes a reflection sheet after a conference with the Behaviour Reflection Room supervisor where they identify the rules/ expectations that need to be addressed and supported
- A de-identified record of the incident is provided if the parent/caregiver requests. A letter is sent home for parents/carers or caregivers to discuss with the student. The letter is to be signed and returned to the Behaviour Reflection Room supervisor the next day
- No phone calls are made to parents/carers as it is important for the student to take responsibility for their behaviour and to present the reflection sheet and incident report to their parent/s
- During ‘BLUE Room’ time:
  - Students eat their lunch the first half of the break
  - During the second half of the break students engage in supportive activities eg social skillling, restorative practices, supervised play, conferencing, structured play, resilience building etc
- Students remain monitored until they can demonstrate that they are able to re-enter the playground independently
- Sport and extra-curricular activities may be compromised when students attend the BLUE room.

- See attached ‘BLUE Room’ Process Appendix 5
- Copy of letter to parents/carers Appendix 6

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.
Critical Incidents

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

The Willows 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/carers need to raise a concern or make a complaint about an issue if felt that it 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/carers 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.

Appendices

1. The Willows State School Expectations Matrix
2. Term Reward Schedule example
3. Year Level Parade Structure
4. Classroom Management Chart
5. BLUE room management structure
6. BLUE room parent letter
The Willows State School  REWARDS SCHEDULE

PLAYGROUND

WHOLE SCHOOL - WOWs

WOWs go in class raffle draw each week and the student drawn out from each class gets a tuckshop treat.

CLASSROOM

DAILY – Reach GOLD on Reach for the Stars

Stickers, raffle ticket the box, first to leave on the bell, 5 minute game, etc.

WEEKLY

Class raffle, prize box, etc. 1

5 WEEK CYCLES – 75 Star Chart (WEEK 5 AND WEEK 10)

1hr session- fun activity, board games, drawing etc

END OF TERM- NO MAJOR REFERRALS for the Term

2hr session – activity chosen by the teacher and students

GOLD STAR
WHOLE YEAR
NO MAJOR REWARD
## Parade Structure

### Attendance (Repeat for each class)
- What was the attendance goal?
- What was the attendance last week for class?
- What does this data tell us?
- Who had perfect attendance? (Reward child with a Certificate)

### Behaviour (Repeat for each class)
- What was the behavioural focus last week?
- Who demonstrated this behaviour consistently? (Reward child with a Certificate)
- As a year level after all teachers have presented their behaviour awards introduce/reiterate the behaviour focus for next week and what the adults will be looking for.

### Celebrations (Whole Year Level – one teacher to lead)
- Who in the year level has something to celebrate? Teacher to then choose someone who has raised their hand to stand and speak with confidence about their celebration. This could be either behaviour or learning. Once the child has finished then the teachers will choose a few more students to share their celebrations
- Please note: It is important to model very early on what this will look like, student expectations and examples and non-examples of celebrations.
<table>
<thead>
<tr>
<th>Demonstration (Whole Year Level – one teacher to lead)</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate to the class something that we are looking to improve using role play or props. For example, book work expectations and show A3 examples etc. The focus of this segment will be determined by the teachers as a team based on what they have seen in their Year Level.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Excellence In Learning (Repeat for each class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards for Excellence In Learning are academic awards with a focus. A focus is chosen based on Year Level observations amongst teachers. This focus should be where children need to focus more of their attention academically for example, full stop, paragraphing, speaking confidently etc. Each teacher will choose a child who demonstrated an improvement or a capability in the focus area determined jointly by the class teachers. At the end of all the awards the teacher will announce the focus for next week.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Fortnightly PBL Focus</th>
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</thead>
<tbody>
<tr>
<td>The fortnightly behaviour focus is delivered by the teachers. It is modelled what it looks like, feels like and sounds like. Students may discuss and model to each other also. (See explicit lessons plans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General messages- Teachers will deliver any messages of reminders that are specific to the year level (camp, swimming etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone from the Administration team may attend each parade and deliver operational messages or reminders if any.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t forget to enter your awards as Positive Behaviours in OneSchool!</td>
</tr>
</tbody>
</table>
Appendix 4

Behaviour Management Flowchart

**Teachers have the Right to Teach - Students have the Right to Learn - Leaders have the Right to Lead**

**DOES THE PROBLEM BEHAVIOUR REQUIRE INSTANT ADMIN REFERRAL?**

- Follow PBL Minor Behaviour response
- Follow PBL Major Behaviour response (TEACHER OR ADMIN MANAGED)

**MINOR**
- Teacher Managed
  - EXAMPLE:
  - Incorrect uniform
  - Not wearing hat
  - Cheating
  - Running on hard surfaces
  - Riding bike/Scooter in grounds
  - Playing in toilets
  - Incorrect use of equipment
  - Late to class
  - Disrespectful tone/body language
  - Littering
  - Not playing fairly
  - Uncooperative behaviour
  - Brief non-compliance
  - Brief task avoidance
  - Incorrect use of play equipment
  - On play equipment without staff supervision
  - Not handing phone in to the student window

**MAJOR**
- Teacher Managed
  - EXAMPLE:
  - Play pushing / hiding
  - Tackling without harm
  - Theft and forgery
  - Lying / Cheating
  - Throwing objects without harm
  - Using equipment inappropriately causing damage

**CRITICAL**
- Physical assault with injury to student or adult including biting and spitting
- Threatening with possession of dangerous items/weapon
- Arson
- Possession of illegal substances/materials
- Leaving school without permission
- Absconding (OUT OF SIGHT)
- Students out of bounds in the position of danger

**CALL FRONT OFFICE**

- Admin actions
  - Review Incident referral
  - Investigate issue
  - Determine consequence
  - Restitution

- Teacher/Admin Follows through on consequence
  - Record on OneSchool

- Teacher informs parent/guardian
  - Record on OneSchool

**Minor Incident Reports - Example**
- Prompt - Low key responses
- Redirect - restate the matrix behaviour
- Rethink - tell, show, practice, acknowledge
- Provide choice
- Issue Minor Incident Report - if student does not respond to pre-correction or re-direction
- Take action to correct behaviour
- Consequences need to relate to behaviour being corrected

**Response to ALL student problem behaviour is:**
- Calm, consistent, brief, immediate and respectful

- **Teacher**
  - Prompt
  - Redirect
  - Rethink
  - Choice
  - Consequence

- **Behaviour stops**
  - Behaviour
  - Positive verbal/social acknowledge

- **Behaviour Consequence**
  - (logical, individualised)
  - Classroom
    - Follow CMP
    - Use class chart
    - Buddy room 10 minutes plus notification to parents
    - Conference
    - Reflection sheet completed

  - Playground
    - Miss out on play
    - Walk with teacher
    - Loss of privilege
    - Referral
    - Conference
    - Restitution

- **Teacher completes minor incident report**
- **No admin action required**
Behaviours for Learning - Understanding Expectations (BLUE) room

**Referrals**
OneSchool referral process only

OneSchool referral to respective Deputy / Line manager (admin)

**Administration Investigation**
- Possible Consequences
  - Students receive a BLUE slip
  - Letter home to be signed
  - Restorative
  - Supervised play
  - Suspension

**Teacher Responsibilities**
- Refer OneSchool major to Deputy/ Line Manager
- Ensure students are reminded to attend the BLUE Room
- Escort students if necessary
- Remind students to take / bring back letter
- Reinforce expectations
- Sign BLUE room card
- Keep communication open with Deputy / Line Manager

**Step 1**
- Reflection sheets
- Apology letters
- Letter to parent/s
- Monitoring sheet

- Lunch: first half of break
- Restorative second half

**Step 2**
- Letter returned to room
- Discussion with supervisor
- Transition to playground if needed
- BLUE room card

- Supervised play
- Social skills
- Restorative
- Monitoring

**Completion**
- Student returns to outside play or supervised play when the letter is returned to the BLUE room

**Admin Responsibilities**
- Only two Admin team members required unless there is a call for assistance
- Investigations done before consequence (outside of BLUE room)
- Supporting students to choose appropriate restorative practice reflection & apology (working one-on-one with younger students in little BLUE)
- Compiling information for parents
- Contacting parent/s
- Updating OneSchool contacts
- Monitoring and tracking all sheets and all steps in transition process
- Designating areas of play
- Keeping accurate records in diary
- Updating monitoring sheets /BLUE card
- Keeping the teachers informed if their student is in BLUE room