



WESTERN SUBURBS —
State Special School

Student Code of Conduct

2024-2026

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 2022-2026

Excellence cannot be achieved without Equity

Realising the potential of every student renews our focus on empowering our teachers and school leaders, investing in digital innovation, school performance, fostering collaboration between schools and community and delivering sustainable investment in schools for the future.

Queensland Department of Education
Equity and Excellence 2023



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Endorsement

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Principal Signature:

Date:

P/C President and-or School

Council Chair Name:

P/C President and-or School

Council Chair Signature:

Date:

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Purpose

Western Suburbs State Special School is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students. It is the intention of Western Suburbs State Special School to provide clear expectations to all students regarding the conduct expected of them whilst at school and when representing our school in the community.

The Western Suburbs State Special School student code of conduct sets out the responsibilities and processes we use in our school to promote a productive, positive and equitable whole school approach to behaviour.

The purpose of the code of conduct is to facilitate high standards of behaviour for all in the school community. This ensures that learning and teaching at school is a priority and as a result, all students are able to experience success while teachers work safely.

Principal's Foreword

Western Suburbs State Special School is committed to providing excellent program options for students with disabilities and continues to be highly regarded for providing a happy, safe, supportive and effective learning environment built on adherence to high expectations of behaviour. Through a highly individualised curriculum, we are committed to providing an educational environment that meets the needs of students of all abilities. High expectations concerning student behaviour is seen as the foundation to all learning. Our school strives to maintain student engagement in the learning process and promotes success through the following core values:

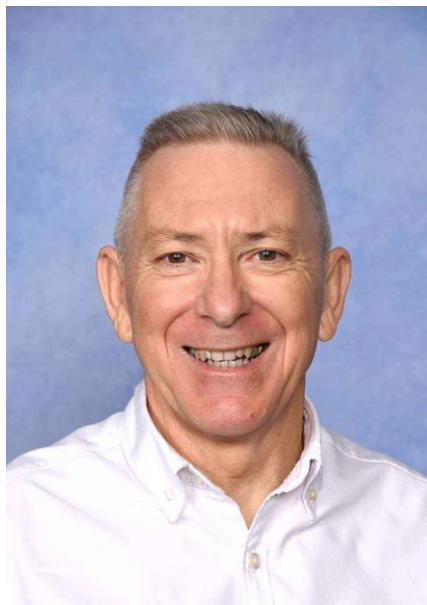
We are Safe

We are Responsible

We are Respectful

We are Learners

These high expectations surrounding behaviour have been used in the development of this Student Code of Conduct. Our staff demonstrate a commitment to building the skills of all of our students to be confident, independent, valued members contributing positively to society. This document provides a collaborative and clear explanation of what we expect from our students and how we will support every students to meet those expectations.



Peter McGill

Principal

Data Overview

Western Suburbs State Special School collects and reviews a variety of data sets including academic, attendance, behaviour, well-being and the school opinion survey. Academic data is managed by our HoD-C's who triangulate this with other data sets to get a view of our students as a whole and how we can support our students in succeeding.

Behaviour data is reviewed by the Positive Behaviour for Learning (PBL) team twice per term and they use this data to help support individual students, student groups and teachers in reducing this behaviour and increasing engagement in learning.

Most of the data is collected onto OneSchool that is the education department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. Each student at Western Suburbs State Special School has a secure profile on OneSchool and their individual information is used by the school to meet our duty of care to all students. Parents are able to access their child's individual records by submitting a written request to the Principal who will then respond within 10 days of receiving the request.

Consultation

Extensive consultation with the school community regarding behaviour expectations, our core values and our Positive Behaviour for Learning mission statement has occurred across 2022 and into 2023. While in draft, this Student Code of Conduct was provided to the school community for discussion and all feedback has been valued, and integral to the development to this document.

Whole School Approach to Discipline

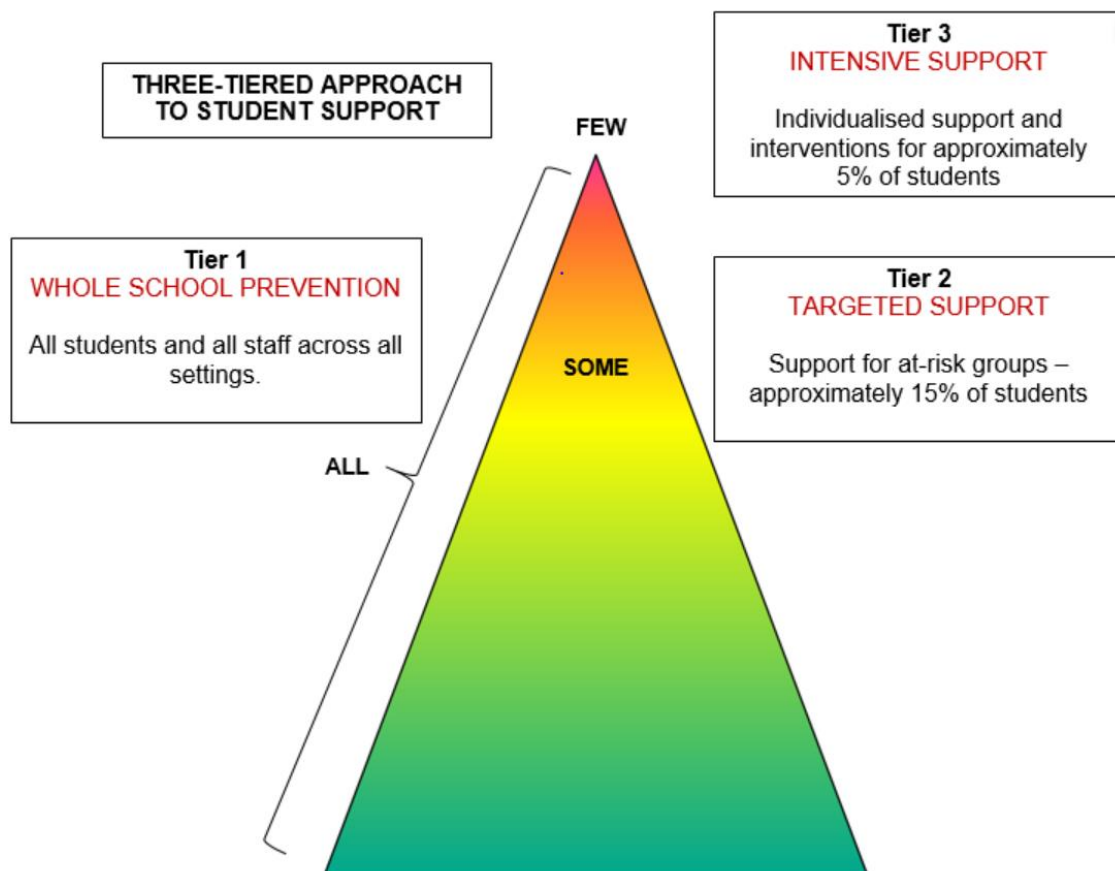
Western Suburbs State Special school uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for behaviour in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and work placements.

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 Western Suburbs State Special School, we believe that behaviour management is about more than reward and punishment. It is a universal system of core values that reflect 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.

PBL provides a model of support for students at Western Suburbs State Special School consisting of three tiers of intervention.



Tier 1 – Universal Support

Tier 1 'differentiated and explicit teaching for all students', or school-wide interventions, are the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom.

Examples of Tier 1 supports include:

- explicit teaching of behavioural expectations and social-emotional competencies
- clear boundaries in place
- high rates of acknowledgement for expected behaviours
- effective instruction
- active supervision

Tier 2 – Targeted Interventions

Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions.

The focus of Tier 2 is to reduce the number of existing students requiring additional support.

Examples of Tier 2 supports include:

- daily check ins
- academic modifications
- mentoring support
- social skills groups

Tier 3 – Intensive Interventions

Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention has to be paid to Tier 1.

Tier 3 interventions and supports involve:

- a case management approach involving key stakeholders
- a process for assessment, such as a Function Behaviour Assessment
- Individual behaviour support plan and possibly an Individual Student Safety Plan
- ongoing monitoring and review.

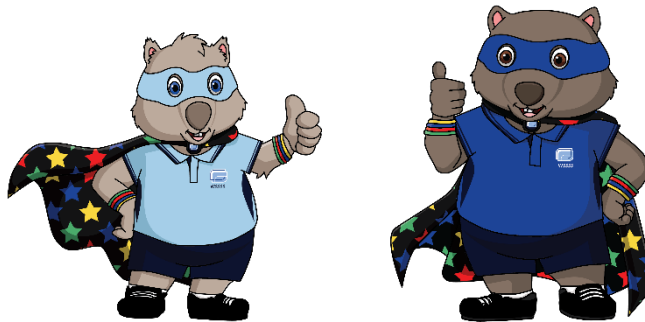
The mission statement as written by our PBL team after consultation with staff and community is:

“At Western Suburbs State Special School we aim to be our best when we are safe, we are responsible, we are respectful and we are learners”.

Our mission statement embodies our four core values:

- We are Safe
- We are Responsible
- We are Respectful
- We are Learners

Our four core values are taught and related to students through the use of our PBL mascot, Westie the Wombat.



Westie Junior

(Primary School)

Westie Senior

(High School)

Students

Below are examples of what these PBL core values look like for students across the school. In addition, we have our behaviour matrix's for both Primary and High School that help students and visitors to the school understand the expectations and meet the standards that we hold for everyone at Western Suburbs State Special School.

SAFE

- Safe hands and feet
- Move safely around the school
- I make safe choices

RESPONSIBLE

- Be in the right place
- Put your rubbish in the bin
- Follow instructions

RESPECTFUL

- Respect the personal space and property of others
- Use manners
- Respect the privacy of others

LEARNER

- Try your best
- Be organised
- Ask for help when needed

Parents and staff

The tables below explain the PBL expectations for parents when visiting our school and the standards we commit to as staff.

SAFE

What we expect to see from you	What you can expect from us
You leave and collect your child at school at the designated area at the right time.	We will give clear guidance about the designated areas and times for parents to leave and collect students.
You communicate with the teacher, where appropriate, about important health, behaviour and/or home issues that may effect you child at school.	We will communicate with you about any major incidents involving your child at school in a timely manner.
You will only drive onto school grounds if you have prior permission from the Executive Leadership Team.	We will create a safe, supportive and inclusive environment for every student.

RESPONSIBLE

What we expect to see from you	What you can expect from us
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure that your child attends school daily and you notify the school promptly of any absences, appointments or changes in contact details.	We will respond as soon as practical to your request for an appointment or phone call and negotiate a mutually agreeable date and time with you.
You will label your child's school uniform and equipment such as lunch boxes.	We will assist students in being responsible for their own belongings and packing their school bags.

RESPECTFUL

What we expect to see from you	What you can expect from us
You are respectful in your conversations at home and in the community about school and school staff.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You are respectful in understanding that teachers can only communicate with you during certain times of the day and week.	We will respect your preferred method of communication where possible including communication books, face to face, phone calls, emails or via an interpreter.
You are respectful in all forms of communication with school staff.	We will be respectful in how we communicate with parents and students regarding school matters.

LEARNERS

What we expect to see from you	What you can expect from us
You support your child to meet the learning and behaviour expectations at school.	We are clear about our learning and behavioural expectations, and will contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will inform the community through our school newsletter, student's communication book, Facebook and/or notices sent home as the means of notifying parents about school news, excursions, events.
You share relevant information about your child's learning, social and behavioural need with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

The development of Western Suburbs State Special School's 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 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.

Consideration of Individual Circumstances

Staff at Western Suburbs State Special School take into account student's individual circumstances such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and previous trauma when teaching expectations, responding to inappropriate behaviour or applying disciplinary consequences.

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 and justice based practice where every student is given the support they require in order to be successful. This also means that not everyone will be treated the same, because in our setting, treating everyone the same is not equitable. For example, some students require additional support such as Augmentative and Alternate Communication (AAC) or intensive teaching to understand an expectation. Others may benefit from multiple opportunities to practice required skills or behaviours with the support of a familiar adult.

Our teachers are obliged by law to respect and protect the privacy of individual students, so while we understand the interest from other students, staff and parents as to what disciplinary consequences another student may or may not have received, this information will not be disclosed to anyone other than that student's family. This applies even if the behaviour incident such as bullying involves your child. Staff at Western Suburbs State Special School take all behaviour matters, such as bullying, very seriously and will address them appropriately. It is expected that parents and students will respect the privacy of other students and their families.

Student Wellbeing and Support Network

Western Suburbs State Special School offers a range of comprehensive programs and services to support the wellbeing of students in our school. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to ensure our school is an inclusive, nurturing environment.

Students or parents can approach any trusted school staff member at Western Suburbs State Special School to seek assistance or advice. Parents who would like more information about the student support roles and responsibilities are invited to contact our Deputy Principal for behaviour and well-being.

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding of *personal and social capabilities* (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

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

Specialised health needs

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

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

Medications

Western Suburbs State Special School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

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

Western Suburbs State Special School maintains a minimum of one adrenaline auto-injector, an asthma reliever/puffer, and a defibrillator stored in the administration building to provide emergency first aid medication if required.

Suicide prevention

Western Suburbs State Special School staff who notice self harming behaviour warning signs in a student will seek help immediately from the school guidance officer, Deputy Principal for behaviour and Wellbeing or other appropriate staff such as the Principal.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Western Suburbs State Special school staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

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

Where a suicide has occurred on school grounds or at a school event, Western Suburbs State Special School staff will immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Clear Expectations










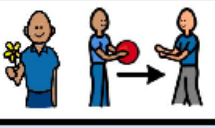
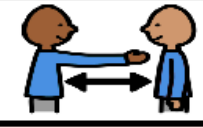






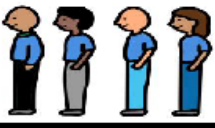


Every classroom in our school uses either the Primary or High School behaviour matrix, as illustrated below, as a basis for developing their behaviour standards across all settings. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom with the help of lessons developed by the PBL committee. The matrices are on display in every classroom and are used as a visual reminder for teachers and students to revisit expectations and to address and new or emerging issues.

A set of behavioural expectations in specific settings has been attached to each of our school rules. These were developed in consultation with all staff members at Western Suburbs Special School and are reviewed regularly by the PBL committee.



Primary School Behaviour Matrix







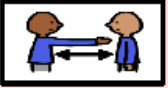



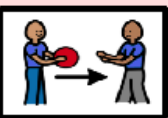







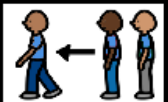







	We are Safe	We are Responsible	We are Respectful	We are Learners
Learning time	 I use the equipment safely.	 I follow instructions.	 I use my manners.	 I try my best.
Eating time	 I wait for the bell.	 I put rubbish in the bin.	 I eat my own food and drink.	 I look after my belongings.
Play time	 I use a safe body.	 I am kind to others.	 I give others space.	 I take turns.
Toilets	 I use toilet equipment safely.	 I follow the toilet rules.	 I keep my clothes on.	 I ask for help.
Transitions	 I move safely.	 I stay with my group.	 I move quietly.	 I follow the school signs.



High School Behaviour Matrix



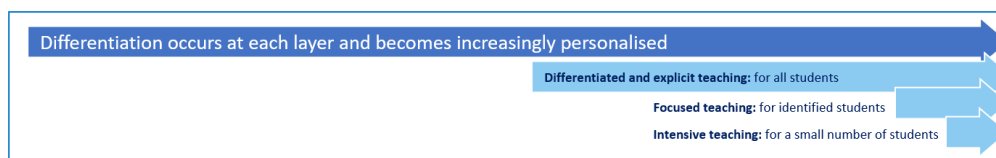
	We are Safe	We are Responsible	We are Respectful	We are Learners
Learning Space	 I only enter with an adult.	 I am organised.	 I follow class rules.	 I work to my best ability.
Eating time	 I make safe choices when eating.	 I keep my area clean.	 I respect others and their space.	 I learn about healthy choices.
Play time	 I have safe hands, feet and body.	 I pack up when I hear the bell.	 I share the equipment.	 I am a good friend.
Toilets	 I am clean.	 I keep the toilets clean.	 I respect others' privacy.	 I follow my toilet routine.
Transitions	 I move safely from one space to another.	 I follow adult instructions.	 I wait and move calmly.	 I follow my school routines.
In the community	 I am safe when travelling.	 I am prepared.	 I am polite.	 I learn new skills.

Differentiated and Explicit Teaching

Western Suburbs State Special 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 Western Suburbs State Special 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 Whole School Approach to Discipline. 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.

Focused Teaching

At Western Suburbs State Special School, every student has a individual Positive Behaviour Support Plan that outlines the proactive strategies and adjustments made for that student by staff to ensure their engagement and success with the curriculum. Positive Behaviour Support Plans are developed by classroom teachers and are reviewed on a yearly basis.

Some students may require additional support to meet behavioural 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.

Intensive Teaching

Western Suburbs State Special School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and

challenging behaviours may need comprehensive systems of support that require regular reviews in consultations with parents/caregivers and other relevant specialist staff members.

These students will have a Student Engagement Plan that is based on the Zones of Regulation. The plan outlines the proactive strategies that support the student to stay in the green zone and be ready to learn. The plan also describes any minor (yellow zone) or major (red zone) behaviours the student may demonstrate and the strategies that should be used to assist the student to return to the green zone.

Some students may require intensive teaching for a short period, for particular behaviour skills as outlined in their Student Engagement Plan. Other students may require this intensive teaching for a longer period. Decisions about the approach will be made based on data collected by staff, as well as consultation with family and the schools' Complex Case Team.

The school based Complex Case Team is led by the Deputy for Behaviour and Wellbeing and meets once per fortnight to:

- Work with familiar staff members to develop appropriate behaviour expectations and strategies.
- Monitors the impact of support for individual with the PBL committee through data collection.
- Liases with specialised support staff such as Occupational Therapists, Speech and Language Pathologist and Physiotherapists.
- Engages the support from regional behavioural advisors where appropriate.

This team approach seeks to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Acknowledgment of Positive Behaviours

Western Suburbs State Special School's positive behaviour acknowledgement is centred on communication and providing students with positive feedback for engaging in our expected core values. A formal recognition system has been developed and is designed to increase the quantity of positive interactions between students and staff.

Students are frequently rewarded in the classroom, playground and in specialist lessons. Students have personal goals chosen from the behaviour Matrix's that serve as specific positive behaviour acknowledgment for students based on the core values of 'we are safe', 'we are responsible', 'we are respectful' and 'we are learners'. Personal behaviour goals are tracked by classroom teachers and are the currency for further rewards once they achieve their goal. Students are then able to receive a prize from the prize box, a postcard sent home and their photo on Westie's Wall and at Assembly.

Outlined below are the proactive strategies and programs implemented to foster and promote a safe and supportive school community.

Proactive practices in positive behaviour reinforcement include:

- Individual Classroom reinforcement – Each teacher develops and implements positive reinforcement schedules within their classroom to recognise and reward student efforts to meet whole class expectations. These expectations operate in conjunction with the whole school focus. This may range from verbal praise and acknowledgement, social interaction with their peers, choice of activities etc.

Personal Behaviour goals



- Students to have specific behaviour goal that suits them to be working towards.
- Options for Teachers to have students have 1-4 goals.
- Teachers use the behaviour matrix lessons found on SharePoint and emailed out.

Student of the Week

- Teachers to enter weekly student positive behaviour on OneSchool
- Names of Student's of the Week put in fortnightly newsletter

Postcards

- A range of postcards has been developed outlining the school values which is sent home once students achieve their personal behaviour goal to communicate positive behaviours demonstrated by their child.

Certificates

- Awards on assembly reflect the school's core values
- A range of certificates has been developed outlining the school values which is presented at assembly each term. Each student is able to receive at least 4 certificates over the year.

Whole School Celebration

- Each term a whole school celebration is organized for the whole school and celebrated over a day. Each child and staff member is encouraged to attend to enjoy the celebration.

Special Award

- Having lunch with the Principal

- Westie the Wombat visiting your classroom.

Disciplinary Consequences

Western Suburbs State Special School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are equitable. This means, that the school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate not only to the nature of the behaviour but also to the student and their situation. Many factors are considered as well as the cumulative behaviour record of the student. Also considered is the impact of the students' behaviour on staff and other students.

Minor and Major Behaviours

When responding to behaviour incidents, the staff member present determines if the behaviour is minor or major with an agreed understanding that:

Minor problem behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect harm (including psychological)
- Do not violate the rights of others in any serious way
- Are not a pattern of inappropriate behaviours
- Do not require immediate involvement of the Executive Leadership Team

Minor problem behaviours may result in the following consequences that are logically connected to the inappropriate behaviour such as:

PBL Schoolwide REWARDS

Frequent rewards	Intermittent rewards	Occasional rewards
Positive behaviour specific verbal feedback (e.g. 'I love how Sally is moving safely')	Postcard home 	Whole School celebration
Stickers/Stamps/free choice activity	Classroom privilege (e.g. helper, eating lunch with teacher, visiting another classroom)	Special award (e.g. morning tea with the Principal)
Behaviour goal stars 	Special treat/activity (e.g. pizza party)	Class visit from Westie
Positive communication to home	PBL Prize of student's choices 	Certificate at Assembly
Non-verbals (e.g. smiles, thumbs up, high fives)	Photo on Westie's wall	Student of the Week

- Removal from an activity or event for a specified period of time
- Redirection
- Engagement of sensory items
- Reminder of positive choices
- Discussion with student privately about expected behaviour

Major behaviours are those that:

- Significantly violate the rights of others
- Harms others or places others at risk of significant harm
- Requires the immediate involvement of the Executive Leadership Team

Major behaviours result in a referral to the Executive Leadership Team through OneSchool because of their seriousness. When major unacceptable behaviour occurs, staff members follow individual student engagement plans if they are in place for that student. If there is not one in place, the Executive Leadership Team will make the decision as to whether a plan is necessary for that student moving forward.

The following table outlines examples of minor and major behaviour incidents for each behaviour category on OneSchool. Please note that this is not an exhaustive list and other behaviours will be dealt with as appropriate.



Behaviour Definitions



OneSchool Categories	Definition	Examples of Major Behaviours	Examples of Minor Behaviours	Non-Examples
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> Using offensive, aggressive, threatening, sexual connotation words or gestures directed at another person targeting personal attributes, such as race, religion, gender, disability. 	<ul style="list-style-type: none"> Using inappropriate language not directed at anyone (stubbing toe, dropping an item etc). 	<ul style="list-style-type: none"> Echolalic repetition. Using words out of context.
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	<ul style="list-style-type: none"> Repeated/escalated verbal abuse. Inappropriate touching of others. Ongoing Cyber bullying using school devices or on school site. Persistent manipulation of others. Repeated teasing and taunting. Harassment that occurs 3 or more times. 	<ul style="list-style-type: none"> Teasing or taunting. Cyber bullying using school devices or on school site. 	<ul style="list-style-type: none"> Acceptable humour without malice. Banter. Sarcasm with mutual understanding.
Defiance	Student refuses to follow directions given by school staff. See 'Refusal to participate in the educational program of the school'.	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Verbally abusive or offensive towards staff or students. Insults directed at students or staff. 	<ul style="list-style-type: none"> Giving the middle finger. Making a rude or offensive gesture. Direct refusal to follow instruction given by staff. 	<ul style="list-style-type: none"> Student doesn't understand instructions given.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> Deliberately using loud and untimely actions to intentionally disturb the learning process. 	<ul style="list-style-type: none"> Inappropriate non-related comments/behaviours. Intentional untimely laughing, talking, snoring and noise making. Disturbing peers. Interrupting others. 	<ul style="list-style-type: none"> Loud noises and regulation behaviours. Vocalisation intended for general for communication. Behaviours that occur when a child has difficulty controlling their actions.
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>
Fighting	Student is involved in mutual participation in an incident involving physical violence.	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> Saying/doing something to purposefully cause a reaction from other party. Using aggressive pressure or intimidation towards another student or an adult. Ongoing behaviour that deliberately humiliates, demeans or intimidates another person. 	<ul style="list-style-type: none"> Saying things in the 'heat of the moment' without intent to follow through. 	<ul style="list-style-type: none"> Verbal ticks, echolalic comments.
Other - charge-related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> Hitting, punching, kicking etc. without provocation. Spitting. Biting. Scratching. Kicking. Punching. Deliberately causing harm or injury to others or their property 	<ul style="list-style-type: none"> Hitting, punching, kicking etc in self defence. 	<ul style="list-style-type: none"> Consensual rough play. Sensory seeking. Product of communication intent.
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> Breaking or damaging school property or other students or staff property with intent. Graffiti of a permanent nature. 	<ul style="list-style-type: none"> Accidental breakage caused by escalated behaviours. Repairable item. Removable Graffiti. 	<ul style="list-style-type: none"> Accidental breakage with no intent.
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> Using an object to deliberately cause injury. 	<ul style="list-style-type: none"> Accidental breakage caused by escalated behaviours. 	<ul style="list-style-type: none"> Throwing object in the air as a sensory seeking behaviour. Sensory seeking behaviour that results in accidental breakage.
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	<ul style="list-style-type: none"> Continual refusal to participate in learning, which is disruptive to other's learning. Calling Admin for support. 	<ul style="list-style-type: none"> Infrequent refusal to participate in tasks with minimal disruption to others. 	<ul style="list-style-type: none"> Student self regulates without permission but returns to task. Change behaviour after being given choices/take up time.
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs /substances /imitations or implements.	<i>Administrative discretion.</i>	<i>Administrative discretion.</i>	<i>Administrative discretion.</i>
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	<i>Administrative discretion.</i>	<i>Administrative discretion.</i>	<i>Administrative discretion.</i>
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> Accessing inappropriate online content and sending this to others. Posting/disseminating inappropriate content; possibly with the intention to embarrass others. Ongoing Cyber bullying. 	<ul style="list-style-type: none"> Accessing inappropriate online content. Cyber bullying. Changing the settings on a school device. 	<ul style="list-style-type: none"> Accidentally accessing inappropriate content online (without knowledge and intent).



Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	<ul style="list-style-type: none"> Deliberately stealing school property (such as iPads or shared classroom resources). Deliberately taking property belonging to others. 	<ul style="list-style-type: none"> Not obtaining the consent of others to remove property or belongings from the classroom. 	<ul style="list-style-type: none"> Accidentally taking somebody else's property (e.g. students have the same lunchbox). Student removes an item from the classroom for self-regulation purposes.
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>	<i>Do not enter this category on OneSchool.</i>
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	<ul style="list-style-type: none"> Deliberate possession of prohibited items with intent to cause harm. 	<ul style="list-style-type: none"> Deliberate possession of prohibited items. 	<ul style="list-style-type: none"> Play equipment / imaginative play.



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 ready for learning”)
- 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)
- Parallel acknowledgement of appropriate behaviour
- Warning of more serious consequences (eg. Removal from classroom)
- Support emotional needs through co-regulation
- Ensure robust and accessible communication system available

Class teachers also routinely consider the environment (both classroom and community) factors that support positive behaviour.

Classroom adjustments to support positive behaviour:

- Levels of stimulation
- Furniture and equipment
- Noise levels
- Number of people present and group dynamics
- Classroom routine/structure
- Seating arrangements
- Communication methods with students
- Medical/dietary/health interventions (where appropriate)
- Communicative function of behaviour and individual access to communication support
- Disability specific requirements/adjustments

Community environmental adjustments to support positive behaviour:

- Choosing community situations that will enhance appropriate behaviour
- Choosing settings in which students can use functional skills
- Levels of stimulation with associated sensory supports
- Additional assistance to increase tolerance
- Medical/dietary/health interventions (where appropriate)
- Disability specific requirements/supports
- Personal technology devices and communication aids
- Risk assessments

Focused Disciplinary Responses

Class teacher is supported by other school-based staff to address in-class problem behaviour. This behaviour may be infrequent major behaviour, or frequent and/or disruptive minor behaviour. This may include:

- Functional Behaviour Assessment
- Use of behaviour data to accurately identify students
- School based referral process
- Student Engagement Plan
- Referral to Deputy Principal (major and severe behaviours)
- Targeted skills teaching in small group
- Making adjustments for individual learners
- Guidance support (complex case)
- Teacher coaching and debriefing
- Stakeholders meeting with parents and external agencies

Intensive Disciplinary Responses

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

- *Functional Behaviour Assessment based individual support plan/crisis plan*
- *Complex case management and review*
- *Stakeholder meeting with parents and external agencies including regional specialists*

It is essential that adequate data and information is provided to support intervention approaches. Data sources include:

- OneSchool reports
- Classroom behaviour data sheets
- Formal observations made by therapists, Executive Leadership Team or other support personnel
- MyHR reports

A major behaviour incident on OneSchool must refer and inform the Principal and/or the Deputy Principal of the incident. In some cases where student or staff safety is at risk, staff may call for immediate assistance from the Executive Leadership Team.

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 more serious behaviours that impact on safety and/or the good order of the school. 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 Western Suburbs State Special 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. The use of an SDA is not considered a punishment for the individual, but an opportunity for the stakeholders involved to consider necessary supports and structures to aid the student to succeed in the future.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school's 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 Western Suburbs State Special 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 the time to reflect 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.

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

Western Suburbs State Special 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 Western Suburbs State Special 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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

Responsibilities

School Staff at Western Suburbs State Special 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 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.
- take into consideration individual student needs and perceived intent when determining what action to take
- maintain transparent and open communication with parents/caregivers regarding the temporary removal of property

Parents of students at Western Suburbs State Special 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 Western Suburbs State Special 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.
- contact the school if there are questions about whether or not an object can come to school

Students of Western Suburbs State Special 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 Western Suburbs State Special 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.

As of the first day of Term 1, 2024, student mobile devices and certain wearable devices such as smartwatches, will need to be ***‘away for the day’***, including during break times. Students will be permitted to bring phones and wearable devices to school so that they can contact their parents or carers before or after school hours. Parents/caregivers will be able to contact their child during school hours using the school’s existing communication channels. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Mobile Phones/Wearable devices

All mobile phones/wearable devices are to be clearly labelled and given to the classroom teacher at the beginning of the day and collected at the last bell. All care but no responsibility will be taken for equipment.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school for legitimate personal or educational reasons, they must be used under the supervision of a staff member. If you believe your child may require an exemption on this basis, please speak with the Principal.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Western Suburbs State Special School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text Communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Preventing and responding to bullying

Western Suburbs State Special School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of students, staff and visitors to 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 positively engage with their child's education leads to improved student self-esteem, attendance and behaviour at school. Embracing the well-being of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Western Suburbs State Special School strives to create a positive, predictable environment for all students at all times of the day. The disciplined teaching and learning that we are creating is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising achievement and attendance
- Promoting equality and diversity and
- Ensuring the safety and wellbeing of all members of the school community

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.

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

Western Suburbs State Special School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 12 – Class teacher

Deputy Principals – Yura Pak (Primary School) Liz Linklater-Steele (High School) Trisam Adams (Behaviour/Wellbeing)

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

Bullying behaviours that will not be tolerated at Western Suburbs State Special School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Western Suburbs State Special School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Gilston are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students have been or are being taught the *specific routines* in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students know the school rules and have been taught the expected behaviours attached to each of the 4C's in all areas of the school.
- A high level of quality *active supervision* is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non classroom areas.

- All students are receiving high levels of *positive reinforcement* for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school

Western Suburbs State Special School uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility is one way the school can track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Bullying is seen as a threat to the rights of the members of Western Suburbs State Special School Community and is unacceptable behaviour. To ensure bullying is monitored, a whole school approach to the issue is required.

What is Bullying?

Bullying involves a series of hurtful actions by the bully to the victim over a period of time. Those actions may be verbal (such as name-calling, teasing), physical (punching), psychological (sending to Coventry, spreading rumours) and threats (extorting money) and usually the victim has difficulty in coping with such attacks (Finger, 1993).

Bullying can be conceived as containing seven elements or components. These are as follows:

1. *An initial desire to hurt*
2. *The desire is expressed in action*
3. *The action is hurtful*
4. *It is directed by a powerful person or group against someone less powerful*
5. *It is without justification*
6. *Typically repeated*
7. *With evident enjoyment by the bully. (Rigby, 1993)*

Responsibility of the School

- Implementing the School's **Student Code of Conduct**
- Active class and playground supervision by staff
- Class discussions to deal with problem
- Individual discussion with staff or Executive Leadership Team
- Teaching of the anti-bullying elements of the Social Skills Program
- Coping strategies modelled to students to help them deal with bullying

Responsibility of Parents

- **WATCH FOR SIGNS** that your child is being bullied, e.g., unwillingness to walk to or from school, worries about coming to school, unexplained bruising, missing property etc.
- **ENCOURAGE** the child to talk it through as much as possible so you get the basic story
- **KEEP AN OPEN MIND**, remembering you are getting one side of the story only
- **ASK** questions gently
- **HELP** the child reflect on what has been done so far
- **HELP** the child work out the best way of solving the problem

Some Important Next Steps to Consider:

- **NEVER** try to sort out the bullies yourself – it rarely works and can make the situation worse
- **WHEN YOU ARE CLEAR** on the facts contact your child's teacher for an interview



- **PRESENT** your information as calmly as possible
- **REMEMBER**, the school says NO to bullying and the best way to solve the problem is to work with the school as partners in finding solutions
- **ASK** your child's teacher about the school's policy on bullying and how they deal with it in their classroom
- **GIVE** the teacher some time to investigate the problem and arrange a follow up appointment

The Next Steps May Then Include:

- **ENCOURAGE** your child to develop friendships
- **SUPPORT** your child in developing sporting, cultural and other talents that will increase their self-confidence
- **WORK** at improving your child's self esteem
- **SEEK** counselling to enable the child to learn to be more assertive and resilient
- **IF SEVERE ABUSE** is evident, you may wish to consider police action

Responsibilities of the Teacher in regards to Bullying

- Make yourself available
- Listen to students and ask open ended questions where possible
- Actively supervise all students in all school settings
- Investigate each incident – take all reports of bullying seriously
- Keep communication with staff and parents/caregivers open
- Refer to Executive Leadership team through OneSchool incident report

Rights of Children with Respect to Bullying at School

1. To know that they may talk in confidence to a liked and trusted Teacher/Administration team member about an incident/s and that they will be listened to and taken seriously.
2. To know that help is available.
3. To be confident that follow-up action will occur after reporting the bullying.
4. That assistance will be given to help them deal successfully with any further bullying.

Cyberbullying

Cyberbullying is treated at Western Suburbs 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.

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 Western Suburbs 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.

Cyberbullying Response Chart 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](#).

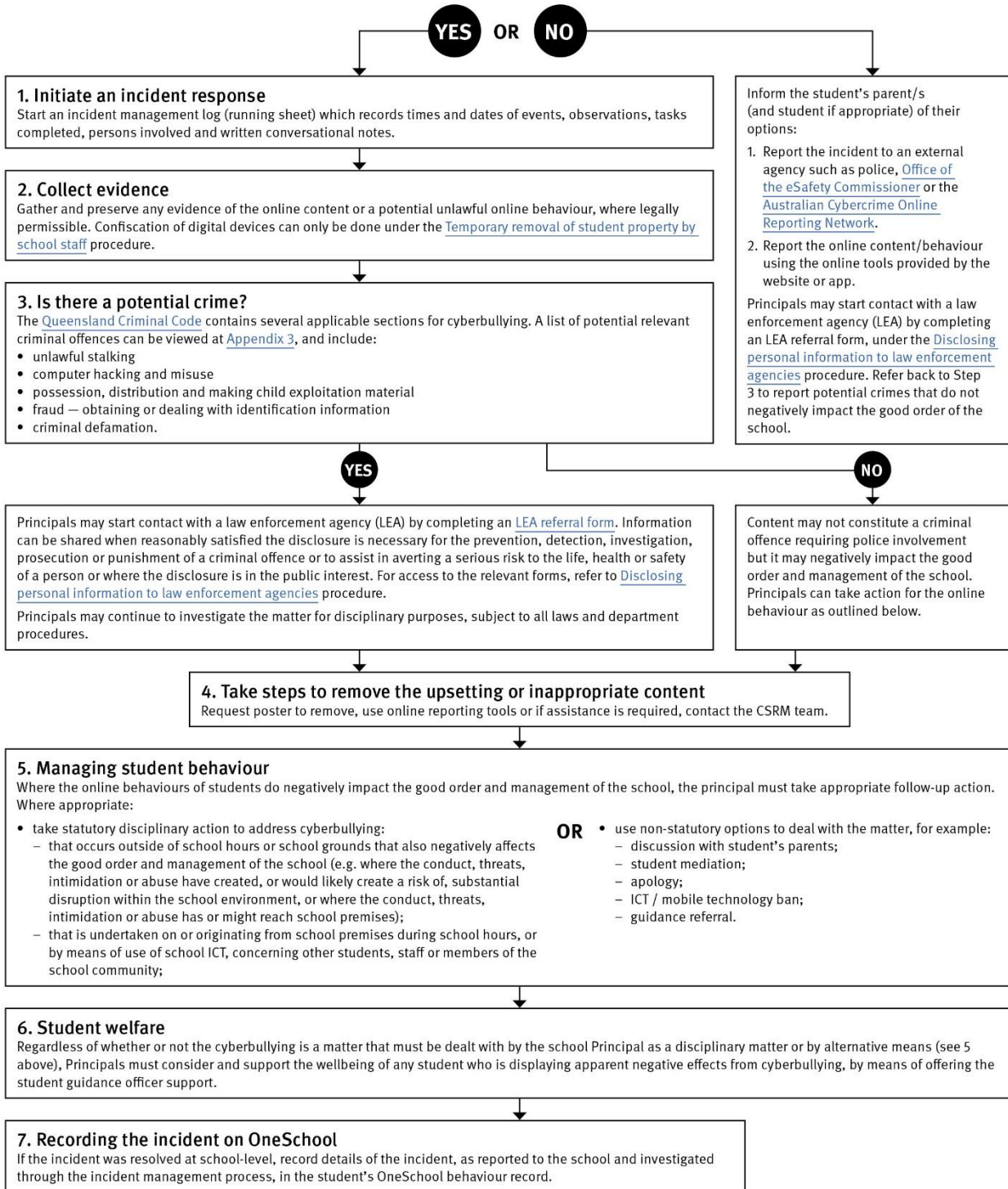
Explicit images

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](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSR) 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?



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 the school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

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

Possible civil or criminal ramifications of online commentary

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

their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

Restrictive Practices

On occasion, school staff at Western Suburbs State Special School need to respond to student behaviour that present 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 with staff engaging immediately with positive and proactive strategies aimed at supporting the student to manage the 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 or 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 taken are responsive to the safety and well-being of students and staff.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. 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.

Severe, unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

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.

Immediate 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 situation/incident, 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.

Reinforcement and Correction Strategies

- 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.

Follow-up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
- Assisting any distressed students to access appropriate support (eg. Guidance Officer)
- Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decision options for future situations.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

2. Internal review: [contact the local Regional Office](#)

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

3. External review: contact a review authority

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

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

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