THE WILLOWS STATE SCHOOL

Excellence is the Standard

Student Code of Conduct 2026-2029

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

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Endorsement

Principal Name:	Michelle Donn
Principal Signature:	
Date:	

P/C President and-or School Council Chair Name:	Belinda Barattucci
P/C President and-or School Council Chair Signature:	
Date:	

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Purpose

At The Willows State School, we are dedicated to fostering a **safe, respectful, and responsible learning environment** for all members of our school community, including students, staff, parents, and visitors.

Purpose of the Student Code of Conduct

The **Willows State School Student Code of Conduct** outlines the responsibilities and processes we use to promote a **productive and effective whole-school approach to discipline**.
The purpose of this document is to:

- Facilitate **high standards of behaviour** across the school community.
- Ensure that teaching and learning are prioritised.
- Enable all students to experience success in a supportive environment.
- Provide staff with a safe and respectful workplace.

Rights and Responsibilities

The **Willows State School Student Code of Conduct** affirms the following:

- **Students and teachers** have the right to work to their full potential, free from disruption, abuse, or threats.
- **Parents/carers** share a joint responsibility to:
    - Encourage students to take accountability for their behaviour.
    - Contribute positively to the wider school community.

Principal's Foreword

Introduction

Excellence is the Standard

The Willows State School has a proud history of delivering high-quality education to students across the North Queensland region. We believe that strong, positive relationships between all members of our school community form the foundation for the success of every student.

At The Willows State School, our three core values guide all aspects of school life:

- **Safe**: Ensure that your actions and words do not cause harm to yourself or others.
- **Respectful**: Act with integrity and uphold principles of moral and ethical conduct, ensuring consistency between your words and actions.
- **Responsible**: Be accountable for your actions, resolve conflicts constructively and peacefully, contribute positively to society, and care for the environment.

These values underpin the development of this Student Code of Conduct, which aims to support all students in building the skills to become confident, self-disciplined, and compassionate individuals. Our staff recognise that effective communication and positive relationships are among the most essential skills for thriving in today's and tomorrow's communities.

At The Willows State School, we take an educative approach to discipline. We believe that behaviour can be taught and that mistakes provide valuable opportunities for growth and learning. This Student Code of Conduct outlines our school's policies on key areas such as the use of mobile phones and other technologies, the removal of student property, and the prevention and management of bullying. It also explains how these policies are communicated to students and how expected behaviours are explicitly taught. Finally, it provides clear guidance on the consequences that may apply when students do not meet the expected standards of behaviour.

I extend my gratitude to the students, staff, parents, and wider community members who contributed to the development of the 2026–2029 edition of the Student Code of Conduct. Your feedback and insights have been invaluable in shaping this document to reflect our shared commitment to excellence.

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P&C Statement of Support

As President of The Willows State School P&C Association, I am proud to endorse the revised Student Code of Conduct. The consultation process, led by the school leadership team, has provided parents and carers with multiple opportunities to contribute their feedback and insights. This collaborative approach has been a vital part of developing The Willows State School Student Code of Conduct, as the involvement and awareness of parents and carers are essential in ensuring all adults can support students in meeting behavioural expectations.

We strongly encourage all parents and carers to familiarise themselves with The Willows State School Student Code of Conduct and take the time to discuss its expectations with their children. These conversations are an important step in helping students understand the standards of behaviour and identifying any additional support they may need. In particular, we would like to highlight the systems and strategies outlined in the document to support students affected by bullying.

Bullying is a complex, community-wide issue, and we all have a role to play in addressing it. It is crucial for parents and carers to know that schools are equipped to provide support, guidance, and resources to help manage and resolve bullying concerns. The information contained in the Student Code of Conduct serves as an excellent starting point for understanding how to approach the school for assistance with these matters.

Any parents or carers who wish to discuss The Willows State School Student Code of Conduct or explore how families can support students in meeting behavioural expectations are warmly invited to contact me or join The Willows State School P&C Association. Together, with your support, we can work collaboratively with school staff to ensure that all students feel safe, valued, and appropriately supported to meet their individual social and learning needs.

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Leaders Statement

Student Endorsement of the Student Code of Conduct

On behalf of the student body at The Willows State School, we proudly endorse the **Student Code of Conduct for 2026–2029**, as finalised during the Term 4 Student Council meetings.

As representatives of the student body, we have actively participated in the consultation process by:

- Serving on the **consultation committee**.
- Providing **feedback on draft materials**.
- Sharing the perspectives and views of young people on a range of issues that impact their school experience.

Looking ahead, school leaders will continue to collaborate with the school administration team and The Willows State School P&C Association to:

- Monitor the implementation and effectiveness of the **Student Code of Conduct**.
- Identify areas for improvement.
- Present alternative options or suggestions for consideration to ensure the Code remains relevant and effective.

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Consultation

Consultation Process

The development of The Willows State School Student Code of Conduct followed a structured consultation process, conducted in three distinct phases.

Phase 1: Internal Staff Consultation
In the first phase, a series of internal meetings were held with the Leadership Team and PBL Committee Year Level representative staff. During these meetings, we analysed a range of data sets, including:

- **Attendance records**.
- **Positive Behaviour for Learning (PBL)** data.
- **School disciplinary absences**.
- **School opinion survey results**
- **Queensland Engagement and Wellbeing Survey (QEW)**

These discussions allowed us to identify the strengths and successes of the previous Student Code of Conduct, as well as areas requiring further development to align with updated Department of Education (DoE) policies and procedures.

Phase 2: Draft Development and Community Feedback
In the second phase, a draft version of the Student Code of Conduct was prepared and distributed to all members of the school community for feedback and comment.

Phase 3: Final Review and Endorsement
The third phase of consultation was completed in Term 4, 2025. The final version of the Student Code of Conduct, incorporating feedback and suggested changes, was submitted to the P&C Association for review. In November 2025, the P&C Association unanimously endorsed the document for implementation from 2026.

Communication Strategy

To support the implementation of The Willows State School Student Code of Conduct, a comprehensive communication strategy has been developed. This includes:

- **Parent information sessions**.
- Promotion through the **school website**, **weekly newsletter**, and **school Facebook page**.

Review Statement

The Willows State School Student Code of Conduct will be subject to:

- **Annual minor updates** to reflect any changes in policies and procedures.
- A **full review** in alignment with the scheduled review processes outlined in the School Performance Policy Suite.

The most current version of the Student Code of Conduct will always be accessible via the school website.

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Learning and Behaviour Statement

Diversity and Respect in Our School Community

Every individual brings their own set of personal beliefs to our school community. These beliefs shape decisions, behaviours, and social practices. It is important to recognise that not everyone will share the same beliefs or the same cultural background, and this diversity enriches the social environment of our school. However, it may also lead to differing expectations, prompting us to reflect on our understanding of what is considered acceptable and unacceptable behaviour.

We encourage students and parents if required to make an appointment with a member of the school Leadership Team through the Administration Office to discuss the model of behaviour support and discipline used at this school.

Student Wellbeing

At The Willows State School, we provide a range of programs and services to support the wellbeing of our students. Parents and carers are encouraged to arrange a meeting with school staff if they have concerns about their child's wellbeing. Where specialised assistance is required, the class teacher may refer the matter to the school's Leadership Team and Guidance Officer.

We recognise that learning and wellbeing are closely connected. Students achieve their best when their wellbeing is supported, and they develop a strong sense of wellbeing when they experience success in learning. The **Student Learning and Wellbeing Framework** guides state schools in fostering positive school cultures and embedding wellbeing in all aspects of school life. This is achieved by connecting the learning environment, curriculum and pedagogy, policies, procedures, and partnerships for learning and life.

Curriculum and Pedagogy

Our school builds the foundation for wellbeing and lifelong learning by embedding personal and social capabilities—such as self-awareness, self-management, social awareness, and social management—into the curriculum. This is achieved through the implementation of the **Version 9 Australian Curriculum** and the **K–12 Curriculum, Assessment and Reporting Framework**.

We acknowledge the positive impact that meaningful relationships between teachers and students have on academic and social outcomes. As part of our whole-school curriculum plan, The Willows State School provides age-appropriate health education programs, including the **Respect Program**, **Bravehearts**, and **Life Education**.

Policy and Expectations

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

Drug Education and Intervention

The Willows State School works alongside the caregivers to implement drug education and intervention measures for students involved in drug-related incidents at school. All stakeholders will complete the 'Drug Education Acknowledgement Process'. These measures prioritise the health and safety of the students involved, as well as other students, staff, and the wider community.

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Specialised Health Needs

Our school works closely with parents and carers to ensure that students with specialised health needs, including those requiring specific health procedures, receive appropriate support while attending school or participating in school-based activities.

This includes the development and implementation of health plans tailored to the student's needs. Staff are informed of the student's medical condition, and an appropriate number of staff members are trained to provide the necessary support. Parents and carers are responsible for ensuring that the school has the most up-to-date health plans.

Medications

The Willows State School requires parent consent and medical authorisation to administer any medication, including over-the-counter medications, to students. Parents and carers of students requiring medication during school hours will need to obtain the necessary forms and information from the school office for this to occur.

For students with long-term health conditions requiring medication, parents and carers must provide a completed **Request to Administer Medication at School** form, signed by the prescribing health practitioner.

The school maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer in the first aid kit to provide emergency first aid medication if required.

For further information about these processes contact the administration staff and they will assist.

Mental Health

The Willows State School works with families to support the implementation of early intervention measures providing support for students experiencing mental health difficulties. Where necessary, school staff can assist parents and carers with referrals to external agencies for additional support.

Suicide Prevention

The Willows State School have staff who are trained to respond promptly to suicide warning signs in students. If such signs are observed, staff will immediately seek assistance from the Deputy Principal or Principal, who will engage the Guidance Officer. In the event of a mental health crisis, the school will call **000** if there is an imminent threat to the safety of the student. First aid will be provided as necessary.

In all other situations, staff follow suicide intervention and prevention protocols, ensuring that:

- The student is not left alone.
- The safety of the student, other students, and staff is maintained.
- The student receives immediate and appropriate support.
- Parents and carers are informed.
- Risks are assessed and documented.
- Suicide safety plans are created when needed.

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Suicide Postvention

In the event of a student suicide occurring off school grounds, The Willows State School enacts a **postvention response**. This includes communicating with the student's family and providing timely support to students and staff who may be affected.

If a suicide occurs on school grounds or at a school event, the school immediately enacts the **School Emergency Management Plan**. The family of the student is contacted, and immediate support is provided to students and staff impacted by the incident.

Student Support Network

The Willows State School is proud to have a comprehensive Student Services Support Team (SSST) 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 Network.

Roles and Responsibilities

The table below outlines the key roles within our Student Support Network and their responsibilities:

Role	Responsibilities
Principal	- Leads the school community to develop, articulate, and commit to a shared educational vision focused on 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 professional development. - Forms partnerships with parents, government agencies, community groups, industry, and businesses. - Is futures-oriented and strategic. - Understands legislation and policies impacting schooling. - Manages resources to achieve school goals.
Deputy Principals	- Assists the Principal in leading the school community to develop and commit to a shared educational vision. - Deputise for the Principal when required. - Improves educational outcomes for students. - Develops the quality of teaching and learning. - Fosters positive relationships between students, staff, and the wider community. - Monitors attendance, behaviour, and academic data to identify areas requiring additional support.
Guidance Officer	- Supports students with specific difficulties, identified by the Leadership Team, through the provision short term counselling and check ins. - Leads complex case management processes.

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Role	Responsibilities
	- Liaises with parents/carers, teachers, and external health providers as part of the case management process. - Works alongside staff and caregivers to create referrals to external support agencies. - Assesses and reports on student presentation to plan for differentiated and personalised learning needs required to access curriculum engagement. - Provides professional development to staff.
Head of Special Education Services (HOSES)	- Leads the Inclusion Team to ensure students with disabilities are supported under the Disability Discrimination Act (DDA). - Promotes inclusive education for all students. - Drives inclusive school reform by developing inclusive culture, policies, and practices. - Coordinates and collaborates with external support providers. - Provides professional development to staff. - Identifies needs and allocates resources to support students identified through the SSST.
Head of Department (Student Services)	- Leads the Student Wellbeing and Engagement Team to foster a positive and inclusive school culture. - Ensures consistent implementation of Positive Behaviour for Learning (PBL). - Monitors behaviour data to identify areas requiring additional support. - Uses data to support students who need interventions beyond Tier 1. - Provides professional development to staff. - Builds the capacity of multidisciplinary teams to plan differentiated and personalised learning. - Coordinates and collaborates with external support providers. - Allocates resources to support students identified through the SSST.
Head of Department (Teaching and Learning)	- Leads the Curriculum Team to ensure all students have access to the Australian Curriculum in alignment with the K–12 Curriculum, Assessment and Reporting Framework. - Manages whole-school curriculum frameworks and implementation schedules. - Builds the capacity of teachers and support staff to deliver curriculum initiatives. - Monitors academic data to identify areas requiring additional support. - Allocates resources to support students identified through the SSST.
Inclusive Teaching and Learning Team	- Ensures students receive necessary adjustments through classroom support in an inclusive model. - Develops inclusive teaching and learning practices to provide equitable access to the curriculum through co-teaching models. - Supports teachers in delivering effective teaching and learning to improve student outcomes. - Provides Tier 2 interventions tailored to student needs. - Assists with case management processes in the SSST.

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Role	Responsibilities
Student Wellbeing and Engagement Team	- Provides individual and group support to help students engage with learning. - Supports teachers through Tier 1 coaching and profiling. - Delivers Tier 2 targeted instruction in small, intensive groups. - Assists students in overcoming barriers to education, such as social-emotional skills, behaviour, and attendance. - Liaises with external learning environments to support students.
School-Based Psychologist	- Supports students identified, by the Principal, with mild to moderate mental health concerns through tailored therapeutic interventions.
Defence School Mentor	- Monitors the social and emotional wellbeing of students from defence families. - Enhances awareness and appreciation of the unique defence lifestyle within the school and community. - Provides support to students and families during periods of parental absence.
Chaplain	- Supports the supervised play room and lunch programs/activities. - Provides students identified by Leadership Team with wellbeing check-ins and support as needed.

Additional Support Services

In addition to the school-based support network, parents and carers should be aware that regional and state-wide support services are available to supplement the assistance provided by the school. For more information about these services and their roles, please contact a member of the school Leadership Team.

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Whole School Approach to Discipline

At The Willows State School, we implement **Positive Behaviour for Learning (PBL)** as our multi-tiered system of support for student behaviour and discipline. This whole-school approach is embedded across all classrooms and programs, including music, technology, sporting activities, and excursions.

PBL is an evidence-based framework designed to:

- **Analyse data** to improve student behaviour and learning outcomes.
- Ensure that teachers use **evidence-based practices** effectively to support students.
- Provide staff with the tools and strategies to maintain **consistent school-wide and classroom practices** for improvement.

Our Approach to Discipline

At The Willows State School, we view discipline as more than just the application of consequences. Discipline reflects our belief that student behaviour is an integral part of the teaching and learning process.

Our staff are committed to:

- **Clearly communicating expectations** to students.
- Providing **explicit and supportive instruction** to help students meet these expectations.
- Using behavioural incidents as **opportunities to re-teach** and reinforce positive behaviours.

Developing the Student Code of Conduct

The development of The Willows State School Student Code of Conduct provides an opportunity to share the **PBL framework** with parents/carers and students. This collaboration ensures a consistent approach to teaching and reinforcing positive behaviours.

The language and expectations of PBL are adaptable and can be applied in any environment, including at home. By working together, parents/carers and school staff can support students to achieve success both academically and socially.

Communication and Support

We encourage any students or parents/carers with questions about the Student Code of Conduct or PBL to:

1. Speak with their **class teacher** in the first instance.
2. If further discussion is required, make an appointment to meet with a member of the **Leadership Team**.

Consideration of Individual Circumstances

At The Willows State School, we are committed to recognising and respecting the **individual circumstances** of each student. When teaching expectations, responding to inappropriate behaviour, or applying disciplinary consequences, our staff consider factors such as:

- **Behaviour history**.
- **Disability**.
- **Mental health and wellbeing**.
- **Religious and cultural considerations**.
- **Home environment** and **care arrangements**.

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Equity in Teaching and Responding to Behaviour

We understand that every student is unique, and as such, the way we teach, support, and respond to students will vary. This approach reflects the principle of **equity**, where each student is provided with the support they need to succeed.
Equity does not mean treating everyone the same, as this would not always be fair. For example:

- Some students may require **additional support** to interpret or understand an expectation.
- Others may benefit from **extra opportunities** to practise a skill or behaviour.
- For a small number of students, certain disciplinary consequences may be deemed **inappropriate or ineffective** due to complex trauma or family circumstances.

Our teachers and administration staff carefully consider these factors when instructing students on behaviour expectations and when responding to behavioural incidents.

Privacy and Confidentiality

Our teachers are legally required to respect and protect the **privacy of individual students**. While we understand that parents/carers and students may be curious about the consequences another student has received, we will not disclose or discuss this information with anyone other than the student's family.

This policy applies even in cases where the behavioural incident, such as bullying, involves your child. Please be assured that all matters, including bullying, are taken very seriously by school staff and are addressed appropriately. We ask that parents/carers and students respect the privacy of other students and their families.

Addressing Concerns

If you have concerns about:

- The behaviour of another student at the school, or
- The way staff have responded to a behavioural incident,

We encourage you to make an appointment with a member of the **Leadership Team** to discuss the matter.

Differentiated and Explicit Teaching

At The Willows State School, we are committed to providing a **safe, supportive, and disciplined school environment** that caters to the diverse learning needs of all students through differentiated teaching. This commitment includes:

- **Explicitly teaching expected behaviours**.
- Providing students with **opportunities to practise these behaviours**.
- Reinforcing expected behaviours through **feedback, correction, and additional practice opportunities**.

Differentiated Teaching to Support Engagement and Positive Behaviour

Our teachers follow **The Australian Curriculum** and use differentiation strategies to support student engagement and promote positive behaviour. Differentiation decisions are informed by:

- **Data analysis**.
- **Day-to-day monitoring** of students' behavioural and learning needs.

This approach enables teachers to:

- Purposefully plan a variety of strategies to engage students.

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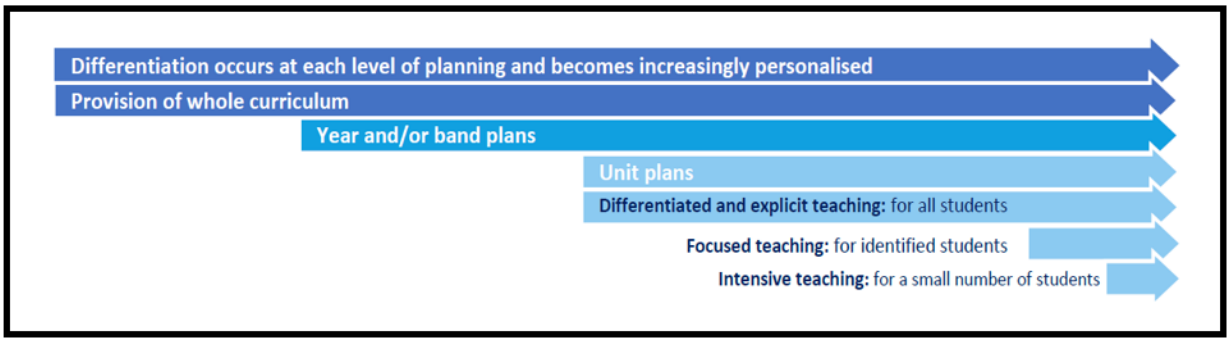
- Assist students in achieving the expected learning outcomes.
- Provide opportunities for students to demonstrate their learning in ways that suit their individual needs.

Differentiation at The Willows State School is structured into **three main layers**, as illustrated in the diagram below. These layers align directly with the **multi-tiered approach** discussed in the next section.



Every classroom at The Willows State School uses the **Positive Behaviour for Learning (PBL) Expectations Matrix** (see Appendix 1) as a foundation for developing behaviour standards.
Using the matrix, class teachers work collaboratively with students to:

- Explain what each expectation **looks, sounds, and feels like** in their classroom.
- Ensure students understand how these expectations apply to their daily interactions and activities.

The PBL Expectations Matrix is:

- **Displayed in every classroom**.
- Used as the foundation for teaching behaviour expectations throughout the year.
- Regularly revisited to address new or emerging issues.

Multi-Tiered Systems of Support (MTSS)

At The Willows State School, we implement **Multi-Tiered Systems of Support (MTSS)** as the foundation for our integrated approach to learning and behaviour.
MTSS is a **preventative and differentiated model** that is grounded in:

- **Practical strategies**.
- **Targeted planning**.
- **Data-informed decision-making**.

Using a **problem-solving model**, MTSS enables school staff to match increasingly intensive interventions to meet the **specific needs of individual students**. This ensures that every student receives the appropriate level of support to succeed academically, socially, and behaviourally.

Tier	Description
1	At The Willows State School, **100% of students** receive an inclusive and differentiated curriculum that is responsive to their academic and behavioural development. Our approach focuses on the whole-school implementation of both the **Australian Curriculum** and **Positive Behaviour for Learning (PBL) expectations**. This involves: • **Teaching behaviours in the settings where they will be used**, such as the classroom or playground, to ensure relevance and practical application.

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	• **Addressing challenging behaviours consistently**, while considering developmental norms and the underlying function of the behaviour. • **Providing refresher lessons and targeted recognition** throughout the school year to ensure students retain and apply the skills they need when required. • **Engaging students and their families** to gather their perspectives on school climate, instruction, reinforcement, and discipline, enabling continuous improvement in Tier 1 supports.
2	At The Willows State School, **targeted instruction and supports** are provided to approximately **10–15% of students** who require more intensive assistance than Tier 1 services. These supports involve additional time and specialised services from a range of school-based staff to help students meet the required academic and behavioural standards. **Tier 2 supports** build on the foundation of lessons provided at Tier 1 and are designed to prevent the need for more intensive interventions. These supports are delivered to small groups of students with similar needs, offering: • **Additional time** and/or • **More detailed instruction** on aspects of the Australian Curriculum or **Positive Behaviour for Learning (PBL) expectations**. The specific interventions provided at Tier 2 vary depending on the needs of the school's student body but share the following characteristics: • A **clear connection** between the skills taught in the interventions and the school-wide expectations. • Interventions are designed to require **minimal time from classroom teachers** and are easy to sustain. • **Limited variations** within each intervention to maintain consistency. • Interventions are **evidence-based** and matched to the specific needs of students, ensuring a high likelihood of success. If school data indicates that more than **10–15% of students** require targeted services, this signals the need for a review of **Tier 1 supports** to ensure the quality of instruction and implementation meets the needs of the broader student population.
3	At The Willows State School, **Tier 3 supports** are provided to approximately **2–5% of students** who require the most intensive support available. These supports are typically delivered in very small groups or on an individual basis, tailored to meet the unique needs of each student. **Tier 3 supports** build on the lessons and strategies provided at Tiers 1 and 2, becoming increasingly individualised and intensive. The goal is to identify and implement what is needed for each student to achieve success. These supports are informed by the results of a **Functional Behaviour Assessment (FBA)** and include strategies designed to: • **PREVENT** problem behaviours from occurring. • **TEACH** the student an acceptable replacement behaviour. • **REINFORCE** the student's use of the replacement behaviour. • **MINIMISE** the payoff or reinforcement for problem behaviour. **Functional Behaviour Assessment (FBA)** Many students requiring Tier 3 supports benefit from a **simple or brief FBA**, which identifies specific strategies to help the student succeed.

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	For a smaller percentage of students, a **comprehensive FBA** may be necessary. This involves a more thorough process of data collection, teaming, and problem-solving to develop effective strategies. An even smaller percentage of students may require an **intensive FBA** and a wrap-around plan. This level of support may involve collaboration with external agencies and the use of rigorous problem-solving procedures to address complex needs. **Monitoring and Review** If school data indicates that more than **2–5% of students** require individualised services, this signals the need for a review of **Tier 1 and Tier 2 supports**. Such a review ensures that the foundational and targeted supports are effectively meeting the needs of the broader student population.

Focused Teaching

At The Willows State School, approximately **15% of students** may require additional support to meet behaviour expectations, even after receiving differentiated and explicit teaching. These students may experience challenges in meeting behavioural expectations during specific times of the day or within certain learning areas or subjects. **Focused teaching** is provided to help these students achieve success.

Focused teaching involves:

- Revisiting key behavioural concepts and/or skills.
- Using **explicit and structured teaching strategies** to target specific aspects of a behaviour skill.
- Providing students with **additional opportunities to practise skills** and multiple chances to achieve the intended learning and expected behaviour.

Collaborative Support

At The Willows State School, support staff, including teachers with specialist expertise in learning, language, or development, work collaboratively with classroom teachers to deliver focused teaching. This teaching is aligned with the **PBL Expectations Matrix**, ensuring consistency across the school. Classroom teachers monitor student progress to determine whether students:

- **No longer require additional support**.
- **Require ongoing focused teaching**.
- **Require intensive teaching**.

Programs Supporting Focused Teaching

Our school invests in a range of programs to address specific skill development for students requiring focused teaching. These programs include:

- **Little Heroes**
- **NED Group**
- **Brain Talk**
- **Kids with a Purpose**
- **Younger Smarter Stronger**
- **Deadly Choices**

For more information about these programs, please contact a member of the **Leadership Team**.

Intensive Teaching

Research indicates that even in a highly effective and well-functioning school, approximately **5% of students** will require **intensive teaching** to meet behavioural expectations.
Intensive teaching involves:

- Frequent and explicit instruction delivered individually or in small groups.
- A focus on developing mastery of fundamental behavioural concepts, skills, and knowledge.

Duration of Intensive Teaching

The duration of intensive teaching varies depending on the needs of each student:

- Some students may require intensive teaching for a **short period** to develop specific behaviour skills.
- Others may need intensive teaching for a **prolonged period** to address more persistent challenges.

Decisions about the approach are informed by:

- **Data collected** from the student's teacher or teachers.
- **Consultation with the student's family**, ensuring a collaborative and supportive process.

Individualised Support for Complex and Challenging Behaviours

For a small number of students who continue to exhibit complex and challenging behaviours, additional supports may include:

- **Individualised, function-based behaviour assessments and support plans**.
- **Multi-agency collaboration**, involving external professionals where necessary.

This approach aims to address the significant barriers to learning and participation faced by students dealing with complex personal issues. By tailoring support to meet their unique needs, we strive to help these students' overcome challenges and achieve success.

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Positive Behaviour for Learning (PBL) Expectations

At The Willows State School, we are committed to fostering a positive and inclusive school culture through the implementation of **Positive Behaviour for Learning (PBL)**. Our PBL framework is built around three core expectations: **Be Safe, Be Respectful, and Be Responsible**. These expectations guide the behaviour of all members of our school community, including staff, students, and parents/carers.

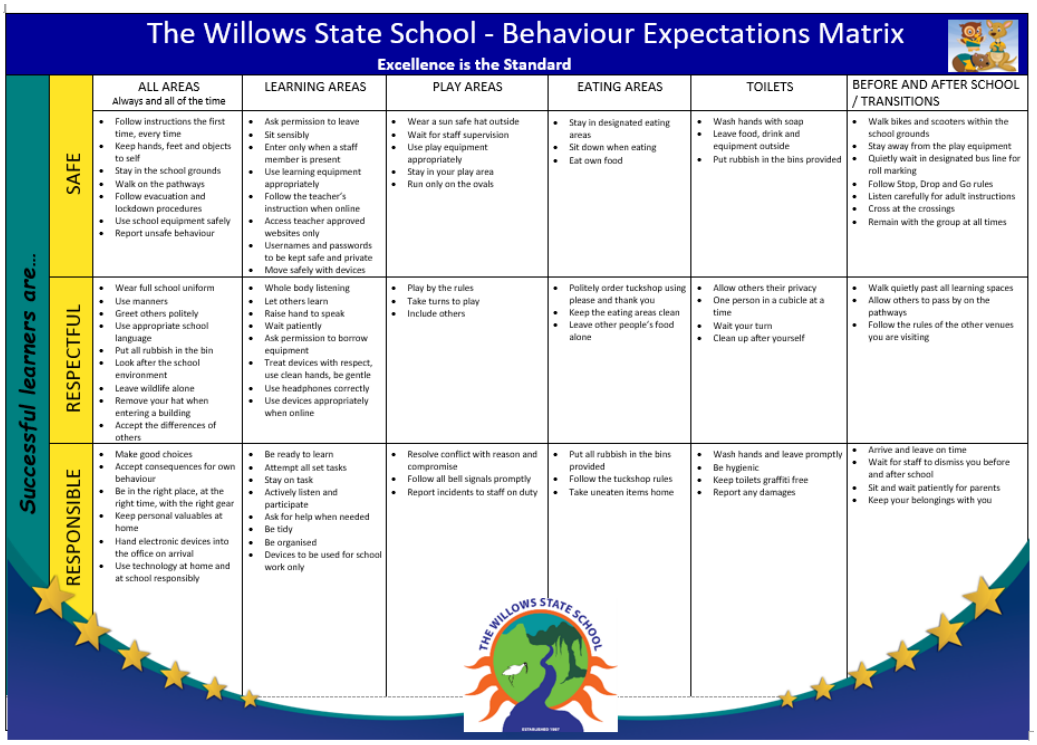
Staff

Our staff are dedicated to delivering high-quality education for every student. We believe that all adults in the school, whether visiting or working, should model the same three PBL expectations, **Be Safe, Be Respectful, and Be Responsible** that we expect from our students. By doing so, staff contribute to a positive and supportive learning environment.

Students

The **PBL expectations** for students are embedded in all aspects of school life. Our **Behaviour Matrix** outlines examples for students across the school, aligned with our three core expectations: **Safe, Respectful, and Responsible**. Each classroom unpacks what these expectations **look like, feel like, and sound like** to help students and visitors understand and uphold the **high standards** we value at **The Willows State School**.

For a full copy of the student PBL expectations, please refer to the Behaviour Matrix **Appendix 2**.



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Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

At **The Willows State School**, we value and welcome parents and members of our diverse community into our school.

By **working together** with the school community, our staff support the **learning** and **wellbeing** of every student and are entitled to a **safe and respectful work environment**.

Parents and visitors also play an important role in maintaining a **safe and positive school environment** by ensuring that their **communication** and **conduct** — both at school and during school activities — remain **respectful** at all times.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication	• be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns	• using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration	• (parents) ensure their child attends school ready to learn • support the Student Code of Conduct	• taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture	• recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy.	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

Positive Recognition Schedule

At The Willows State School, we use a systematic, consistent, school-wide approach to reinforcing and acknowledging expected behaviours. By providing specific, timely, and constructive feedback, we support students in learning and practising the behaviours expected both in and outside the classroom.

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Our recognition system operates on three levels:

1. **Free and Frequent** – Everyday acknowledgements used by all staff in all school settings.
2. **Moderate and Intermittent** – Occasional awards for specific achievements.
3. **Significant and Infrequent** – Quarterly or yearly recognition for outstanding contributions.

Mascots

At The Willows State School there are **3 mascots**.

- Waldo the wombat
- Olive the owl
- Willow the wallaby

They remind students of our rules of being safe, respectful and responsible. Waldo was designed by a student at the school in 2017 and named through student consultation. The 3 names of these characters go together to make the acronym WOW, which is used as playground rewards, acknowledging students following the school's high expectations.

Free and Frequent Recognition

WOWs – Playground

Staff award **WOWs** to students who demonstrate the school-wide expectations of being Safe, Respectful, and Responsible in the playground. WOWs are entered into a draw at year-level parades, and winners receive a reward.

Reach for the Stars – Classroom

The **Reach for the Stars** system encourages and acknowledges students' effort and positive behavioural choices in the classroom. This system builds confidence and self-esteem while providing parents/carers with feedback about their child's behaviour. Key strengths of this system include:

- Encouraging students to self-regulate.
- Providing a clear and easy-to-understand process.
- Motivating students to aim for positive outcomes.
- Offering a visual reference for both students and teachers.

STARS – Classroom

The **STARS** system complements the Reach for the Stars program. Students collect stamps on a sheet, with a goal of earning 75 stars every five weeks. Students who achieve this goal are invited to mid-term and end-of-term **Star Celebrations**.

For a larger copy of the Reach for The Stars chart, please refer to **Appendix 3**.

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Moderate and Intermittent Recognition

Class Awards

Teachers present certificates to promote **Curriculum, Behaviour and The Willows Way** at weekly Year Level Parades. These parades are led by classroom teachers, with the Administration Team attending as needed. Parades follow the process below and caregivers are welcome to attend.

1	**General Messages** Teachers deliver any messages or reminders that are specific to the year level for the week.
2	**PBL Fortnightly Focus** The fortnightly behaviour focus is delivered by the teachers and discussed.
3	**Curriculum, Behaviour and The Willows Way Certificates** Present certificates and repeat for each class

Significant and Infrequent Recognition

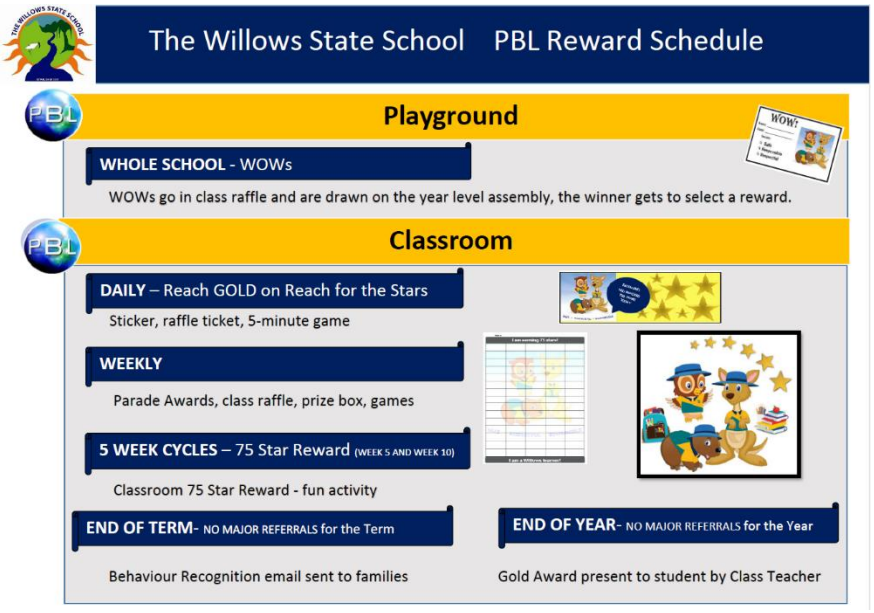
75 Star Rewards

To promote positive behaviour for learning, all staff and students follow the Reward Schedule. Twice per term (in Weeks 5 and 10), students who have earned 75 stars are invited to a celebration with their class.

Additionally, students who have not had a major behavioural incident during the term are rewarded with a **Recognition Letter** of good behaviour from the principal in Week 10 of each term.

Students who have shown exemplary behaviour for the year receive a Gold Behaviour Certificate from their class teacher.

For a larger copy of the student PBL Reward Schedule, please refer to **Appendix 4**.



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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)
- *Disability Discrimination Act 1992* (Cwth)
- *Disability Standards for Education 2005* (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (General Provisions) Regulation 2017* (Qld)
- *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)
- *Work Health and Safety Act 2011* (Qld)
- *WorkHealth and Safety Regulations 2011* (Cwth)

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Disciplinary Consequences

At The Willows State School, responses to problem behaviour are organised into **three tiers**, with increasing levels of support and consequences to address behaviours that:

- Endanger others, or
- Cause significant, ongoing disruption to class or school operations.

Tier 1: Responses for the Majority of Students

The majority of students are confident and capable of meeting established behavioural expectations when these are:

- **Clearly communicated**,
- **Explicitly taught**, and
- **Practised regularly**.

For low-level or minor problem behaviours, teachers may use strategies such as:

- **In-class corrective feedback**,
- **Rule reminders** and
- **Follow-up actions**

These strategies are designed to redirect behaviour and reinforce expectations within the classroom setting.

Tier 2: Focused Support for Some Students

Approximately **15% of students** may require additional support, time, and opportunities to practise expected behaviours. These students may continue to display low-level problem behaviours despite focused teaching, in-class corrective feedback, consequences, and rule reminders.

When a **continued pattern of low-level behaviour** begins to interfere with teaching and learning for the whole class, the class teacher may decide to refer the student to the **school leadership team**. The leadership team will then determine an appropriate disciplinary consequence.

Tier 3: Intensive Support for a Small Number of Students

For a small percentage of students (approximately **2–5%**), a high level of differentiated support or **intensive teaching** is required to help them meet behavioural expectations. This support may be needed on a continuous basis throughout the school year.

The determination of the need for intensive support is made by the **principal**, in consultation with the leadership team, other relevant staff and stakeholders.

In some cases, a student's behaviour may be so serious—such as causing harm to other students or staff—that the principal may determine that an **out-of-school suspension** or **exclusion** is necessary. This course of action is typically taken when:

- The behaviour is so severe that the immediate removal of the student is required to ensure the safety of others, and
- No other disciplinary strategy is deemed sufficient to address the behaviour.

Consideration of Individual Circumstances

At The Willows State School, individual circumstances are always considered when applying disciplinary consequences. This ensures that responses are fair, equitable, and appropriate to the specific needs and context of each student.

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Differentiated Classroom Management Responses

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)
- Movement Breaks
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour (e.g. reward charts)
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give ‘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?”, This/Then Charts)
- 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
- Whole School Process - Reach for the Stars Chart
- Thinking Chair – Buddy Chair
- Timeout for reflection/work completion in class

Focused Disciplinary Responses

Class teacher is supported by School Support Network to address in-class problem behaviour. This may include:

- Thinking Chair – Buddy Chair
- Functional Behaviour Analysis
- Individual student behaviour support strategies (e.g. Individual Behaviour Support Plan- IBSP)
- Targeted skills teaching in small group
- Time Out BLUE Room (for reflection)
- Restorative Conversations
- Discipline Improvement Plan
- Counselling and Guidance Support
- Classroom Monitoring Card - Check in / Check Out process
- Teacher Coaching and Debriefing
- Referral to Student Services Support Team
- Case Management (Stakeholder Meeting with parents/carers)

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Intensive Disciplinary Responses

School Leadership Team works in consultation with Class Teacher and Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Analysis based IBSP
- Complex Case Management (Stakeholder Meeting with parents/carers and external providers)
- Risk Evaluation Plan (RISK)
- Individual Safety Support Plan (ISSP)
- Stakeholder Meeting with regional specialists, parents/carers and external agencies
- Stanton Lodge Referral (External)
- External Agency Referral
- Specialised Education Session (e.g. Drug/Accepting Difference of Others)
- Intensive re-setting of expectations external to the classroom facilitated by members of the school student support team.
- Part-time Educational Program (PTEP)
- 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.

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School Policies

The Willows State School has developed tailored discipline policies to ensure that students, staff, and visitors work collaboratively to create and maintain a supportive, inclusive, and safe learning environment. These policies are aligned with departmental guidelines and reflect our commitment to fostering positive relationships and respectful behaviours within our school community.

We encourage all members of our school community to familiarise themselves with the responsibilities outlined in the following key policies:

- **The Code of Conduct for School Students Travelling on Buses**: Guidelines to ensure safe and respectful behaviour while travelling on school buses.
- **Temporary Removal of Student Property**: Procedures for the removal and return of student property to maintain a safe and productive learning environment.
- **Use of Mobile Phones and Other Devices by Students**: Expectations for the appropriate use of technology to support learning and minimise distractions.
- **Preventing and Responding to Bullying**: Strategies and processes to address bullying and promote a culture of respect and inclusion.
- **Appropriate Use of Social Media**: Guidelines to ensure responsible and respectful online behaviour that upholds the school's values.

These policies are integral to supporting the wellbeing and success of all members of our school community. By understanding and adhering to these guidelines, we can work together to ensure The Willows State School remains a safe and welcoming environment for everyone.

The Code of Conduct for School Students Travelling on Buses

The Code of Conduct applies to all school students in Queensland who use buses for travel to and from school, as well as for other school-related activities such as sports, excursions, and camps.

A collaborative approach by all stakeholders—students, parents/carers, school staff, and bus operators—is essential to encourage and reinforce safe and respectful behaviour on buses.

Responsibilities of Students

Students are expected to:

- Take responsibility for their own behaviour.
- Act safely and responsibly at all times.
- Follow the bus driver's instructions and adhere to bus rules.
- Show respect for themselves, others, and property (both their own and others').
- Understand and accept the consequences of misconduct on buses, which may include refusal of travel.

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Responsibilities of Parents/Carers

Parents and carers play a key role in supporting safe bus travel and are expected to:

- Ensure their children are capable of travelling independently.
- Take responsibility for their children's safe travel to and from the bus service.
- Teach their children about bus safety rules, appropriate behaviour, the Code, and the consequences of misconduct (which may include refusal of travel).
- Communicate respectfully and cooperate with the bus driver, bus operator, and school staff in managing any incidents of misconduct.

Responsibilities of School Staff

School staff are committed to supporting safe bus travel and are expected to:

- Collaborate with all stakeholders to implement the Code effectively.
- Support bus operators in applying the Code's procedures and processes.
- Reinforce the importance of safe bus travel and the Code's principles through school-based processes and education.
- Facilitate clear and respectful communication between bus operators, students, and parents/carers.

Temporary Removal of Student Property

The removal of property in a student's possession may be necessary to uphold the caring, safe, and supportive learning environment of the school. This process also aims 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 staff when temporarily removing student property.

Considerations for Retaining Student Property

When determining what constitutes a reasonable period to retain student property, the Principal or state school staff will consider the following factors:

- The condition, nature, or value of the property.
- The circumstances under which the property was removed.
- The safety of the student from whom the property was removed, as well as the safety of other students and staff members.
- The effective management, administration, and control of the school.

Return of Temporarily Removed Property

The Principal or state school staff will determine when the temporarily removed property can be returned to the student. However, if the property has been handed over to the Queensland Police Service, the school will no longer have authority over its return.

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
- imitation guns or weapons
- old bullet shells
- potentially dangerous items
- drugs** (including tobacco, vapes)
- alcohol

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- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. lighters)
- poisons
- inappropriate or offensive material

No knives of any type are allowed at school 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 may be required to have their own knives or sharp tools for particular subjects the school will provide information about the procedures for carrying and storing these items at school.

Responsibilities

State School Staff at The Willows State School

State school staff at The Willows State School are committed to maintaining a safe, supportive, and productive learning environment. In line with departmental policies and Queensland legislation, staff:

- **Do not require the student's consent** to search school property, such as lockers, desks, or laptops, that are supplied to the student by the school.
- **May seize a student's bag** if there is a reasonable suspicion that it contains a dangerous item (e.g., a knife). In such cases, staff may act prior to seeking consent from a parent or contacting the police.
- **Require consent** from the student or parent/carer to examine or otherwise deal with temporarily removed student property. For example, if a mobile phone is removed from a student, staff are not authorised to unlock the phone or access its contents (e.g., reading, copying, or deleting messages).
- **May act without consent** in emergency circumstances where it is necessary to access a student's property. For instance, staff may retrieve an EpiPen during an anaphylactic emergency.
- **Do not have the authority** to search a student's person. If such a search is deemed necessary, the police will be contacted to make this determination.

Parents/Carers of Students at The Willows State School

Parents and carers play a vital role in supporting the school's efforts to maintain a safe and respectful environment. Parents/carers are expected to:

- **Ensure children do not bring property** onto school grounds or other school-related settings (e.g., camps, sporting venues) that:
    - Is prohibited under The Willows State School Student Code of Conduct.
    - Is illegal.
    - Poses a risk to the safety or wellbeing of others.
    - Disrupts a caring, safe, supportive, or productive learning environment.
    - Undermines mutual respect within the school community.
- **Collect temporarily removed student property** as soon as possible after being notified by the principal or school staff that the property is available for collection.

Students at The Willows State School

Students are responsible for contributing to a safe, respectful, and productive school environment. Students must:

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- **Not bring property** onto school grounds or other school-related settings (e.g., camps, sporting venues) that:
    - Is prohibited under The Willows State School Student Code of Conduct.
    - Is illegal.
    - Poses a risk to the safety or wellbeing of others.
    - Disrupts a caring, safe, supportive, or productive learning environment.
    - Undermines mutual respect within the school community.
- **Collect their property** as soon as possible after being advised by the principal or school staff that it is available for collection.

Use of Mobile Phones and other Devices by Students

Away for the Day

Important to Note

- **Definition of Devices**: Under these guidelines, mobile phones and wearable devices include mobile phones, smartwatches, handheld devices, and other emerging technologies capable of connecting to telecommunication networks or the internet.
- **Exclusions**: These guidelines do not apply to personal or school-owned devices, such as iPads, tablets, or laptops, that are approved for educational use as part of the school's Bring Your Own Device (BYOx) program.

Student Use of Mobile Phones and Wearable Devices at School

All state school students must keep their mobile phones switched off and stored **'away for the day'** during school hours. Notifications on wearable devices, such as smartwatches, must also be switched off to ensure phone calls, messages, and other notifications cannot be sent or received during school hours.

These guidelines apply during all school activities, including representative school sport, excursions, and camps, unless otherwise determined by the school principal.

Students may only use their mobile phones or enable wearable device notifications during school hours if:

- They are participating in a **teacher-led educational activity** that complies with the school's local implementation approach.
- They have an **approved exemption** for medical, disability, and/or wellbeing reasons.

Students are permitted to use their mobile phones after school, once they have left the school grounds. Upon arrival at school, students must hand their mobile phones into the office, where they will be securely stored for the day. Students are required to **sign their phones in and out** with office staff.

Individual Circumstances

The school recognises that some students may require temporary or ongoing exemptions from the local implementation approach. Consideration will be given to individual circumstances, including where:

- The mobile phone or wearable device is used to **monitor or manage a medical condition**, in accordance with the *Managing students' health support needs at school procedure*.
- The mobile phone or wearable device is used as an **agreed reasonable adjustment** for a student with a disability or learning difficulties.
- The mobile phone or wearable device is used as an **augmentative or alternative communication system** or as a tool to access and participate in the environment (e.g., navigation or object/people identification applications).

Teaching Responsible Use of Devices

The explicit teaching of responsible device use is a critical component of digital literacy. Students must develop the knowledge and confidence to navigate and use these technologies safely. This responsibility is shared between **parents/carers, school staff, and students**.

Supporting Responsible Use of Mobile Phones

When students do not meet the expectations outlined in these guidelines, the school will ensure responses are **proportionate, equitable**, and considerate of individual circumstances. Decisions will be made based on what is reasonable for the situation.

Examples of responses include:

- Providing a **verbal reminder** to the student about expected behaviour.
- Directing the student to place their mobile phone in storage at the office.
- Directing the student to **switch off notifications** on their wearable device.
- Temporarily removing the device and either returning it to the student or requesting that a parent/carer collect it at the end of the school day.
- Applying an **in-school consequence**.
- Increasing staff supervision of device use, particularly in cases where the student requires access to their mobile phone or wearable device for medical, disability, or wellbeing reasons.

Mobile phones and wearable devices that are temporarily removed from students will be stored and retained in accordance with the department's *Temporary removal of student property by school staff procedure*.

Use of ICT Facilities and Devices by Students

Responsibilities of Students

Students at The Willows State School are expected to use ICT facilities and devices responsibly and in line with the school's Student Code of Conduct.

Acceptable Use

It is acceptable for students to:

- Use computers, laptops, 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.

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    - 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, and other educational resources.
    - Researching and learning through the department's eLearning environment.

- Be courteous, considerate, and respectful of others when using a device.

Unacceptable Use

It is unacceptable for students to:

- Invade someone's privacy by recording personal conversations or daily activities and/or distributing such material.
- Download, distribute, or publish offensive messages or pictures.
- Use obscene, inflammatory, racist, discriminatory, or derogatory language.
- Use language or threats of violence that may amount to bullying, harassment, or stalking.
- Insult, harass, or attack others, or use obscene or abusive language.
- Damage computers, printers, or network equipment.
- Commit plagiarism or violate copyright laws.
- Ignore teacher directions regarding the use of online email and communication forums.
- Knowingly download viruses or other programs capable of breaching the department's network security.
- Use in-phone cameras inappropriately, such as in change rooms or toilets.
- Use school images, logos, or the TWSS name inappropriately, in ways that bring the school into disrepute.

At all times, while using ICT facilities and devices supplied by the school, students must act in accordance with The Willows State School Student Code of Conduct.

Responsibilities of Staff, Students, and Parents/Carers

Staff, students, and parents/carers must:

- Understand the responsibilities and behaviour expectations outlined in the School Behaviour Expectations Matrix and Laptop Use Expectations (Appendices 1 & 7).
- Ensure they have the skills to report and discontinue access to harmful information encountered via the internet or email.
- Be aware that:
    - The school is not responsible for safeguarding information stored by students on departmentally owned computers or mobile devices.
    - Schools may remotely access departmentally owned student computers or mobile devices for management purposes.
    - Students who use the school's ICT facilities and devices inappropriately may face disciplinary action.
    - Despite strict departmental controls to manage internet content, illegal, dangerous, or offensive information may occasionally be displayed accidentally.
    - Staff will exercise their duty of care to avoid or reduce access to harmful information, but responsible ICT use by students is also required.

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Appropriate Use of Social Media

The internet, mobile phones, and social media provide excellent opportunities for students to network and socialise online. However, these technologies also have the potential to cause harm to individuals, groups, or entire communities.

Negative comments posted about the school community can have far-reaching consequences. Reputations of students, teachers, schools, principals, and parents/carers can be permanently damaged. In some cases, inappropriate online behaviour may result in police involvement or legal action.

Strategies for Positive Social Media Use

To ensure social media use remains positive and constructive:

- **Think before you post**: Ask yourself if the community or individual really needs to know. Is it relevant, positive, and helpful?
- **Consider your online reputation**: What you post online reflects who you are. People may form lasting opinions of you based on your online activity.
- **Be a role model**: If discussions become heated, log out and take time to reflect. Avoid hasty, emotional responses that could escalate the situation.
- **Be mindful of others**: Keep comments general and avoid posting anything that could identify individuals.

Commenting or Posting About Schools, Staff, or Students

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

While schools may use social media to share updates, the department encourages parents/carers to contact schools directly with compliments, complaints, or enquiries to maintain privacy.

If you or someone else has raised an issue with the school, avoid discussing the details on social media, especially the names of those involved. Keep comments calm and polite, as you would in a phone call or email.

If you encounter negative or derogatory content online involving the school, contact the school principal.

Civil or Criminal Ramifications of Online Commentary

Serious instances of inappropriate online behaviour may constitute criminal offences and become police matters. For example, online content may breach the *Criminal Code Act 1995 (Cth)*, specifically the offence of "using a carriage service to menace, harass, or cause offence" (s. 474.17).

Defamatory online content may also lead to litigation under the *Defamation Act 2005 (Qld)*. School staff may contact their union or seek legal advice if online content seriously impacts their reputation.

Respecting Privacy

When uploading photos of your children, be mindful of who else might appear in the background. While you may wish to share your child's achievements, other parents/carers may not want their child's image or name shared online.

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Responding to Problem Content

If you encounter problematic online content, consider the following steps:

- Refrain from responding.
- Take a screenshot or print a copy of the concerning content.
- If the content is explicit, pornographic, or exploitative of minors, record the URL but do **not** print or share it. Provide the URL to the police if necessary.
- Block the offending user and report the content to the social media platform.

Preventing and Responding to Bullying

At The Willows State School, we are committed to fostering positive relationships and promoting the wellbeing of all students, staff, and visitors. Our approach is guided by the **Student Learning and Wellbeing Framework**, which underpins our efforts to create a safe, inclusive, and supportive school environment.

We recognise that student learning is most effective when students feel connected to others and experience safe, respectful, and trusting relationships. A sense of security enables students to actively engage in their learning, leading to improved physical, emotional, social, and academic outcomes. Similarly, when teachers feel valued and supported, they are better equipped to build meaningful connections with students and contribute positively to the school community.

We also acknowledge the critical role of parents and carers in their child's education. Positive engagement from families enhances student self-esteem, attendance, and behaviour, creating a strong foundation for success. By prioritising the wellbeing of students, staff, and families, we contribute to long-term social, health, and economic benefits for the broader Australian community.

Student Leadership and Voice

The Willows State School values student voice and leadership as integral to our school culture. Our **Student Leadership Team**, which includes a subcommittee known as the **Student Council**, provides opportunities for students to actively contribute to school decision-making. Representatives from Years 4 to 6 meet regularly with members of the School Leadership Team to share ideas and collaborate on initiatives aimed at improving student wellbeing, engagement, and learning outcomes.

Through these leadership opportunities, students develop important skills such as communication, teamwork, and problem-solving, while also fostering a sense of responsibility and belonging within the school community.

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Leadership

Principals and school leaders play an essential role in fostering a positive learning environment where every member of the school community feels included, connected, safe, and respected. By modelling strong leadership and promoting a culture of care, school leaders set the foundation for a supportive and inclusive school environment.

Inclusion

Our school community is committed to creating a welcoming culture that celebrates diversity and values the unique contributions of every individual. All members of the school community actively participate in fostering positive, respectful relationships that promote a sense of belonging and inclusion for all.

Student Voice

Students are empowered to take an active role in their own learning and wellbeing. By developing and using their social and emotional skills, students are encouraged to be respectful, resilient, and safe. A strong sense of connection and ownership over their school experience is cultivated through opportunities for meaningful participation.

Partnerships

Families and the wider community are valued as key partners in supporting student learning, safety, and wellbeing. Collaborative relationships between the school, families, and community stakeholders strengthen the support network for students, ensuring they thrive academically, socially, and emotionally.

Support

School staff, students, and families share a collective understanding of the importance of wellbeing and positive behaviour. This shared understanding underpins effective teaching and learning, creating an environment where students can achieve their full potential.

Through the implementation of the **Positive Behaviour for Learning (PBL) Framework**, all stakeholders contribute to strategies that enhance wellbeing, promote safety, and address violence, bullying, and abuse in both online and physical spaces. This collaborative approach ensures that our school remains a safe and supportive environment for all.

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Definition of Bullying

The nationally agreed definition for Australian schools describes bullying as:

- The **ongoing and deliberate misuse of power** in relationships through repeated verbal, physical, and/or social behaviour intended to cause physical, social, and/or psychological harm.
- Involving an individual or group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- Occurring **in person or online**, through various digital platforms and devices, and may be obvious (**overt**) or hidden (**covert**). Bullying behaviour is repeated or has the potential to be repeated over time (e.g., through sharing of digital records).
- Having **immediate, medium, and long-term effects** on those involved, including bystanders.

It is important to note that **single incidents**, conflicts, or fights between equals—whether in person or online—are **not defined as bullying**.

Behaviours That Do Not Constitute Bullying

The following behaviours, while serious, are not considered bullying:

- 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.

Although these behaviours do not meet the definition of bullying, they are still taken seriously and require resolution. At The Willows State School, our staff are committed to responding promptly to any concerns raised, working collaboratively with students and parents/carers to address and resolve these matters.

Responding to Reports of Bullying

At The Willows State School, we are committed to addressing reports of bullying promptly and effectively. There is a clear process for responding to reports of bullying, including incidents that may occur online or outside the school setting. The following flowchart outlines the steps teachers will take when a bullying report is received.

Please note that the **indicative timeframes** may vary depending on the professional judgment of the teacher handling the report and their assessment of the immediate risk to the student(s) involved.

Order of Key Contacts for Reporting Bullying

1. **Prep to Year 6** – **Classroom Teacher**
   The classroom teacher is the first point of contact for students and parents to report concerns about bullying.
2. **Deputy Principals (DPs)**
   If further support is required, parents and students can escalate their concerns to the relevant Deputy Principal:
   - **Prep to Year 2** – Amanda Souter
   - **Year 3 and Year 5** – Patricia Winter
   - **Year 4 and Year 6** – Cameron Tod

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3. **Principal**
   If the matter remains unresolved after consultation with the classroom teacher and Deputy Principal, parents and students may contact the **Principal**, Michelle Donn, for further assistance.

This structure below ensures that all reports of bullying are addressed systematically, with clear communication between the school and families.

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

Step one Document

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

Step 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

Step 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
- 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

Step four Implement

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

Step 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

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Appropriate Use of Social Media

Cyberbullying

At The Willows State School, cyberbullying is treated with the same level of seriousness as in-person bullying. However, a key difference is that cyberbullying can follow students beyond the school environment, into their homes and personal spaces, leaving them with little opportunity to escape the harassment or abuse during evenings, weekends, or holidays.

Reporting Cyberbullying

Students or parents/carers who wish to report cyberbullying should contact the **classroom teacher** or **Deputy Principal** in the first instance. Our staff are committed to assisting students and families in preventing and responding to incidents of cyberbullying.

School Authority to Address Cyberbullying

It is important for students, parents/carers, and staff to understand that state school principals have the authority to take disciplinary action to address student behaviours that occur **outside of school hours or off school grounds**, including cyberbullying.

For incidents of cyberbullying that occur during school holidays, parents/carers and students are encouraged to seek immediate assistance from the following agencies:

- **Office of the eSafety Commissioner** – for support and advice on managing online safety concerns.
- **Queensland Police Service** – for incidents involving threats, harassment, or other unlawful behaviour.

Inappropriate Online Behaviour by Adults

Parents/carers or other stakeholders who engage in inappropriate online behaviour directed at students, staff, or other parents/carers may also be referred to the **Office of the eSafety Commissioner** and/or the **Queensland Police Service** for further action.

Cybersafety and Reputation Management

The Department of Education has a dedicated team of experts who work to uphold the department's reputation and support schools in addressing cybersafety and reputation management concerns.

This team provides direct assistance to schools in responding to issues related to inappropriate online behaviour and the misuse of information and communication technology (ICT). Their expertise ensures that schools are equipped to manage these challenges effectively and in alignment with departmental policies.

The team also offers a **Parent/Carer Guide** with essential information about cybersafety and cyberbullying. This guide includes practical advice on:

- What to do if your child is a target of inappropriate online behaviour.
- Steps to take if your child is responsible for such behaviour.
- Strategies to promote safe and responsible use of technology.

For more information or to access these resources, parents/carers are encouraged to contact the school or visit the Department of Education's website.

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Student Intervention and Support Services

At The Willows State School, we are committed to providing intervention and support to all students involved in incidents of bullying, including cyberbullying.

Support for Students Affected by Bullying

Students who have been subjected to bullying or have witnessed bullying behaviour can access a range of internal support services. These services are outlined in the **Student Support Network** section of this document and include access to staff trained to provide emotional and social support.

Support for Students Who Engage in Bullying Behaviours

Students who engage in bullying behaviours will also receive support to help them develop more socially acceptable and appropriate behaviours. This support may include:

- **Counselling** to address underlying issues and promote positive behaviour.
- Participation in **social development programs** to build empathy and interpersonal skills.
- **Referral to mental health services** for additional professional support, if required.
- Engagement in a **restorative conversation** to repair relationships and promote accountability.

In addition to these support measures, **school disciplinary actions** may be applied to emphasise the seriousness of bullying and to uphold the school's commitment to a safe and respectful environment for all.

Cyberbullying Response Flowchart

How to manage online incidents that impact your school

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

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

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

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

YES OR NO

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

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

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.

YES

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

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

NO

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

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

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

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

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

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

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Restrictive Practices

Responding to Risky Student Behaviour

At The Willows State School, staff are committed to responding promptly and effectively to student behaviours that present a risk of physical harm to the student or others. While most instances of risky behaviour can be de-escalated and resolved quickly, there may be rare occasions where a student's behaviour continues to escalate. In such cases, staff will engage immediately with positive and proactive strategies to support the student in managing their emotional arousal and behaviour.

Use of Restrictive Practices

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

Restrictive practices are only used as a **last resort** and are never employed as a form of punishment or disciplinary action.

The Department of Education's **Restrictive Practices Procedure** ensures that the use of restrictive practices is guided by the protection of human rights, health, safety, and welfare. This procedure is underpinned by six fundamental principles:

1. **Respect for Human Rights** – Ensuring the dignity and rights of all students are upheld.
2. **Safeguarding from Harm** – Protecting students, staff, and others from harm.
3. **Transparency and Accountability** – Ensuring all actions are open, documented, and accountable.
4. **Communication and Consultation** – Prioritising collaboration with parents/carers.
5. **Positive Outcomes** – Maximising opportunities for positive behavioural and emotional outcomes.
6. **Reduction of Restrictive Practices** – Aiming to reduce or eliminate the need for restrictive practices over time.

Planned Use of Restrictive Practices

In very rare cases, restrictive practices may be **planned** and pre-arranged strategies may be employed. These strategies are based on a **behaviour risk assessment** or **clinical health need** and are documented in advance. Planned restrictive practices may include:

- **Physical restraint**
- **Mechanical restraint**
- **Clinical holding**

Planned restrictive practices will only be used where there is a foreseeable **immediate risk**, consistent with the Department's **Restrictive Practices Procedure**.

Seclusion

Seclusion will **not** be used as a planned response. It will only be employed in **serious emergencies** to manage an **unforeseeable situation** where there is an immediate risk of harm.

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When seclusion is used:

- It will be for the **shortest time possible**.
- The student will be placed in a safe area that presents no additional foreseeable risk.
- A staff member will observe the student at all times.
- Seclusion will cease as soon as the risk has been mitigated.

Review and Reporting

Following the use of any restrictive practice, a **focused review** will be conducted to:

- Reflect on how staff responded to the risk.
- Identify whether alternative strategies could be used in similar situations in the future.

All incidents involving restrictive practices will be **recorded and reported** in accordance with departmental procedures.

Critical Incidents

Critical Incident Management

A **critical incident** is defined as a sudden, urgent, and often unexpected occurrence that requires immediate action. Examples may include incidents occurring in the community, on the road, or within the school environment. The primary goal during a critical incident is to bring the student's behaviour under **rapid and safe control**. This is a **crisis management period**, and it is not the time to implement disciplinary measures.

Emergency Management Plan

In the event of a critical incident that poses a serious risk to the safety of the student or others, staff will follow the school's **Emergency Management Plan**. These processes are designed to ensure the safety and wellbeing of all individuals involved and are reviewed annually.

Communication and Support

Following a critical incident, the principal will communicate with relevant members of the school community using established school communication channels. This communication will:

- Provide information about the incident.
- Offer support to those affected, as needed.

The school is committed to ensuring that all members of the community feel supported and informed during and after a critical incident.

Conclusion

At The Willows State School, our staff are dedicated to ensuring that every student feels safe, welcome, and valued in our school community. However, we understand that there may be occasions when parents/carers need to raise a concern or make a complaint about an issue they believe is adversely affecting their child's education.

All Queensland state schools are committed to managing complaints in a **fair and equitable manner**. Parents/carers can express dissatisfaction with the service or actions of the Department of Education or its staff, including decisions made or actions taken by the school or the local regional office.

Responsibilities of Complainants

As a complainant, it is your responsibility to:

- Provide a **clear description of the issue or concern** and your desired solution.
- Share all **relevant information** when making the complaint.
- Understand that addressing a complaint may take time.
- **Cooperate respectfully** and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated.
- Notify the school if circumstances change, including if assistance is no longer required.

Please note: The Department of Education may choose not to proceed with your complaint if your conduct is deemed unreasonable.

Rights of Complainants and Staff

- In most cases, staff members will be informed of complaints made about them and given the opportunity to respond.
- Complainants have the right to have a **support person** present throughout the complaints process.

Three-Step Complaints Process

The following three-step approach helps parents/carers and school staff work together to achieve 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 concerns is at the point where the issue arose. Parents/carers are encouraged to make an appointment with the school to discuss their complaint with their child's teacher, deputy principal or principal.

Complaints can also be lodged via:

- **Telephone**
- **Writing**
- **Email** (school email addresses can be accessed through the schools directory).

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2. Internal Review: Contact the Local Regional Office

If you are dissatisfied with the outcome of your complaint or how it was handled at the school level, you can request a review by the local **regional office**.

3. External Review: Contact a Review Authority

If you remain dissatisfied after the internal review, you may contact an external review authority, such as the **Queensland Ombudsman**, to request an independent review. For more information about external review options, visit www.ombudsman.qld.gov.au.

Appendices

1. School Strategic Documents – website link
    - Sun Safety Policy
    - Student Dress Code
2. The Willows State School Expectations Matrix
3. Reach for The Stars Chart
4. TWSS PBL Reward Schedule
5. BLUE room parent letter
6. BLUE room restorative parent letter

Appendix 1.

School Strategic Documents Website Link:

https://thewillowsss.eq.edu.au/support-and-resources/forms-and-documents/documents

After following this link, please click into the *School Strategic Documents* Folder to locate the following:

- Sun Safety Policy
- Student Dress Code

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The Willows State School - Behaviour Expectations Matrix

Excellence is the Standard

Successful learners are...

	ALL AREAS Always and all of the time	LEARNING AREAS	PLAY AREAS	EATING AREAS	TOILETS	BEFORE AND AFTER SCHOOL / TRANSITIONS
SAFE	• Follow instructions the first time, every time • Keep hands, feet and objects to self • Stay in the school grounds • Walk on the pathways • Follow evacuation and lockdown procedures • Use school equipment safely • Report unsafe behaviour	• Ask permission to leave • Sit sensibly • Enter only when a staff member is present • Use learning equipment appropriately • Follow the teacher's instruction when online • Access teacher approved websites only • Usernames and passwords to be kept safe and private • Move safely with devices	• Wear a sun safe hat outside • Wait for staff supervision • Use play equipment appropriately • Stay in your play area • Run only on the ovals	• Stay in designated eating areas • Sit down when eating • Eat own food	• Wash hands with soap • Leave food, drink and equipment outside • Put rubbish in the bins provided	• Walk bikes and scooters within the school grounds • Stay away from the play equipment • Quietly wait in designated bus line for roll marking • Follow Stop, Drop and Go rules • Listen carefully for adult instructions • Cross at the crossings • Remain with the group at all times
RESPECTFUL	• Wear full school uniform • Use manners • Greet others politely • Use appropriate school language • Put all rubbish in the bin • Look after the school environment • Leave wildlife alone • Remove your hat when entering a building • Accept the differences of others	• Whole body listening • Let others learn • Raise hand to speak • Wait patiently • Ask permission to borrow equipment • Treat devices with respect, use clean hands, be gentle • Use headphones correctly • Use devices appropriately when online	• Play by the rules • Take turns to play • Include others	• Politely order tuckshop using please and thank you • Keep the eating areas clean • Leave other people's food alone	• Allow others their privacy • One person in a cubicle at a time • Wait your turn • Clean up after yourself	• Walk quietly past all learning spaces • Allow others to pass by on the pathways • Follow the rules of the other venues you are visiting
RESPONSIBLE	• Make good choices • Accept consequences for own behaviour • Be in the right place, at the right time, with the right gear • Keep personal valuables at home • Hand electronic devices into the office on arrival • Use technology at home and at school responsibly	• Be ready to learn • Attempt all set tasks • Stay on task • Actively listen and participate • Ask for help when needed • Be tidy • Be organised • Devices to be used for school work only	• Resolve conflict with reason and compromise • Follow all bell signals promptly • Report incidents to staff on duty	• Put all rubbish in the bins provided • Follow the tuckshop rules • Take uneaten items home	• Wash hands and leave promptly • Be hygienic • Keep toilets graffiti free • Report any damages	• Arrive and leave on time • Wait for staff to dismiss you before and after school • Sit and wait patiently for parents • Keep your belongings with you

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Appendix 3.

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The Willows State School PBL Reward Schedule

Playground

WHOLE SCHOOL - WOWs

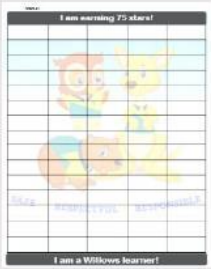
WOWs go in class raffle and are drawn on the year level assembly, the winner gets to select a reward.

Classroom

DAILY – Reach GOLD on Reach for the Stars

Sticker, raffle ticket, 5-minute game

WEEKLY



Parade Awards, class raffle, prize box, games

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

Classroom 75 Star Reward - fun activity

END OF TERM- NO MAJOR REFERRALS for the Term

Behaviour Recognition email sent to families

END OF YEAR- NO MAJOR REFERRALS for the Year

Gold Award present to student by Class Teacher

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Appendix 5.

THE WILLOWS STATE SCHOOL

Excellence is the Standard

Dear _____ Date: _____

I have been involved in a major behaviour incident where I have not been a Willows Learner. To be a Willows Learner I must be:

SAFE	RESPECTFUL	RESPONSIBLE

Staff at school have spoken to you about the incident.

_____

_____

The consequence of this behaviour is for me to report to:

	Attend Blue Room
	Time out session
	Supervised Play

This is where I will reflect on my choices and demonstrate being a successful learner -The Willows Way. When I have demonstrated this, I will either have supported play options or return independently to the playground.

STEP 1

- I must think about what I have done and why I have been sent to the 'Blue Room'
- I must decide what rules I have broken

STEP 2

If I need to apologise I will:

- Write an apology letter
- Think of another way to fix the problem and find a solution to how I will be a safe, respectful and responsible student in the future

STEP 3

I have to take my letter home, discuss my behaviour and have it signed by an adult

- I need to return my signed letter to the BLUE room the next day
- Follow the expectations directions from all staff members at the Willows State School

_____ _____ _____

Student's name Parent/Caregiver signature Date

If you have any questions, please contact your child's Year Level Deputy.

P-2 Mrs Souter **3 & 5 Mrs Winter** **4 & 6 Mr Tod**

Thank you for supporting The Willows State School in Better Behaviour-Better Learning!

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Appendix 6.

THE WILLOWS STATE SCHOOL

Excellence is the Standard

Dear _____ Date: _____

I have been involved in a major behaviour incident where I have not been a Willows Learner.

_____

_____

To be a Willows Learner I must be:

SAFE	RESPECTFUL	RESPONSIBLE

As a consequence of this behaviour, I have participated in ***a restorative conversation*** with all parties involved in the incident. I was able to identify the harm that I caused and have apologised to those concerned. This has enabled me to restore the relationship so that I can move on and learn from this incident.

The consequence of this behaviour was for me to report to the Blue Room (Behaviour for Learning to Understand the Expectations). I have had time out of the playground and reflected on my choices.

I have to:

- Discuss my behaviour with you at home
- Have this letter signed by an adult
- Return my letter signed to S Pod

Moving forward, I commit to follow the expectations and directions from all staff members at the Willows State School.

For Parents/Caregivers:

_____ _____ _____

Student's name Parent/Caregiver signature Date

If you have any questions, please contact your child's Year Level Deputy.

P-2 Mrs Souter **3 & 5 Mrs Winter** **4 & 6 Mr Tod**

Thank you for supporting The Willows State School in Better Behaviour-Better Learning!

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