



Western Suburbs State Special School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

Western Suburbs State Special School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Parental support is viewed as an integral component to ensure success for all students.

This student Code of Conduct has been developed in consultation with many stakeholders and is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. This policy is an evolving document as it remains responsive to continuous improvement and effectiveness.

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Endorsement

Principal Name:	Peter McGill
Principal Signature:	
Date:	10 th September 2020
P/C President Name:	Catherine Hottot
P/C President Signature:	
Date:	10 th September 2020

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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 behaviour expectations:

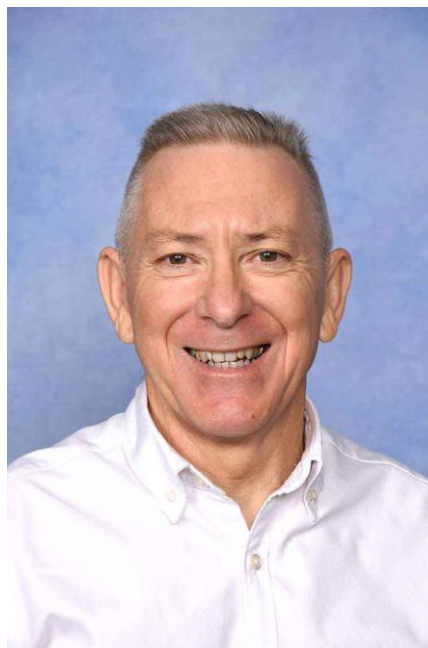
Be Safe

Be Respectful

Be Responsible

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 student to meet those expectations.



Peter McGill
Principal

Data Overview

Western Suburbs State Special School has developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences, school opinion surveys and behaviour incidents occurs twice a term to maintain currency. This is managed by the school behaviour team.

This plan was endorsed by the Principal, school staff, the president of the P&C and (Assistant Regional Director or Executive Director (Schools) in November 2020, and will be reviewed in November 2022 as required by legislation.

Learning and Behaviour Statement

All areas of Western Suburbs State Special School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

At all times, Western Suburbs State Special School seeks to reflect the values and behaviour that are acceptable in our society. In the code there is a clear expectation that, as far as possible, it remains connected to the community that exists outside the school fence and that our students will embrace the appropriate values as their preferred way of behaving. It is anticipated that these beliefs will influence student decisions, behaviour and social practices.

Our school community believes in -

- *accepting* the traditions, habits, cultures, beliefs and differences of individuals
- *encouraging* all school members to reach their potential
- *respecting* the rights of everyone to learn and teach to the best of their ability without fear of ridicule or disruption
- *supporting* each person as they learn to become socially and personally responsible citizens
- *negotiating* conflict resolution in a fair and equitable manner through peaceful behaviours, practices and procedures
- *trusting* and *supporting* one another in ways that demonstrate respect for the safety and well-being of all its members.

These beliefs operate most effectively in a supportive school environment where:

- all members feel safe and valued
- curriculum programs, interpersonal relationships and the organisation of the school produce “*quality*” social and academic outcomes for all
- non-coercive, equitable behaviours and practices are used in the school’s policies, procedures and curriculum programs
- school policy reflects both proactive steps to encourage self-management and self-evaluation, and reactive procedures to address individual situations as they arise
- all avenues of management are employed prior to the use of suspension and exclusion.

It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

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

<i>Tier</i>	<i>Prevention Description</i>
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and You Can Do It (YCDI) expectations.</p> <p>This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be accessing in the future • being consistent when addressing challenging behaviour, while taking the Student's developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made
2	<p>Targeted instruction and support for some students are more intense than Tier 1 services, providing more time and specialisation in services from the problem-solving team (PST) to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to individual students through an Individual Behaviour Support Plan offering proactive support strategies.</p> <p>The types of interventions offered at this level will vary according to the needs of each individual student, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention is limited • Reviewed monthly
3	<p>Individualised services for students who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

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 the Head of Department Student Services.

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

CURRICULUM AND PEDAGOGY

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding *personal and social capabilities* (self-awareness, self-management, social awareness and social management) in the implementation of the 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 at the whole school level as well as for 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 and asthma reliever/puffer, stored in administration to provide emergency first aid medication if required.

SUICISE PREVENTION:

Western Suburbs State Special School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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 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.

Whole School Approach to Discipline

Western Suburbs State Special School uses universal behaviour support to promote and encourage the desired standard of positive behaviour. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

A set of behavioural expectations in specific settings has been attached to each of our school rules. The Whole School Expectations Teaching Matrix below outlines our agreed rule/value and specific behavioural expectations in all school settings. This is the foundation of the “You Can Do It Behaviour” (YCDI) program that is implemented across the school. YCDI is a preferred model of managing student behaviour. It helps our school to create a positive learning environment by developing a proactive whole school system.

YCDI’s mission is to strengthen the five social and emotional skills and values (the “5 Keys”) which all children need to manage their own learning, behaviour and emotional well-being including: Confidence (work, social), Persistence, Organisation, Getting Along and Resilience. Unique among educational programs, YCDI emphasises the importance of teaching children different “Ways of Thinking” that help them to develop in each of these five areas.

The following outlines each of the Social and Emotional Learning keys addressed within the YCDI program.

CONFIDENCE

Confidence requires that young people not be overly concerned with what others think if they make a mistake. Confidence is revealed when young people are not afraid to fail and are happy to meet someone new. Confidence involves young people having trust in themselves and believing that they will probably be successful in the end. Confident young people stand up straight, look people in the eye, and speak clearly and with a firm tone of voice.

PERSISTENCE

Persistence is revealed when young people try hard when doing schoolwork they find frustrating and do not feel like doing, and finish their work on time. Young people who keep trying to complete work



rather than becoming distracted, and those who elect to play after they've done their work, demonstrate motivation and can be described as being persistent.

ORGANISATION

Organisation is revealed when young people keep track of their set tasks and work effectively, and set goals for how well they want to do in their schoolwork and in other endeavours. Organisation also means having all your supplies ready to do school work.

GETTING ALONG

Getting Along is revealed when young people work cooperatively with each other, resolve conflicts by discussion rather than fights, manage their anger, show tolerance, and follow class rules, including making responsible choices so that everyone's rights are protected. Getting Along also involves young people making positive contributions to helping others and to making the school, home, and community safer, healthier, and good places to live and learn.

RESILIENCE

Resilience is shown when young people are able to stop themselves from getting **extremely** angry, down, or worried when faced with challenging events and difficult situations and people. Resilience means being able to control your behaviour when very upset without fighting or withdrawing for too long. It also means being able to calm down after having been upset and bouncing back to work and being with other people.

ZONES OF REGULATION

The "Zones of Regulation" program is also utilised by teachers across the school, Zones of Regulation is a curriculum designed to foster self-regulation and emotional control. This program is a systematic, visual way to classify the different ways we feel (emotions and levels of alertness). It is a tool to help adults and students to:

- Explore how to regulate emotions through cognitive, sensory and physiological strategies
- Investigate behaviours influence others' thoughts and feelings
- Problem solve positive solutions to challenges
- Use consistent language to describe emotions
- Focus on being aware of and managing triggers

Zones of Regulation creates a concrete representation of a highly abstract concept.

Clear Expectations

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

A set of behavioural expectations in specific settings has been attached to each of our school rules. The Whole School Expectations Teaching Matrix below outlines our agreed rules/values and specific behavioural expectations in all school settings. This is the foundation of the YCDI program that is implemented across the school.



Western Suburbs State Special School Behaviour Matrix

	Be Safe	Be Respectful	Be Responsible
All Areas	<ul style="list-style-type: none"> Keep your hands, feet and objects to yourself Walk on concrete areas Enter building only when a teacher is present Solve problems with words Use equipment safely Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Use manners and polite language Follow adult instructions Respect the differences in others Respect and care for our school environment Respect others personal space and property Wait your turn 	<ul style="list-style-type: none"> Be in the right place at the right time Wear correct uniform at all times Be honest Ask for help if you need it
Learning Areas	<ul style="list-style-type: none"> Enter a room only if a teacher is present Walk Ask permission to leave the room Be honest 	<ul style="list-style-type: none"> Raise your hand to speak Respect others right to learn and the teachers right to teach Encourage others to be the best they can be Stay in your space Be an active listener Follow class rules 	<ul style="list-style-type: none"> Be organised Listen to instructions Try your best Be persistent Stay on task Participate fully in learning activities
Eating Areas	<ul style="list-style-type: none"> Sit in the correct area to eat Use good hygiene 	<ul style="list-style-type: none"> Use manners Be kind to others 	<ul style="list-style-type: none"> Put rubbish in the bin Eat own food Put lunch box away
Play Areas	<ul style="list-style-type: none"> Be sun safe; wear school hat Wear shoes and socks at all times Stay in bounds Play school approved games 	<ul style="list-style-type: none"> Play fairly Use Stop/Walk/Talk Care for the environment 	<ul style="list-style-type: none"> Use school approved equipment Return borrowed equipment Play in designated area Return equipment to appropriate place
Toilets	<ul style="list-style-type: none"> Don't play in the toilets Wash hands Use toilets appropriately at all times 	<ul style="list-style-type: none"> Respect the privacy of others 	<ul style="list-style-type: none"> Use toilets before school and during breaks Use the correct toilets Keep toilets clean Flush toilet
Transitions	<ul style="list-style-type: none"> Move between classes in an orderly manner Walk on the left side of pathways Enter and exit rooms in an orderly manner 	<ul style="list-style-type: none"> Wait quietly Walk quietly Be respectful of other classes 	<ul style="list-style-type: none"> Line up sensibly at bell time Move promptly from class to eating areas Move promptly to class after breaks

<p style="text-align: center; color: yellow;">Before and After School</p>	<ul style="list-style-type: none"> • Follow school bus rules • Use supervised crossings • Wear correct safety equipment • Sign in when late • Sign out when leaving early • Line up quietly for your teacher 	<ul style="list-style-type: none"> • Represent your school with pride • Be respectful and courteous to everyone 	<ul style="list-style-type: none"> • Leave valuables at home • Stay in the undercover area until the first bell
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The expectations within this matrix are explicitly taught by the classroom teacher in weekly behaviour lessons that is linked to the CARF.

Consideration of Individual Circumstances

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

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

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

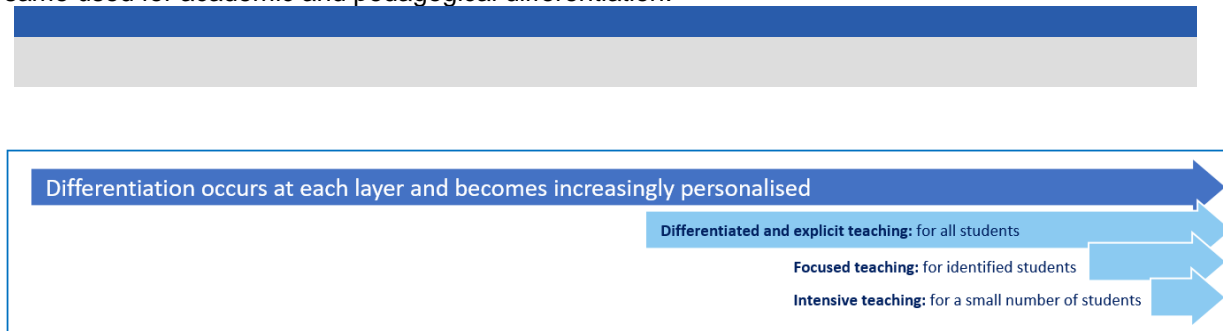
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. 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

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

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

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

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

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

- Zones of Regulation
- *You Can Do It!* Program
- Functional Based Assessment

Intensive Teaching

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

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

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

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

Acknowledgement of Positive Behaviours

Western Suburbs State Special Schools Positive Behaviour acknowledgement is centred on communication and providing students with positive feedback for engaging in expected school values. A formal recognition system has been developed. This acknowledgement system is designed to increase the quantity of positive interactions between students and staff.

Students are awarded with GOTCHA cards in the classroom, playground and in specialist lessons. These serve as specific positive behaviour acknowledgment for students based on the school rules of be safe, be responsible & be respectful. Students also receive GOTCHA cards for confidence, persistence, getting along, resilience and organisation. GOTCHA cards are tracked by classroom teachers and are the currency for further weekly rewards drawn on parade weekly. 3 GOTCHA cards for each sub school sector (Junior, Middle & Junior Secondary) are selected each week during parade. Students self-select a prize from the Deputy Principal.

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.

Awards

- Weekly awards on parade must reflect the school's values
- Teachers use school values templates found on OneSchool
- Teachers to enter weekly student positive behaviour on OneSchool
- Names put in weekly newsletter

Postcards

- A range of postcards has been developed outlining the school values which teachers can send home to parents to communicate positive behaviours demonstrated by their child.

Morning Tea with the Stars

- Each term the Deputy Principal & Head of Department will host a morning tea
- The selected student should be the one who has consistently demonstrated the school rules/values

Legislative Delegations

Legislation

In this section of the Western Suburbs State Special School Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

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

- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

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

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

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

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

Disciplinary Consequences

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

		MINOR	MAJOR
BE SAFE	LEARNING TIME	<ul style="list-style-type: none"> Swinging on chair Continuous dropping/out of chair 	<ul style="list-style-type: none"> Dangerous safety breaches (climbing on roof)
	PLAYGROUND AND BREAK TIME	<ul style="list-style-type: none"> Intentionally disrupting others play Not wearing a hat Sharing food Misuse of equipment Running on concrete 	<ul style="list-style-type: none"> Physical aggression/violence (punching, hitting, kicking, biting, hair-pulling, scratching throwing objects etc) Bullying of other students Verbal harassment of other students and staff Possessing hazardous items Fighting or encouraging others to fight Throwing objects at staff or students such as rocks, sticks, books etc
	OTHER TIME	<ul style="list-style-type: none"> Playing in the toilets Misuse of bubblers/spraying others 	<ul style="list-style-type: none"> Possession and/or use of objects such as matches, lighters, pocket knives, lasers etc Threatening to harm others
BE RESPONSIBLE	LEARNING TIME	<ul style="list-style-type: none"> Tapping, humming, whistling Rudeness, disrespectful tone Low level off task behaviour Leaving classroom without permission 	<ul style="list-style-type: none"> Persistent non-compliance and wilful disobedience Constant disruption
	PLAYGROUND AND BREAK TIME	<ul style="list-style-type: none"> Lying for self-gain (one-off) e.g. it's my ball Excluding others 	<ul style="list-style-type: none"> Leaving the school grounds
	OTHER TIME	<ul style="list-style-type: none"> Inappropriate language 	<ul style="list-style-type: none"> Vandalism
BE RESEPECTFUL	LEARNING TIME	<ul style="list-style-type: none"> Arguing with staff Silly noises Tapping, humming, whistling swearing 	<ul style="list-style-type: none"> Threatening/aggressive verbal or gestural interactions directed at staff or students e.g swearing, name calling, abusive language, racial slurs Physical violence Throwing objects towards staff/students Continual task refusal Deliberate behaviour made public
	PLAYGROUND AND BREAK TIME	<ul style="list-style-type: none"> Non-threatening/non directed verbal or gestural messages used within conversations unintentionally 	<ul style="list-style-type: none"> Serious and/or ongoing intentional physical aggression/abuse towards staff and students (punching, hitting, kicking, biting, hair-pulling, scratching, throwing objects etc)
	OTHER TIME	<ul style="list-style-type: none"> Inappropriate language Disrespectful tone 	<ul style="list-style-type: none"> Inappropriate sexual contact (consensual and non-consensual) Public conduct that causes disruption to school management

			and routines (e.g Facebook bullying or inappropriate references, inappropriate use of emails, mobiles phones – text messages)
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The majority of students will be confident and capable of meeting established classroom expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low level or minor problem behaviours.

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

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

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

Differentiated

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

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

- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection room referral

Focused Disciplinary Responses

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

- Functional Behaviour Assessment
- Referral to Student Support problem solving team (mild and minor behaviours)
- Individual student behaviour support Plan
- Referral to Deputy Principal (major and severe behaviours)
- Intensive behaviour support plan
- Targeted skills teaching in small group
- Support play plan
- 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 serious problem behaviour. This may include:

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

School Disciplinary Absences

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

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

At 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.

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



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

RE-ENTRY FOLLOWING SUSPENSION

Students who are suspended from 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 a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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 (e.g. racist literature, pornography, extremist propaganda).*

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

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

RESPONSIBILITIES

School Staff at Western Suburbs State Special School:

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

- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Western Suburbs State Special School:

- ensure your children do not bring property onto school's grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - ❖ is prohibited according to the Western Suburbs State 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;

Please collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of 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 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;

Please 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.

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

All mobile phones are to be clearly labelled and given to the classroom teacher at the beginning of the day and collected at 2:30. 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.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

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.

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.

SPECIAL CIRCUMSTANCES ARRANGEMENT

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

*** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.**

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 are positively engaged 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. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At 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

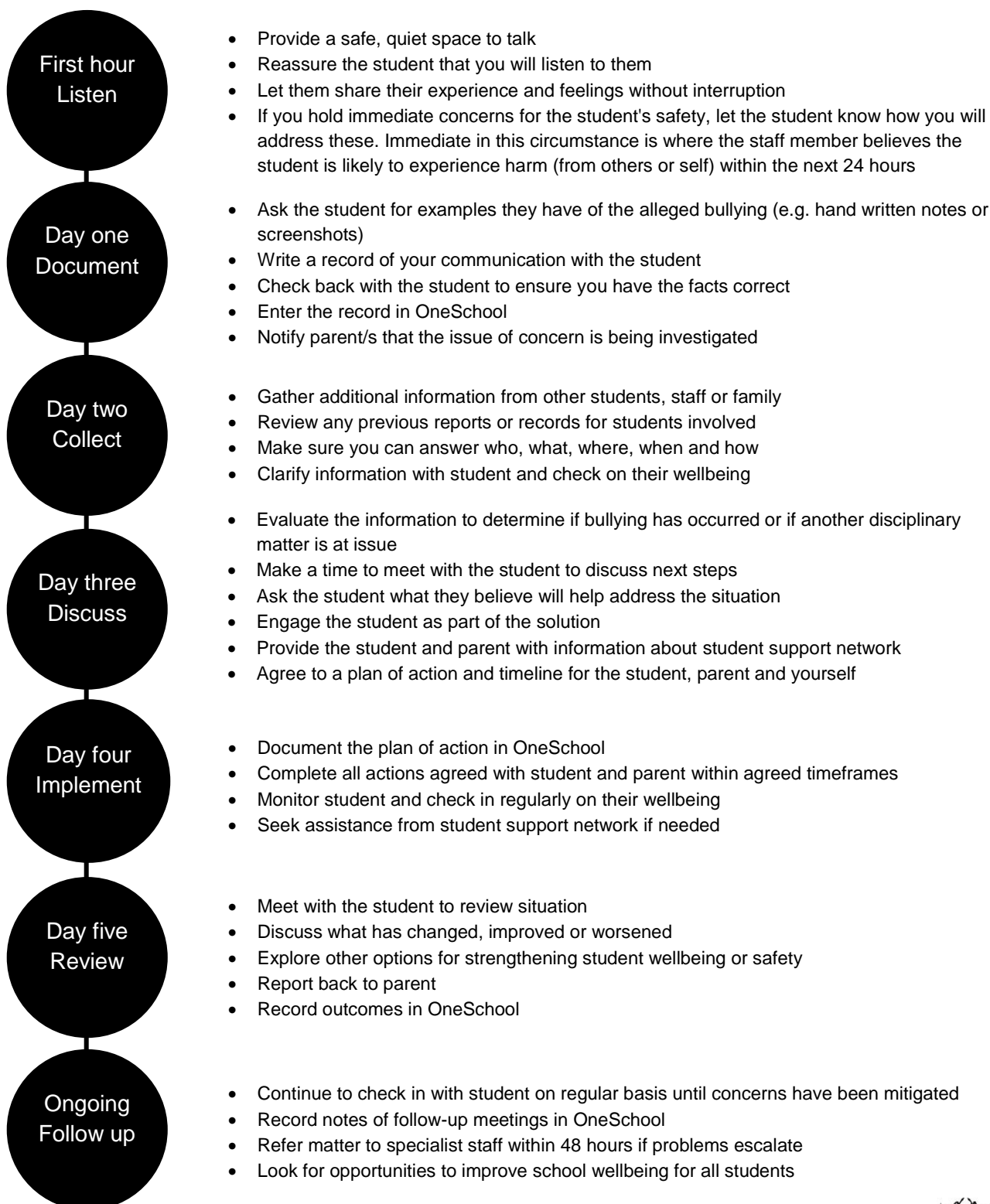
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 12 – Class teacher

Deputy Principal – Snjezana deKroon



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 counselling with the guidance officer
- Teaching of the anti-bullying elements of the Social Skills Program
- Teaching strategies to students to help them deal with bullying

RESPONSIBILITY OF PARENTS

What Can Parents Do?

- **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, disappearance of property etc
- **ENCOURAGE** the child to talk it through as much as possible so you get the basic act
- **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 time

The Next Steps May Then Include:

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

RESPONSIBILITIES OF THE TEACHER IN REGARDS TO BULLYING

- Make yourself available
- Treat incidents confidentially where necessary
- Treat incidents seriously
- Thoroughly investigate each incident
- Follow-up where necessary
- Proactively educate the children using social skills programs

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.

RESPONSIBILITIES OF STUDENTS

At Western Suburbs State Special School, students are taught *The High Five Strategy* to allow them to manage bullying and/or situations they feel uncomfortable as a result of another person's behaviours. This also supports them to develop resilience necessary not only in school life, but in life as an adult. Staff are taught and expected to act diligently and in a timely manner when a student makes a report to them. All staff are easily identifiable when rostered to provide supervision to assist students when reporting. High visible vests are worn to assist this process.

HIGH FIVE STEPS INCLUDE:

1. Ignore
2. Talk Friendly
3. Talk Firmly
4. Walk Away
5. Report (*Immediately to a staff member*).

RESPONSIBILITIES OF CHILDREN WHO WITNESS INCIDENTS OF BULLYING:

As most bullying occurs in the playground, student involvement is essential.

Students are more likely to be aware of and be witnesses of bullying. Students can;

- Inform teachers of places in the school grounds (eg behind the toilets) where bullying occurs
- Inform the classroom teacher or playground duty teacher where children are being bullied

Witness incidents of bullying and report:

1. Who was bullying
2. Who was being bullied
3. What happened
4. Where the incident took place

Offer support and friendship to the child who has been bullied

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 FLOWCHART FOR SCHOOL STAFF

How to manage online incidents that impact your school

Student protection

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

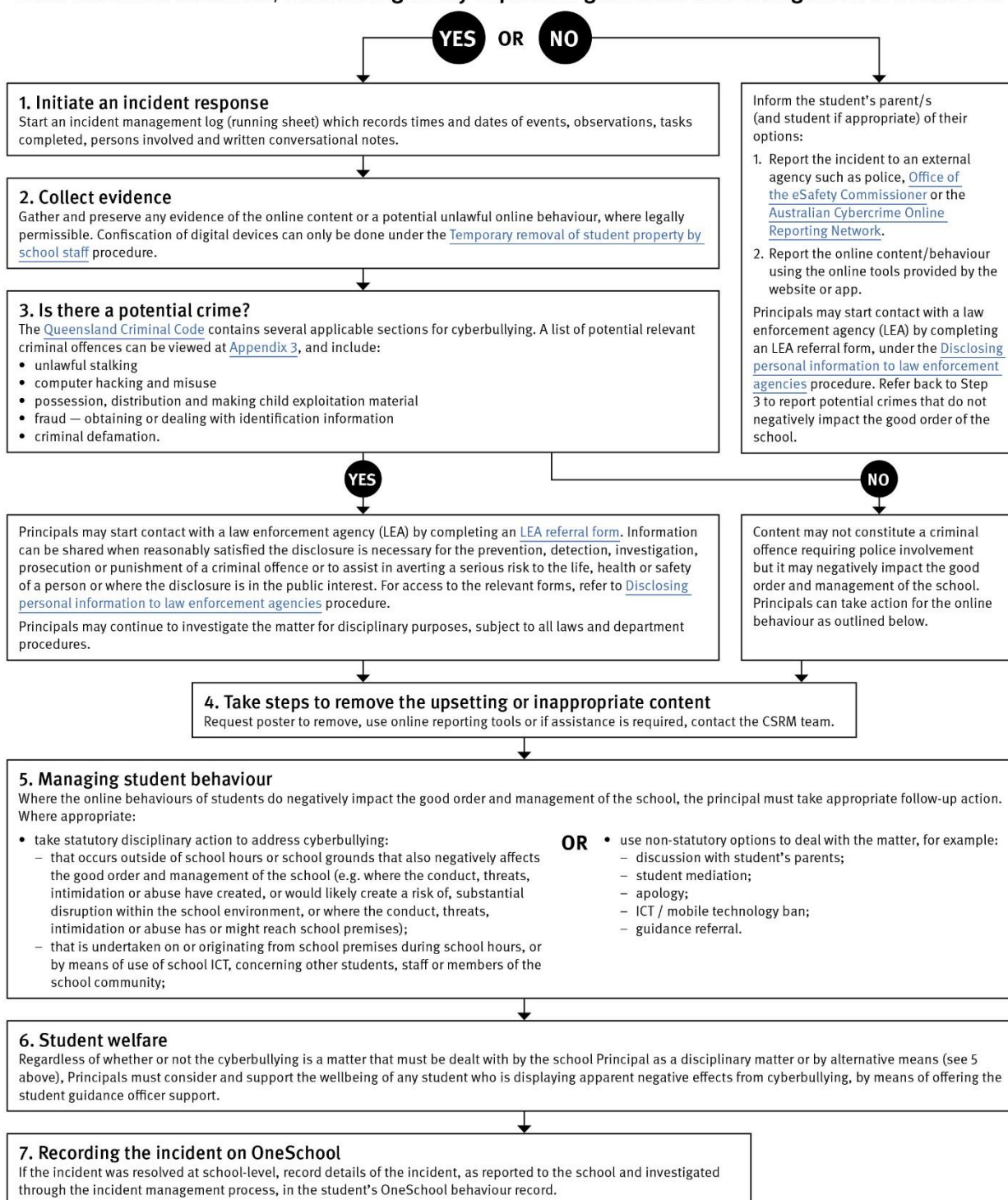
Explicit images

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

Help

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

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



CYBERSAFETY AND REPUTATION MANAGEMENT (CRM)

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

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

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

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

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

STUDENTS INTERVENTION AND SUPPORT SERVICES

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

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

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

Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.

- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

IS IT APPROPRIATE TO COMMENT OR POST ABOUT SCHOOLS, STAFF OR STUDENTS?

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

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

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

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

POSSIBLE CIVIL OR CRIMINAL RAMIFICATIONS OF ONLINE COMMENTARY

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

WHAT ABOUT OTHER PEOPLE'S PRIVACY?

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

WHAT IF I ENCOUNTER PROBLEM CONTENT?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

- [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](#).