



# Woodridge North State School

# Student Code of Conduct 2020-2023

## ***Every student succeeding***


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

*Queensland Department of Education  
State Schools Strategy 2020-2024*

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## Endorsement

|  |   |
|--|---|
| Principal Name:                                      | Michael McMahon   |
| Principal Signature:                                 |  |
| Date:  | 27-01-2021  |
| P/C President and-or School Council Chair Name:      | No functioning P&Cbc  |
| P/C President and-or School Council Chair Signature: |   |
| Date:  |   |

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## Purpose

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

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

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

## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal or principal's delegate.

## **PBL Expectations**

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

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

**Woodridge North State School - PBL Expectations Matrix**

| <b>We all need to be:</b>  | <b>Playground/Supervised Areas</b>  | <b>Covered Areas</b>  | <b>Toilets</b>   | <b>Learning Areas</b>  | <b>Stairs</b>  | <b>All Settings</b>   |
|--|---|---|--|--|--|---|
| <b>Be Safe</b><br><br><b>I know I am safe when I:</b>                    | Stay in the school grounds<br><br>Participate in school approved games<br><br>Sticks & stones remain on the ground<br><br>Wear a broad brimmed hat<br><br>Show self-control and report any problems | Sit in my own area<br><br>Play ball games only in designated areas<br><br>Keep pathways clear<br><br>Walk only on concrete                                      | Use the toilets properly- not a play area<br><br>Wash my hands                     | Always ask before leaving a room<br><br>Return to class promptly   | Walk<br><br>Keep left<br><br>Hold the handrail<br><br>Walk one step at a time<br><br>Keep all passageways clear of bags, etc.<br><br>Look where I go | Keep my hands, feet and objects to myself<br><br>Follow all school rules<br><br>Cooperate with others                         |
| <b>Be a Learner</b><br><br><b>I know I am a Learner when I:</b>          | Learn new games and activities<br><br>Learn from my mistakes<br><br>Leave the area promptly when the first bell sounds  | Understand and follow the rules<br><br>Listen to and follow instructions<br><br>Keep myself calm  | Don't waste class time<br><br>Report any problems<br><br>Follow correct procedures | Follow directions and routines straight away<br><br>Am on task<br><br>Am organised<br><br>Ask for help if unsure<br><br>Do my best work  | I set a good example for others<br><br>I place my bag on the rack  | Organised and ready to learn<br><br>I follow instructions straight away<br><br>I try my best<br><br>It's okay to be different |
| <b>Be Responsible</b><br><br><b>I know how to be Responsible when I:</b> | Return equipment at the end of play<br><br>Follow game rules<br><br>Include others in games<br><br>Am a problem solver<br><br>Collect my belongings<br><br>I reflect my own actions                 | Place my rubbish in the bins<br><br>Ensure taps are turned off after use<br><br>Eat healthy<br><br>I am lined up on time<br><br>Sit on the seat to eat any food | Keep area clean<br><br>Turn off taps<br><br>Report any damage                      | Use my time appropriately<br><br>Help others<br><br>Use positive statements<br><br>Complete set tasks<br><br>Clean up after myself<br><br>Look after my belongings                           | I walk quietly<br><br>Return to class promptly<br><br>I consider the learning needs of others  | Clean up after myself<br><br>I look after my own and other's property and the environment                                     |
| <b>Be Respectful</b><br><br><b>I know I am Respectful when I:</b>        | Follow staff instructions<br><br>Am in the correct area<br><br>Care for the environment<br><br>Play fair – show good sportsmanship  | Talk quietly to friends<br><br>Respect people and their property<br><br>Walk calmly around buildings  | Wait my turn<br><br>Respect the privacy of others                                  | Follow teacher/staff directions<br><br>Support & encourage classmates<br><br>Listen to others<br><br>Be punctual<br><br>Respect the rights of others to learn<br><br>Put my hand up to speak | Walk quietly so others can continue learning   | I wear my full school uniform with pride<br><br>I always use good manners<br><br>I walk quietly to lessons                    |

## Consideration of Individual Circumstances

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

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

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

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

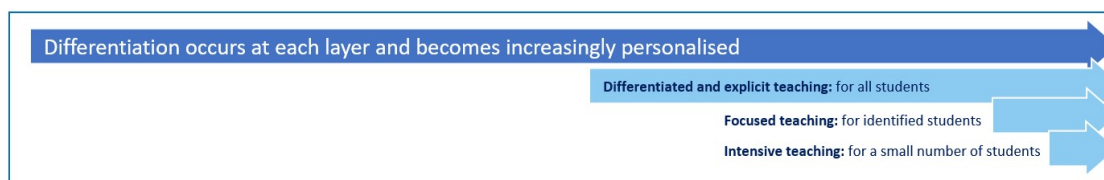
## Differentiated and Explicit Teaching

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

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

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





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

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

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Woodridge North State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- Functional Based Assessment.

For more information about these programs, please speak with the principal or principal's delegate.

## Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Woodridge North State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an

out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

## **Differentiated**

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

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

## **Focussed**

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)

- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## **Intensive**

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

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

## **School Disciplinary Absences**

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their

delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

### **Re-entry following suspension**

Students who are suspended from Woodridge North State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

### **Structure**

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

Possible agenda:

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

### Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

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

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

### Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons

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

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

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

## Responsibilities

### State school staff at Woodridge North State School:

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

### Parents of students at Woodridge North State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Woodridge North State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment

- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

**Students of Woodridge North State School:**

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

## Use of mobile phones and other devices by students

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

Woodridge North State School has determined that explicit teaching of responsible use of devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.



## Responsibilities

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



It is **acceptable** for students at Woodridge North State School to:

- switch off and place the mobile device in the school's office on arrival to school and collect it at departure when permitted.

It is **unacceptable** for students at Woodridge North State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone or other devices without permission from the principal or principal's delegate
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by the principal or principal's delegate.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access

- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

Woodridge North State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Woodridge North State School has a **Student Leadership Council**, meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Council are the core elements of the Australian Student Wellbeing Framework:



**1. Leadership**

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

**2. Inclusion**

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

**3. Student voice**

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

**4. Partnerships**

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

**5. Support**

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

A priority for the Student Leadership Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying

and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Woodridge North State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## **Bullying**

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

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

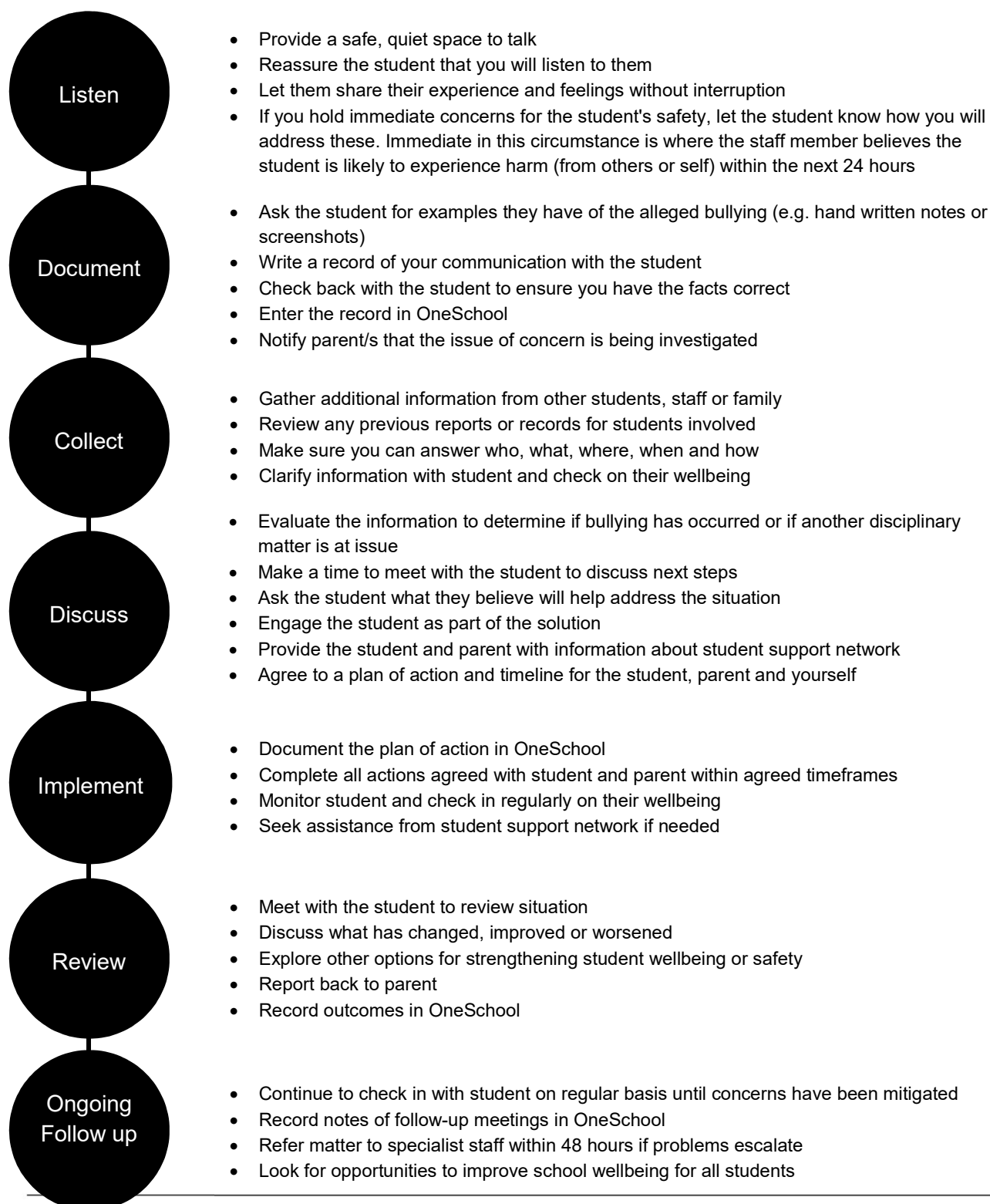
## Woodridge North State School - Bullying response flowchart for teachers

Please note timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved.

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

**Prep to Year 6** – Class teacher

**Principal or Principal's Delegate** – 3380 6333



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the principal or principal's delegate.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

# Woodridge North State School - Cyberbullying response flowchart guide for school staff

## How to manage online incidents that impact your school

### Student protection

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

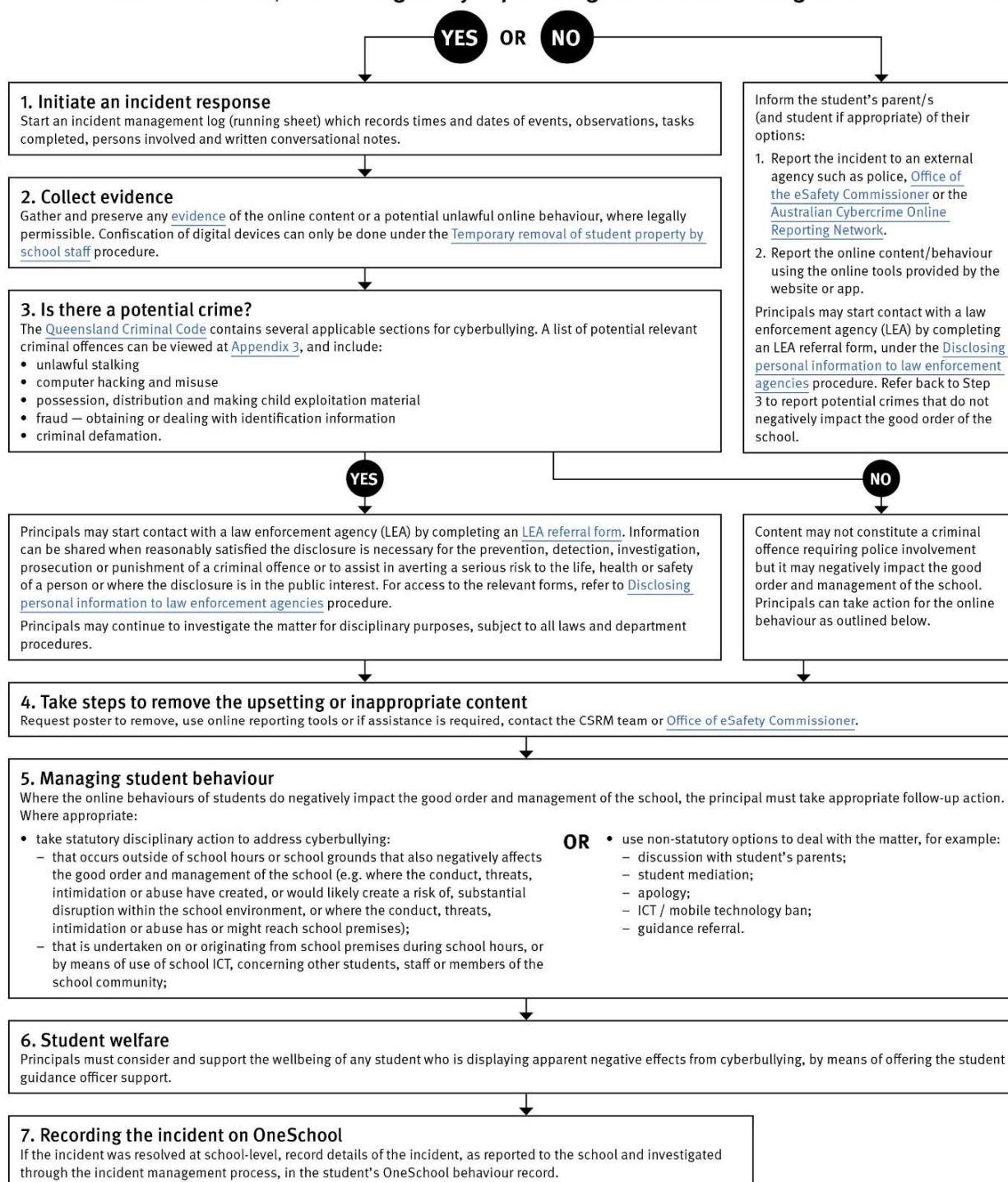
### Explicit images

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

### Report

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

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





## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

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

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



## **Woodridge North State School – Anti-Bullying Compact**

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

### **Woodridge North State School – Anti Bullying Compact**

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

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

Student's signature:

Parent's signature:

School representative signature:

Date:

## **Appropriate use of social media**

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

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

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

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

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## **Restrictive Practices**

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Appendix 1

### Universal Behaviour Support

**Woodridge North State School** implements the following whole-school processes and strategies to support positive student behaviour:

- Data collection and interpretation to identify patterns of behaviour;
- Clearly stated school-wide rules/expectations for school community members;
- Explicit teaching of values/rules/expectations through the PBL matrix;
- A commitment to professional development for staff (prioritising PBL, ESCM, and The Zones of Regulation);
- Modelling of expected behaviours by all staff at all times;
- Positive acknowledgement strategies including, but not limited to: Top of the Rocket/Diamond, Incentive Day invitation, GOTCHA awards, Student of the Week awards, GOTCHA prize winners, whole-class rewards, certificates and student recognition in-school (parades, phone calls) and out-of-school (Facebook, newsletters).

### Targeted Behaviour Support

For students who experience difficulties exhibiting acceptable behaviours, a range of targeted support include, but not limited to:

- Communications and/or meeting with parents or caregivers;
- Individual, group or whole class social skilling;
- Play plans or structured play;
- Whole class support where appropriate;
- Individual Behaviour Support Plans (IBSP);
- Functional Behaviour Analysis (FBA);
- Open communication between stakeholders and support providers (for example Complex Case Team, Behaviour Support Teacher, Youth Support Worker, Guidance Officer, Queensland Police Service).

### Intensive Behaviour Support

Intensive behaviour support is actioned for students who have significant difficulty managing their behaviour. Support strategies include, but are not limited to:

- Case management by the Complex Case Team;
- Regular meetings with parents/caregivers and stakeholders;
- Referral to outside agency or program (for example Intensive Behaviour Support Team, Bardon Road Behaviour Support Program, PLACE, Child Youth and Mental Health, Family and Child Connect).

### Responding to unacceptable behaviour

**Woodridge North State School** seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form is used to record all minor and major behaviours. The recording of continued or persistent minor behaviours constitutes a major behaviour.

When responding to unacceptable behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school RTR/Administration staff.

**Minor** behaviours are those that:

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

Examples of Behaviour Actions resulting from minor behaviours may include, but are not limited to:

- Correction (verbal or non-verbal prompt, redirection: question or rule reminder, give choice: this or that, follow through)
- Time in (within the classroom)
- Conferencing (for example Conflict Corner, restorative conversations, re-entry)
- Time out (referral to buddy class)
- Contact with parents/caregivers
- Loss of privileges
- Referral to RTR (persistent minor behaviours)

**Major** behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require an RTR referral and/or the involvement of school Administration.

Examples of Behaviour Actions resulting from major behaviours may include, but are not limited to:

- RTR referral
- Office referral
- Check-in, Check-out plan
- Individual Behaviour Support Plan
- Play plan/Supported play
- Internal withdrawal
- Contact/meeting within parents/caregivers and stakeholders
- Guidance Officer referral
- External suspension: 1 – 20 days
- Recommendation for exclusion
- Contact police

**Suspension or Exclusions** are considered where the behaviour is deemed serious and/or persistent. In these instances consideration is given to the specific circumstances in each case and in line with the current Department of Education *Safe, Supportive and Disciplined School Environment* policy.

## Appendix 2

### Basic defusing strategies

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



## Appendix 3

### Network of Student Support

Students at **Woodridge North State School** are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports including, but not limited to:

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- HOSES
- Administration Staff
- Guidance Officer / Senior Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- School Based Youth Health Nurse
- Youth Support Worker

A range of support is also available through external support agencies including, but not limited to:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- YFS
- Queensland Police Service
- Local Council

## Appendix 4

### Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### Related Policies

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

### Additional Related

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Queensland Government Cybersafety](#)
- [Code of Conduct for School Students Travelling on Buses](#)

## Appendix 5

### Responding to Minor Behaviours

#### Prompt

Verbal and/or non-verbal



#### Redirection

Question / Rule Reminder:

Be Safe   Be Respectful   Be a Learner   Be Co-operative

1. What are you doing?
2. What should you be doing?
3. What happens if you do it again?



#### Warning / Choice

This \_\_\_ or That \_\_\_?



#### Time In (Classroom)

**5 - 11 Minutes, then Conference**

1. What are you doing?
2. What should you be doing?
3. What happens if you do it again?



#### Time Out (Buddy Class)

**5 - 11 Minutes, then Conference**

1. What are you doing?
2. What should you be doing?
3. What happens if you do it again?



#### RTR / Office Referral

Ensure RTR Referral form is completed and sent with a responsible student where possible. Students returning to class to complete a plan / Conference.

## Appendix 6

### Woodridge North State School

#### Behaviour Referral Form

| Woodridge North State School - RTR Referral Sheet |  |   |   |
|---|--|---|---|
| <b>Step 1:</b><br>Verbal Warning<br><br>          | <b>Student Name:</b> _____   |   | <b>Class:</b> _____   |
| <b>Step 2:</b><br>Redirection<br><br>             | <b>Date:</b> _____   | <b>Time:</b> _____  | <b>Reported by:</b> _____   |
| <b>Step 3:</b><br>Time Out<br><br>                | <b>Witnesses (name and class):</b> _____   |   |   |
| <b>Step 4:</b><br>RTR Referral                    | <b>Location:</b><br>Classroom      Area A<br>Computer Lab      Area B<br>Library      Oval<br>SEP      Tennis Courts<br>ESL      1-3 Rover<br>Hall      Jnr Ad P'ground<br>STIC      Snr Ad P'ground<br>Other: _____ | <b>Minor Behaviours:</b><br>Littering      Non - Compliant<br>Swearing (without intent)<br>Running on concrete      Disruption<br>Throwing object without due care<br>Bad manners      Play fighting<br>Interfering with others games<br>Time Out – In class/Buddy Class/SEP<br>Time spent in Time-out: _____ | <b>Major Behaviours:</b><br>Continued Minor Behaviours<br>Abusive Swearing<br>Fighting/Aggressive behaviours<br>Bullying      Stealing<br>Spitting with intent      Vandalism<br>Possession of banned/unsafe/unlawful objects or substances<br>Other: _____ |

### Identifying Minor and Major Behaviour Guide

| OneSchool Category              | Definition   | Major/<br>Minor | Examples<br>(not exhaustive)  | Non-Examples<br>(not exhaustive)  |
|---------------------------------|--|-----------------|---|---|
| <b>Bullying/<br/>harassment</b> | The <b>repeated</b> oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons | Major           | <b>Repeated</b> physical behaviours such as hitting and kicking, <b>repeated</b> verbal and physical threats/intimidation, <b>repeated</b> teasing / name-calling, <b>repeated</b> social exclusion | 'One-off' altercation, physical misconduct that is not repeated, not talking to someone due to conflict, one-off 'name-calling' |
| <b>Defiant/threat to adults</b> | Defiant – persistent refusal to follow directions, physically or verbally threatening staff  | Major           | Yelling at an adult, making threats to the safety of staff, refusal to respond to re-directions   | 'one-off' refusal to follow direction, raising voice, challenging direction   |
|                                 |  | Minor           | Leaving class without permission, back-chatting, walking away when an adult addresses you   |   |
| <b>Disruptive</b>               | Persistent interruption to learning, causing a teacher to stop teaching for a prolonged period of time                             | Major           | Persistent calling out, persistent interruption of teacher, persistently getting out of seat  | Making noises that are related to a disability, calling out answers to questions out of enthusiasm                              |
|                                 |  | Minor           | Calling out, talking to other students, general off-task behaviour, tapping pencil  |   |
| <b>Dress code</b>               | Not wearing the correct uniform  | Major           | Continuing pattern of not wearing the correct uniform despite persistent direction to do so, refusing to change into school-provided uniform  | Not wearing an item of clothing due to wet weather if accompanied by a parental note  |
|                                 |  | Minor           | Not wearing the correct uniform where there are genuine mitigating circumstances, willingness to follow uniform change process  |   |
| <b>IT misconduct</b>            | Using computers/ devices school used not solely for teaching and learning purposes   | Major           | Accessing/ distributing pornographic materials via email, persistent misuse of computer for off-task purposes, tampering with hardware, change computer settings                                    | Forgetting student log-on, not saving work so as to make it retrievable (unless deliberate)                                     |

|                                    |   |       |  |   |
|------------------------------------|---|-------|--|---|
|                                    |   | Minor | Use of computer for off-task purpose   |   |
| <b>Late</b>                        | Not arriving to school/class on time  | Major | Continuing not to arrive at school/class on time despite discussing issues particularly without a valid excuse or after parental contact, refusal to make up time  | Lateness due to unforeseen circumstances (car troubles, bus breaks down). Requirement to have parental note/ contact where applicable |
|                                    |   | Minor | 'One-off' lateness   |   |
| <b>Lying/Cheating</b>              | Behaving in a manner that is untruthful or deliberately misleading  | Major | Refusal to give name when instructed by teacher, not disclosing sourced information in assignment, cheating on a test, providing information that is untrue or deliberately misleading/ incomplete with the intent to harm others or protect one's self from recrimination | Exaggeration, 'tall tales', embellishing the truth, asking for an eraser during a test  |
|                                    |   | Minor | Talking during a test, being defensive when confronted   |   |
| <b>Misconduct involving object</b> | Using objects for purposes other than those for which they have been designed                               | Major | Smashing bottles, using materials to break or damage items, throwing objects into the fan or at others   | Doodling on books, use of weapons (see physical misconduct)   |
|                                    |   | Minor | Paper planes, using a plastic bottle as a football   |   |
| <b>Non-compliant with routine</b>  |   | Major | persistently doing those behaviours listed below   |   |
|                                    |   | Minor | Not lining up before entering class, refusal to answer name during roll call, refusing to work with certain other students when directed, eating during class  |   |
| <b>Physical misconduct</b>         | Physical contact with intent or outcome of causing injury or harm to others                                 | Major | Hitting (including with an object), kicking, spitting at, headlocks, hair-pulls, wrestling   | Rough play, friendly punch in the arm, accidental contact during activity   |
|                                    |   | Minor | Horseplay that has become dangerous, incidental pushing, grabbing as part of play  |   |
| <b>Possess prohibited items</b>    | Student is in possession of substances/ objects that are capable of causing bodily harm or property damage. | Major | Possession of spray paint, lighters/ matches, fuels, propellants, knives   | Talking about graffiti, using paints during Art   |
| <b>Property misconduct</b>         | Damaging equipment or other property through deliberate misuse.   | Major | Vandalism, graffiti, deliberate misuse of equipment in an unsafe manner, deliberately destroying stationery.   | Accidently breaking a pencil or dropping equipment  |
|                                    |   | Minor | Drawing on books   |   |

|  |  |       |  |  |
|--|--|-------|--|--|
|  |  |       |  |  |
| <b>Refusal to participate in program of instruction</b>                  | Active refusal to engage with learning, persistent refusal to be re-directed   | Major | Persistently not attempting or completing a set task   | Not having requisite literacy/ numeracy or other skills to attempt or complete a task, complaining about work being boring or stupid |
|  |  | Minor | Delayed compliance, reluctance to begin work as directed   |  |
| <b>Substance misconduct involving illicit substance</b>                  | The possession, distribution and/or use of illegal substances  | Major | Drug use, selling drugs, holding/ storing drugs for others, buying drugs, drinking alcohol at school, arriving to school under the influence of alcohol                        | Talking about drinking at the weekend, possessing materials advertising alcohol, drawing pictures of marijuana plants                |
| <b>Substance misconduct involving tobacco and other legal substances</b> | The possession, distribution and/or use of cigarettes, tobacco or other legally-obtained but dangerous products                                  | Major | Smoking, distributing or selling cigarettes/ Panadol, being in the possession of cigarettes  | Talking about cigarettes, asking a teacher if they smoke   |
| <b>Third minor referral</b>  | Three referrals for <b>same</b> minor category behaviour   | Major |  |  |
| <b>Threat/s to others</b>  | Verbal, physical or gestural behaviour that signals a desire to cause physical harm or intimidate  | Major | Comments accompanying a potentially physical conflict, Comments signalling a genuine desire to cause harm, making a throat-slitting gesture, threatening harm to people others | Saying 'shut up', comments made in jest as part of play  |
| <b>Truant/skip class</b>   | Not being in time-tabled class and/or not under the direct supervision of an attending adult   | Major | Skipping classes, being in out-of-bounds areas, leaving the campus without permission  | Lateness to class  |
| <b>Verbal misconduct</b>   | Using words/ comments that are abusive, profane or inappropriate due to being of a racial, religious, sexual, homophobic, personal, etc., nature | Major | <b>Repeated</b> name-calling, abusive personal attacks, racial slurs, aggressive comments of a threatening nature  | Loud voices, shouting,   |
|  |  | Minor | Swearing or saying 'stupid' in general speech, muttering under breath, making unkind comments about another  |  |

## Appendix 8

### Universal Behaviour Supports

#### 10 Essential Skills for Classroom Management

The Essential Skills Core Learning Component emphasizes teachers' language, both verbal and non-verbal to focus students' attention, as well as the importance of teacher-student relationships developed through the learning process. The 10 Essential Skills for Classroom Management (ESCMs) are:

| Essential Skill                                | Description  |
|--|--|
| <b>1 Establishing expectations</b>             | <p>To clearly articulate and demonstrate the boundaries of pro-social behaviour.</p> <p>It is important to have clear boundaries for social behaviour so that everyone is clear about what is, and is not regarded as responsible and safe in a particular context.</p>  |
| <b>2. Giving instructions</b>                  | <p>To give a clear direction about what to do.</p> <ol style="list-style-type: none"> <li>1. Clear, short instructions help students understand what you expect them to do.</li> <li>2. Instructions help students organise what they are required to do.</li> <li>3. Instructions cue to students that they need to be actively engaged with the curriculum.</li> </ol>   |
| <b>3. Waiting and scanning</b>                 | <p>To wait and look at your students for 5-10 seconds after you give an instruction.</p> <ol style="list-style-type: none"> <li>1. It gives students time to process the direction.</li> <li>2. It indicates non-verbally to students that you mean what you say; increasing compliance.</li> <li>3. You avoid filling all the available time with excess talk which can inadvertently train the class to stop listening to your voice.</li> </ol> |
| <b>4. Cueing with parallel acknowledgement</b> | <p>To acknowledge students' on-task behaviour with the intention of prompting others to follow suit.</p> <ol style="list-style-type: none"> <li>1. It cues other students to match the behaviour that is being acknowledged.</li> <li>2. It is an alternative to a redirection, so can help you to avoid nagging or becoming too directive.</li> <li>3. It contributes to a positive tone in the classroom.</li> </ol>                             |
| <b>5. Body language encouraging</b>            | <p>To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task.</p> <ol style="list-style-type: none"> <li>1. It takes no time to do.</li> <li>2. It promotes a positive tone in the classroom.</li> <li>3. Body language is an integral part of communication and strengthens relationships.</li> <li>4. It promotes on-task behaviour when used intentionally.</li> </ol>                  |
| <b>6. Descriptive encouraging</b>              | <p>To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you want them to repeat more frequently.</p>   |

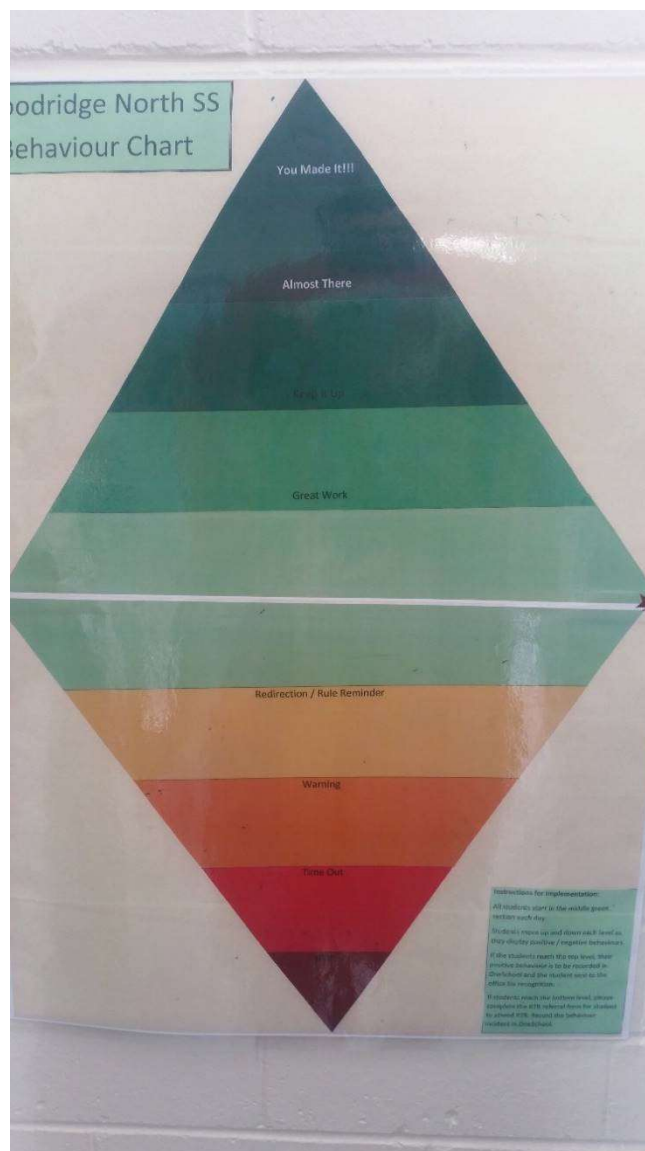
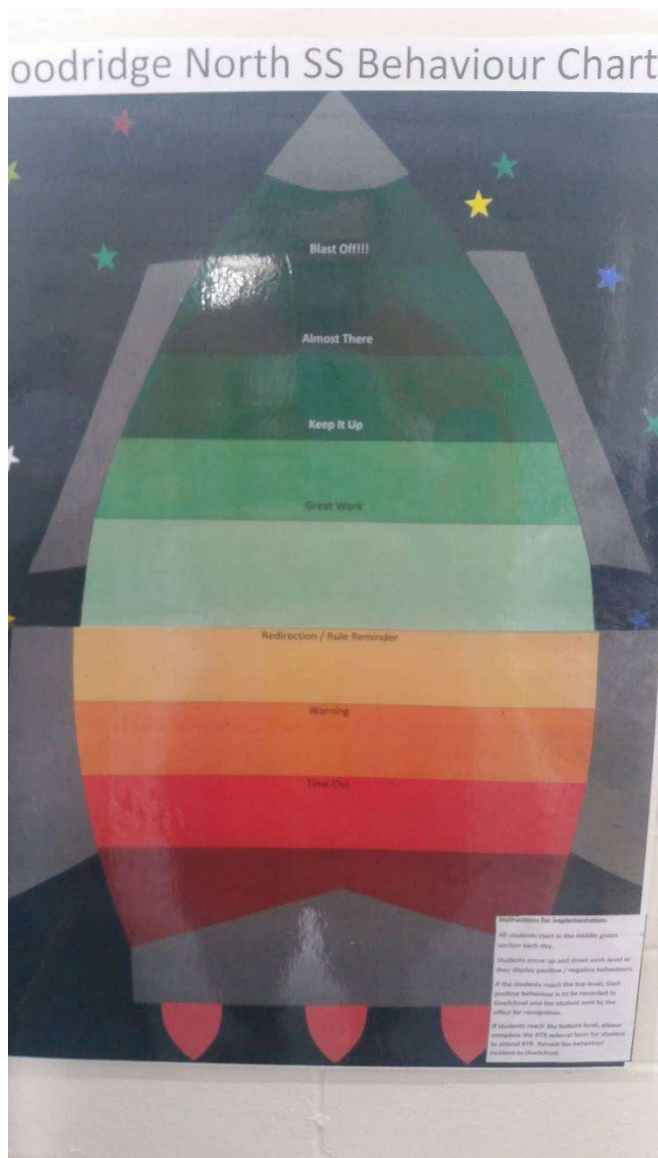


|                                       |   |
|---------------------------------------|---|
|                                       | <ol style="list-style-type: none"> <li>1. It describes to students the behaviour that you know will help them to learn. This has a position training effect.</li> <li>2. It reinforces the rules.</li> <li>3. It promotes a positive, supportive learning environments.</li> <li>4. It focuses on strength and is esteem building.</li> <li>5. It stimulates students to take risks in terms of behaviour. They become more able to display courage to tackle difficult work or practise self-control.</li> <li>6. It gives students information about their competence.</li> <li>7. It directs attention to strategies that are useful for problem solving.</li> </ol> <p>It strengthens your relationship with students.</p>  |
| <b>7. Selective attending</b>         | <p>To intentionally give minimal attention to safe off-task or inappropriate behaviour.</p> <ol style="list-style-type: none"> <li>1. It avoids unintentionally reinforcing off-task or disruptive behaviour, decreasing the likelihood that this behaviour will be repeated.</li> <li>2. It gives you time to think of how to handle the student's behaviour in a way that is productive.</li> <li>3. It gives you time to attend to other students who are on-task.</li> <li>4. It sends a message to all students about your expectations.</li> <li>5. It is a powerful modelling device saying, "I can stay focussed on my work despite the disruption."</li> <li>6. It is a deliberate process used within a discrete timeframe, having a beginning and an end.</li> </ol> |
| <b>8. Redirecting to the learning</b> | <p>To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning.</p> <ol style="list-style-type: none"> <li>1. Initially, it provides a least intrusive, positive, learning-focussed prompt to resume on-task activity; reducing the need for further correction.</li> <li>2. It puts the responsibility for decision making onto the student.</li> <li>3. It reinforces the importance of on-task behaviour.</li> <li>4. When linked with giving a choice, it reinforces to the student or group, information about your expectations and the likely consequences of the choices given.</li> </ol>  |
| <b>9. Giving a choice</b>             | <p>To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences.</p> <ol style="list-style-type: none"> <li>1. It provides the student or group with information about your expectations and the logical consequences of the choice.</li> <li>2. It puts the responsibility for decision making onto the student.</li> </ol>   |
| <b>10. Following through</b>          | <p>Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment or is extended off-task behaviour.</p> <ol style="list-style-type: none"> <li>1. It clearly establishes that you mean what you say.</li> <li>2. It models assertive behaviour in the face of threat.</li> <li>3. It models morally courageous behaviour.</li> </ol>  |

## Behaviour Chart

At Woodridge North State School, a Behaviour Chart is used as a visual tool for acknowledging and correcting behaviours. Teachers may use one of the behaviour charts, either a Rocket or Diamond in their classroom. It needs to be displayed prominently in the classroom.

Please note: A behaviour chart is a tool. It is not to be relied on as the only strategy for managing student behaviour.



*A Student Tool for Responding to Negative Attention*



Ignore

Talk friendly

Talk firmly

Walk away

Report

### Debriefing Report Guide

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

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