



Woombye State School

Student Code of Conduct 2025-2028

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Woombye State School is committed to providing a safe, respectful and disciplined learning environment for students, staff, and visitors where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

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

Our teachers are committed to planning and preparing thoroughly in order to actively engage students in their learning. All staff members are supportive of one another, of the students and of the community. Our teachers display a thorough commitment to the school and a genuine care and compassion for the students. Students understand it is their responsibility to do the very best they can and to be considerate of others in all of their actions. Our motto 'Achievement with Friendship' provides us with a focal point for discussion regarding attitude, goals and achievements.

Over many years Woombye State School has been noted for its friendly family atmosphere. The school's caring staff and parents have worked together to make our school a safe and friendly place to learn.

The whole school community shares this responsibility.

Contact Information

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Contact Person:	The Principal

Endorsement

Principal Name: Paul J. Lowik

Principal Signature:

Date:

11.11.2025

P/C President Name:- Tim James

P/C President Signature:

Date:

11.11.25

SCHOOL VISION: -

"At Woombye State School diversity is accepted and respected. We engage all students in our care in a supportive and inclusive learning community that recognises individual needs and potential, empowering them to become lifelong learners".

Learning and Behaviour Statement

All areas of Woombye State 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.

Our 'Student Code of Conduct' outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Woombye State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be a Learner.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's 'Student Code of Conduct'.

Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Woombye State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

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

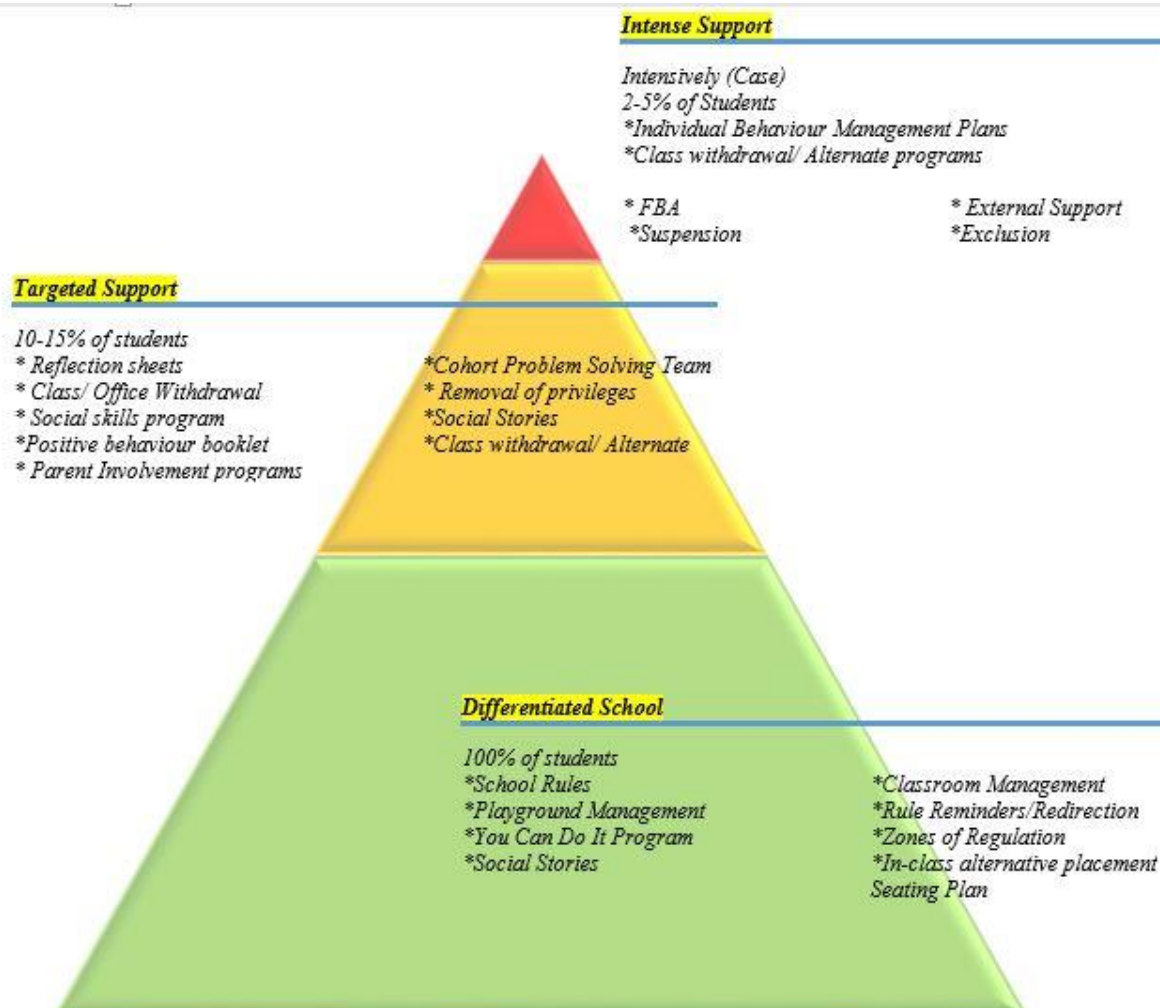
The development of the Woombye State School Student Code of Conduct is an opportunity to explain our behaviour expectations framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our Code of Conduct can be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

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

At Woombye State School effective behaviour support includes:

- analysis of One School Data to implement school 'systems'
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures including the use of personal technology devices at school (see Appendix section)
- managed professional development, education or training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.
- Staff and parents work collaboratively together to support needs of students.

The model below illustrates the range of programs, strategies and opportunities for establishing, encouraging and maintaining positive behavioural expectations within our school. For the majority of students a whole school proactive approach is sufficient. For some groups and individuals this has to be supplemented by proactive intervention and for a few, reactive as well as proactive strategies are necessary.



A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Woombye State School Behaviour Standards Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Woombye State School Behaviour Standards Matrix

EXPECTATIONS

- LISTEN AND FOLLOW DIRECTIONS
- ASK FOR HELP IF YOU NEED IT
- LEARN

WHOLE SCHOOL ENVIRONMENT	CLASSROOM	PLAYGROUND	TRANSITIONS	TOILET/BATHROOM	BEFORE & AFTER SCHOOL		
 We are learners • We are here to learn • We set goals for improvement • Seek & accept feedback • We learn from mistakes • Everyday counts	 We are respectful • Respect rights /personal space and property • Remember right place / right time • Care for and include others • Show pride in self/school/community • Use good hygiene	 We are safe • Use equipment safely • Keep hands, feet / objects to ourselves • Use the High 5 • Move safely around • Manage our emotions • Keep school environment clean and tidy	• Actively engage & participate in school life • Keep workspace tidy • Own our behaviour • Are problem solvers • Respect others' right to learn	• Look after our team • Are part of a team/community • Ask "yourself is that safe" • Stop / think / do • Self-awareness and self-management	• Walk • Keep left on stairwells/paths • Right place / right time	• Use good hygiene	• Wait quietly before school in under covered area • Wait at the designated areas after school for pick up • Use supervised crossing areas when crossing roads • Walk
• Ready and organised • Use devices for learning • Demonstrate resilience & confidence	• Are problem solvers • Return equipment to appropriate place • Remember Right place / right time	• Move around the school quietly • Respect learning rights of others	• Consider rights of others • Use shared facilities as intended	• Are in the right place right time			
• Good sportsmanship/mateship • Play fair – take turns, include others • Care for the environment	• Keep together as a class/group	• Use toilets during breaks • Straighten their straight back	• Not too early not too late leave ensures your brain is ready to activate • Talk to a trusted adult if you have worries				

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Woombye State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regularly in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Woombye State School Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- Temporary Removal of Student Property;
- The Use of Mobile Phones and other Devices by Students;
- Preventing and Responding to Incidents of Bullying; and
- Appropriate Use of Social Media.

Woombye State School implements the following proactive and preventative processes and strategies to support student behaviour:

Curriculum

- Quality inclusive curriculum provided to address individual needs
- Explicit lessons addressing **Schoolwide Expectations**, and Bullying Support Program
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

School

- Woombye State School Behaviour Standards Matrix
- Relationships actively built and maintained
- Consistency of approach aligned to school's beliefs/expectations
- Classroom Management Skills – "The Essential Skills"
- Ongoing learning and professional development by constantly upgrading staff skills and expertise
- Open communication with parents and carers as well as other community members
- Parent Programs
- Process for induction of students new to the school
- Detailed and current school website
- School and House captains with specific roles

Acknowledgement

- In class reward systems attached to expected behaviours/rules
- Sharing of work academic achievement – On Parade, in newsletter, interclass, foyer displays and with administration
- Principal's Award
- Student Leader program
- "Student of the Week"
- "You Can Do It" awards

Social Skills

- Bullying Support Program
- "Zones of Regulation"
- Switch4Schools
- Mentoring and buddy system
- Specific problem solving/conflict resolution strategies taught eg. Stop – Think – Do
- Students able to access our Chaplain, Guidance Officer, Reflection Room teacher, teachers, staff and administration to discuss social or personal issues during breaks.

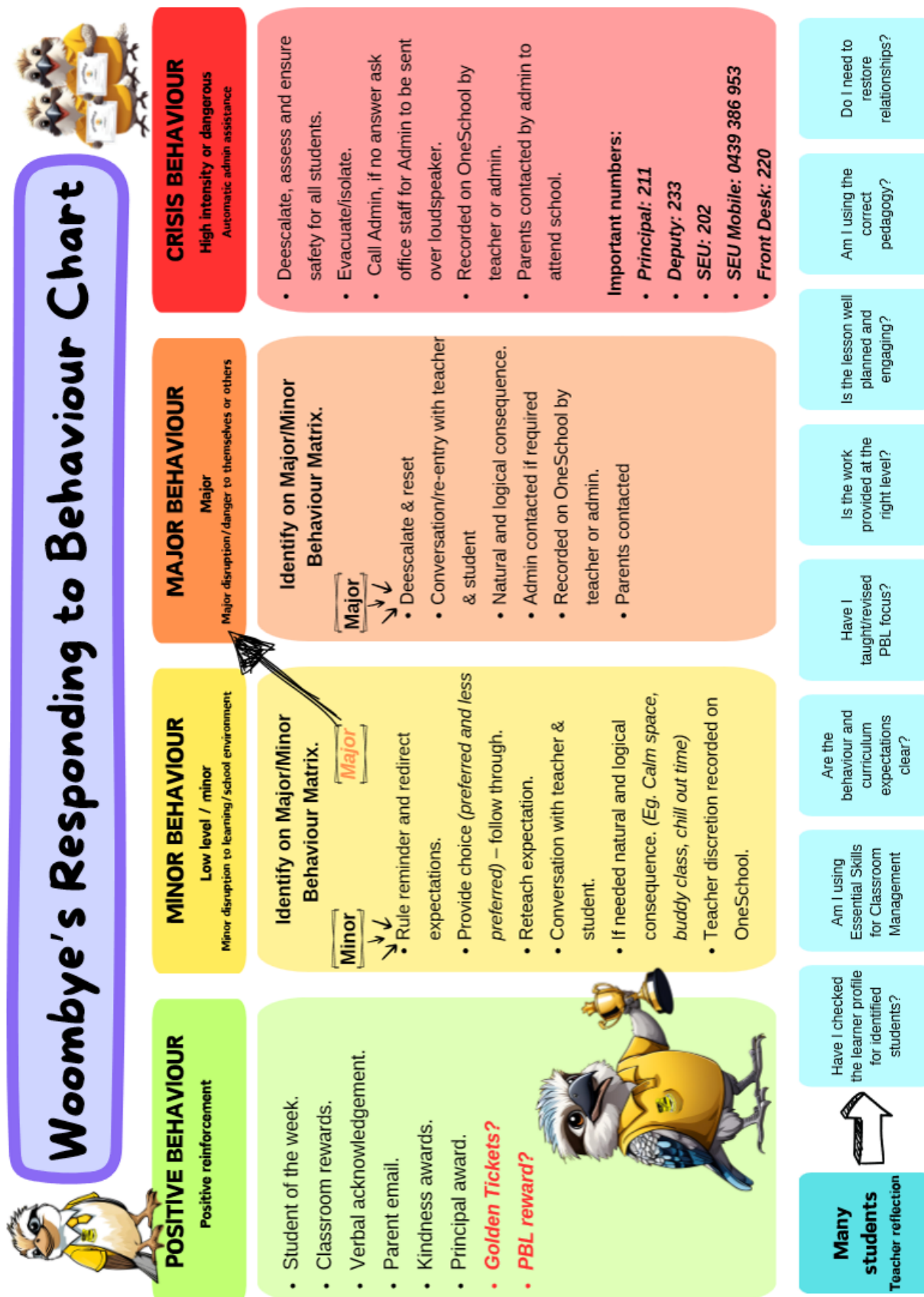
Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents 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.

Parents who 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.

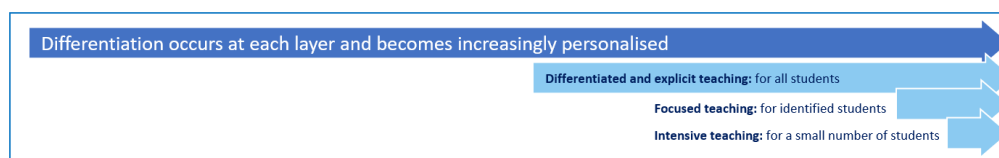


Differentiated and Explicit Teaching

Woombye 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 Woombye 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.



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 Woombye State School to provide focused teaching. Focused teaching is aligned to the Behaviour Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Woombye State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

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.

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. 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:

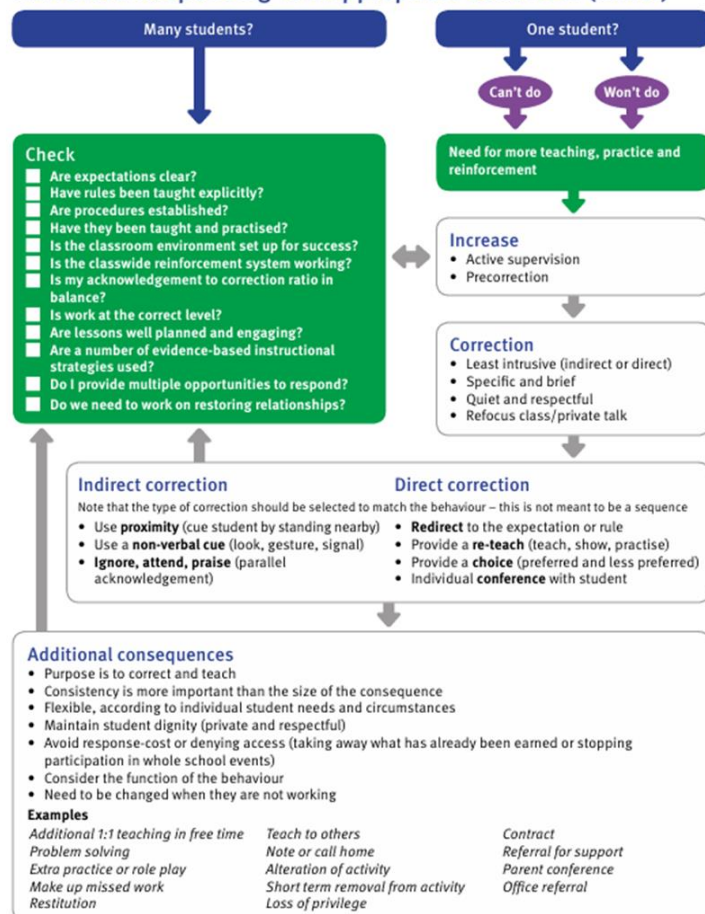
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals

- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Department of Education

Positive Behaviour for Learning (PBL) **Tier 1** Discouraging inappropriate behaviours

Flowchart: Responding to inappropriate behaviour (minor)



Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

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 Woombye State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. In the event of the Principal being unavailable, the Deputy Principal is authorised to issue a SDA as per Woombye State School's 'Instrument of Authorisation'.

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

Behaviour Descriptions

Minor behaviours are those that:

- Are minor breeches of the school rules.
- Are handled by staff members at the time it happens
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or Administration.

Minor inappropriate behaviours may result in the following consequences:

A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or supervision for work completion.

Major inappropriate behaviours are major acts of misconduct which include serious threats to others health, safety and property.

These would include

- Physical misconduct aimed at staff or students
- Offensive or aggressive language
- Repeated, deliberate persistent disruptions to learning
- Major theft or repeated stealing
- Wilful property damage or vandalism
- Harassment or bullying

- Leaving class or school grounds without permission
- Repetition of minor behaviours
- Possession of weapons or items that could be considered a weapon
- Possession of illegal items
- Inappropriate use of technology

The following table provides examples of inappropriate behaviour identified as either minor or major. Inappropriate behaviour that may not be clearly identified in this table should be analysed in consideration with the above characteristics in determining whether to manage the behaviour as Minor or Major.

The purpose of this table is for categorizing inappropriate behaviours as Minor or Major for the purpose of identifying responsibilities and processes for administering consequences for behaviour.

Woombye's PBL Major Minor Behaviour Matrix



BEHAVIOUR CATEGORY	DEFINITION	Minor Definitions	Major Definitions	Non-Example
ABUSIVE LANGUAGE	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	- Teacher managed - usually does not require referral to the office or other withdrawal option - ongoing minor incidents may require parent to be notified. - Look for teachable moments	- Discipline incidents that require a consequence. - Referred to administration or other designated staff. - Parent to be notified.	- Saying 'I won't be your friend' - Saying 'I am going to tell my mum on you' - A student using a swear word after stubbing their toe - Telling a student to stop being stupid - Gutter talk
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.	- Swearing one or two words in presence of others (not directed at someone) - Verbal threat and threatening the safety of others - Yelling back at a staff member, 'this sucks' - Calling other students demeaning names (e.g. loser, dumb, stupid)	- Continual swearing – a string of words or consistent swearing - Continued verbal threat - Continued name calling, malicious & continuous intent to cause emotional harm - Directing abusive and offensive language at another person e.g. swearing - Racist or sexualised comments 'I am going to kill you' verbal or written	- Using another student's work to catch up after being absent - Looking at a peer's work for assistance
BOMB THREAT / FALSE ALARM	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	<i>No minor examples of bomb threat</i>	ALL Bomb Threats and False alarms are to be dealt with by Administration – Police notification required.	
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.	<i>No minor examples of bullying. Refer to harassment</i>	- Bullying – Repeated targeting of others (physical/verbal/written) - Repeated or serious verbal, physical, cyber, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons	- One off fighting with another individual - One off name calling i.e. 'You are stupid' - Won't play with me/not my friend/not playing fair/teasing etc.
DEFAUNCE	Student refuses to follow directions given by school staff.	- Comment made by student to adult, 'You cannot tell me what to do' - Refusal to follow a request - Answering back	Repeated refusal to follow instructions without responding to classroom management procedures	- Student begins to comply before reaching office referral - Comment made by student, 'I cannot do this. This is stupid.'

MAJOR AND MINOR INNAPPROPRIATE BEHAVIOURS

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or

craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Woombye State School:

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

Parents of students at Woombye State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Woombye State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Woombye State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Woombye State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk

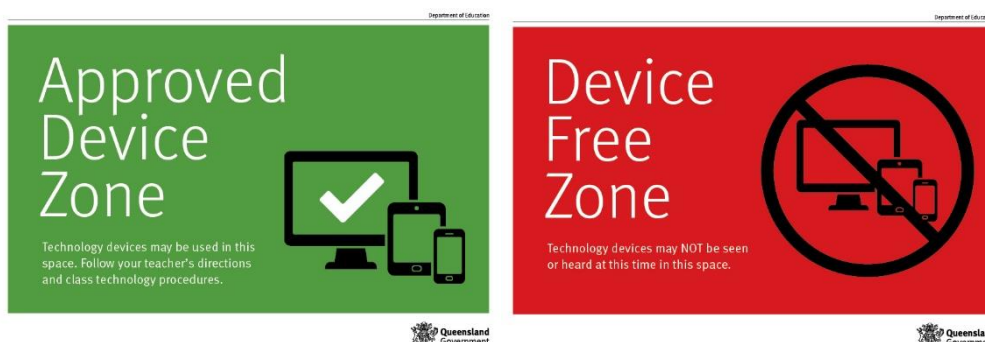
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Woombye State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

All student mobile phones are to be left at School Administration upon arrival at school. Collection of mobile phones at end of school day or when student leaves school for the day.

The responsibilities for students using electronic devices with internet capabilities at school or during school activities, are outlined below.

It is **acceptable** for students at Woombye State School to:

- use electronic devices with internet capabilities for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school

- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment.

It is **unacceptable** for students at Woombye State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

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

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

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

Preventing and responding to bullying

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

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

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 Woombye State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Bullying response flowchart for staff members

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

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
- 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 the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five
Review

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

Ongoing
Follow up

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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](#).

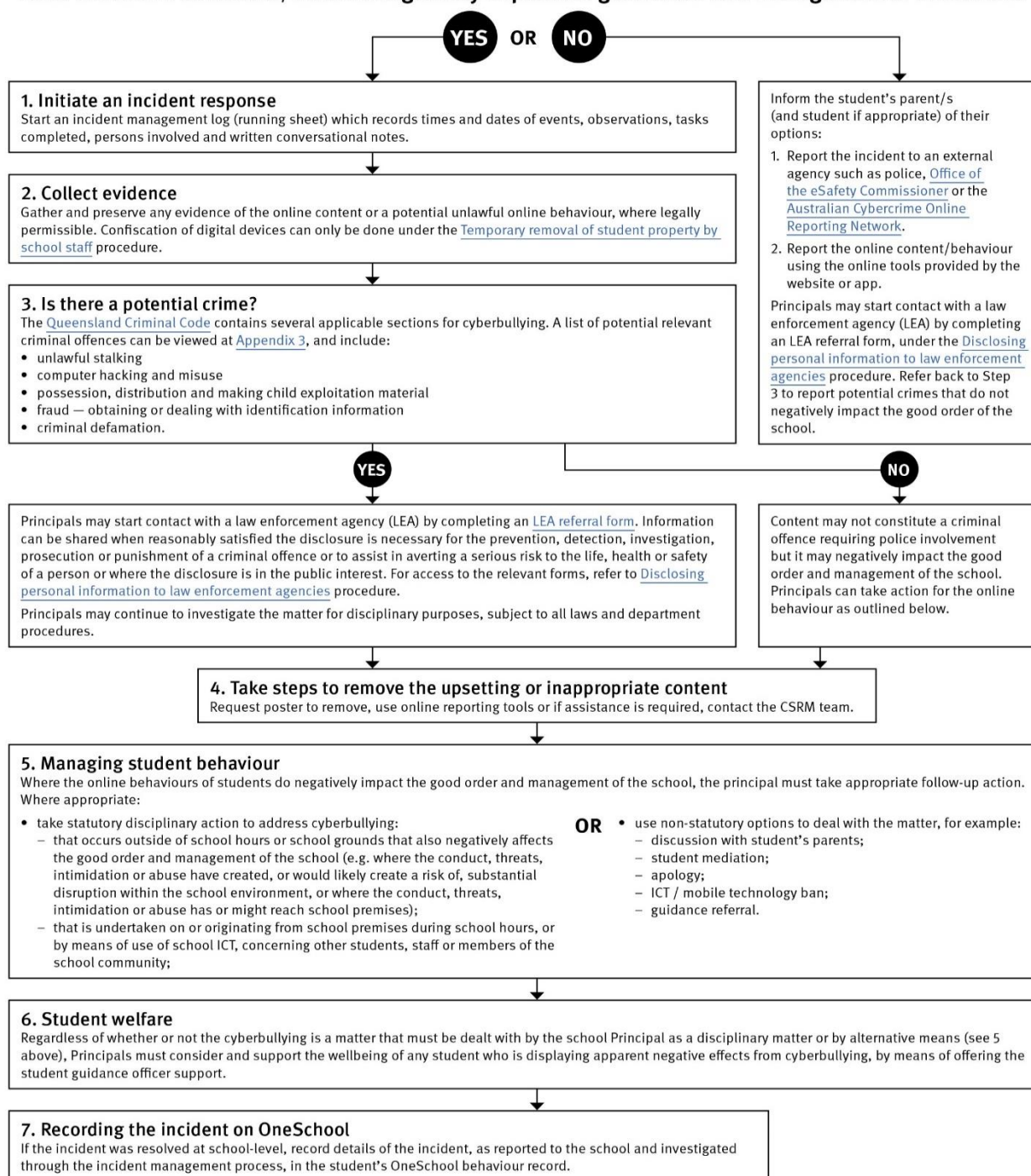
Explicit images

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).

Student Intervention and Support Services

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

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

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

Woombye State School – Anti-Bullying Compact

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

Woombye State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (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 Woombye State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Appendix



Department of Education

Woombye State School

Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12,
Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, Paul Lowik, Principal of Woombye State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

Paul Lowik
Principal
Woombye State School
QUEENSLAND DEPARTMENT OF EDUCATION

03rd November 2020
DATE



Department of Education

Woombye State School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Paul Lowik, Principal of Woombye State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.


Paul Lowik
Principal

Woombye State School

QUEENSLAND DEPARTMENT OF EDUCATION

03rd November 2020

DATE

Playground Routines

C1 PLAY

- LINE UP AND WAIT FOR TEACHERS AT TOP OF THE RAMP.
- YELLOW BINS (LEADERS) TO WAIT FOR TEACHER AND WALK IN FRONT.

PLAYGROUND

- SLIDE - ONE PERSON AT A TIME. GOING DOWN ONLY.
- BARK IS TO STAY ON THE GROUND.
- MONKEY BARS - ONE PERSON AT A TIME. CLIMBING ON TOP IS NOT PERMITTED.

SANDPIT

- SANDPIT SAND STAYS ON THE GROUND.
- SANDPIT TOYS ARE ONLY USED FOR THEIR PURPOSE.

END OF PLAY

- LINE UP IN ONE LINE AGAINST THE LEFT SIDE OF THE RAMP.
- WALK UP WITH TEACHER ON DUTY.

USE 'WARNING' CARDS FOR BEHAVIOUR REMINDERS

- YELLOW CARD - REMINDER
- ORANGE CARD - 5-10MINS TIME OUT
- RED CARD - OUT OF PLAY OR SEND TO OFFICE FOR MAJOR BEHAVIOURS (COMPLETE BEHAVIOUR SLIP IN DUTY BAG)



C2 OVAL

- LINE UP AND WAIT FOR TEACHERS
- WALK WITH THE TEACHER.
- RUNNING CAN OCCUR ONCE STUDENTS ARE ON THE GRASS.

SOCCER

- HANDS AND FEET TO YOURSELF.
- BE A GOOD SPORT.
- REINFORCE THAT IT IS A FUN GAME, NOT A COMPETITION.
- BORROWING SOCCER BALL - MUST ASK TEACHER FIRST. THE SAME STUDENT IS TO RETURN.

END OF PLAY

- YEAR 1 STUDENTS LINE UP IN ONE LINE AGAINST THE LEFT SIDE OF THE RAMP.
- YEAR 2 STUDENTS LINE UP AND WALK UP WITH TEACHER ON DUTY.

USE 'WARNING' CARDS FOR BEHAVIOUR REMINDERS

- YELLOW CARD - REMINDER
- ORANGE CARD - 5-10MINS TIME OUT
- RED CARD - OUT OF PLAY OR SEND TO OFFICE FOR MAJOR BEHAVIOURS (COMPLETE BEHAVIOUR SLIP IN DUTY BAG)



D1 PLAY

- NO HAT, NO PLAY
- HAT ON AND LINE UP IN TWO LINES
- STAND QUIETLY WHILST WAITING FOR THE TEACHER
- VOICES OFF WHEN THE TEACHER SPEAKS
- TEACHER TO WAIT FOR EXPECTED BEHAVIOUR BEFORE MOVING TO THE OVAL
- STUDENTS FOLLOW THE TEACHER UNTIL THE BOTTOM OF THE STAIRS

- NO TIGGY ON THE PLAYGROUND EQUIPMENT AREA
- SOCCER - POSITIVE LANGUAGE AND GOOD SPORTSMANSHIP IS ESSENTIAL.

USE 'WARNING' CARDS FOR BEHAVIOUR REMINDERS

- YELLOW CARD - REMINDER
- ORANGE CARD - 5-10MINS TIME OUT OF PLAY TO COOL DOWN
- RED CARD - OUT OF PLAY / SEND TO OFFICE FOR MAJOR BEHAVIOURS (COMPLETE BEHAVIOUR SLIP IN DUTY BAG)



D2 PLAY

- NO HAT, NO PLAY
- HAT ON AND LINE UP IN TWO LINES
- STAND QUIETLY WHILST WAITING FOR THE TEACHER
- VOICES OFF WHEN THE TEACHER SPEAKS
- TEACHER TO WAIT FOR EXPECTED BEHAVIOUR BEFORE MOVING TO THE OVAL
- STUDENTS FOLLOW THE TEACHER UNTIL THE BOTTOM OF THE STAIRS

- NO TIGGY ON THE PLAYGROUND EQUIPMENT AREA
- SOCCER - POSITIVE LANGUAGE AND GOOD SPORTSMANSHIP IS ESSENTIAL.

USE 'WARNING' CARDS FOR BEHAVIOUR REMINDERS

- YELLOW CARD - REMINDER
- ORANGE CARD - 5-10MINS TIME OUT OF PLAY TO COOL DOWN
- RED CARD - OUT OF PLAY / SEND TO OFFICE FOR MAJOR BEHAVIOURS (COMPLETE BEHAVIOUR SLIP IN DUTY BAG)



PREP PLAY

- SIT AT THE EDGE OF THE CONCRETE PATH WITH THEIR HATS ON.
- ONLY ONE CLASS PLAYS ON THE BARK AREA AT ANY PLAYTIME.
- CHASING/RUNNING GAMES ARE NOT PERMITTED ON THE BARK AREA AND AROUND THE EQUIPMENT.
- ONLY TWO CHILDREN CAN BE SITTING ON THE LOW TUNNEL AT ANY TIME. ACCESS IS FROM THE SIDE, NOT THE ENDS AS FEET GET STUCK IN THE HOLES.
- AVOID ALL CHASING GAMES.

SHED

- STUDENTS MAY ONLY ENTER THE SHED ONLY WITH DUTY TEACHER PERMISSION.

OUT OF BOUNDS

- BEHIND THE SHEDS
- BACK GATE PATH
- GARDEN (AT PLAY TIME)
- BRICK WALL AND STAIRS



END OF PLAY

- BLOW WHISTLE FOR STUDENTS TO REGROUP.
- FIRST BREAK – STUDENTS TO LEAVE THE AREA TIDY.
- PUTTING AWAY EQUIPMENT IS NOT REQUIRED. STUDENTS TO LINE UP FOR CLASS.
- SECOND BREAK – DIRECT STUDENTS TO AN AREA TO PACK UP. ALL EQUIPMENT TO BE RETURNED TO THE SHED.
- STUDENTS WAIT TO BE DIRECTED BACK TO CLASSROOMS.

CHILL ZONE

- ACCESS GRANTED TO IDENTIFIED STUDENTS AS REQUIRED REGARDLESS OF YEAR LEVEL.

OUTSIDE THE CHILL ZONE

STUDENTS ARE EXPECTED TO

- LINE UP AND WAIT QUIETLY FOR THE TEACHER ON DUTY
- VOICES OFF WHEN THE TEACHER SPEAKS
- INSIDE THE CHILL ZONE, STUDENTS ARE EXPECTED TO
- ENTER WHEN INVITED BY THE TEACHER
- SIGN IN TO THE BOOK / SAY NAME TO TEACHER
- QUIET ACTIVITIES ONLY. THIS IS A CALM/CHILL SPACE

LOWER P – 2

- SELECT ACTIVITIES SET OUT
- (CUPBOARDS & WHITEBOARDS ARE FOR ADULTS ONLY)
- USE MANNERS, INSIDE VOICES AND WALKING FEET AT ALL TIMES
- PACK UP CURRENT ACTIVITY BEFORE CHANGING TO A NEW ONE
- TEACHER TO GIVE A PACK-UP PROMPT 5MIN BEFORE BELL
- STUDENTS TO TIDY UP AND LEAVE EQUIPMENT WHERE THEY FOUND IT

UPPER 3 – 6

- STUDENTS SELECT ACTIVITIES FROM CUPBOARDS.
- VERANDAH ACTIVITIES & PEDAL BIKE IF DIRECTED/SUPERVISED BY STAFF ON DUTY
- STUDENTS RETURN EQUIPMENT TO CUPBOARDS



B-AREA

- WALK TO STAY SAFE.
- SIT QUIETLY IN ONE SPOT. SITTING ON PATHWAYS OR STEPS IS NOT PERMITTED.
- BEHIND THE TUCKSHOP AND TOILET BLOCK IS OUT OF BOUNDS.
- STUDENTS ENCOURAGED TO GO TO THE OVAL IF THEY HAVE A HAT.

USE 'WARNING' CARDS FOR BEHAVIOUR REMINDERS

- YELLOW CARD – REMINDER
- ORANGE CARD – 5-10MINS TIME OUT OF PLAY TO COOL DOWN
- RED CARD – OUT OF PLAY OR SEND TO OFFICE FOR MAJOR BEHAVIOURS



LIBRARY

OUTSIDE THE LIBRARY. STUDENTS ARE EXPECTED TO

- LINE UP OUTSIDE THE LIBRARY
- STAND QUIETLY WHILST WAITING FOR THE TEACHER
- VOICES OFF WHEN THE TEACHER SPEAKS
- TEACHER TO WAIT FOR EXPECTED BEHAVIOUR BEFORE PERMITTING STUDENTS TO ENTER LIBRARY

INSIDE THE LIBRARY. STUDENTS ARE EXPECTED TO

- USE INSIDE VOICES AND WALKING FEET AT ALL TIMES
- PLAY INSIDE THE TAPED CARPET AREA
- LEAVE FURNITURE WHERE IT IS / NOT MOVING IT AROUND
- PACK AWAY BEFORE CHANGING ACTIVITIES
- PUT AWAY ANYTHING THEY ARE USING WHEN ASKED

USE 'WARNING' CARDS FOR BEHAVIOUR REMINDERS

- YELLOW CARD – REMINDER
- ORANGE CARD – 5-10MINS TIME OUT INSIDE THE LIBRARY
- RED CARD – OUT OF PLAY OR SEND TO OFFICE FOR





Kookie Koins



Recording a Behaviour Incident on OneSchool

Recording a Behaviour Incident on OneSchool

Complete all drop down boxes with relevant information.

Subject reflects KLA's & Specialist subjects.

Restrict to Classroom Teacher
(Level 6)

Date of Incident *	19-May-2021	31
Incident Type *	Major	
Period *	Morning session 9am -11am	
Location Category *	Classroom	
Subject	English	
Restricted to *	Classroom Teacher (Level 6)	

Use the Managing Problem Behaviour (Major/Minor) document to determine the **Category** of behaviour.

Behaviour Strategies

Categories *	Strategies	Motivation for Behaviour	Referrals
☐ Lying/Cheating ☐ Misconduct involving object ☒ Non compliant with routine ☐ Other conduct prejudicial to the good order and management of school ☐ Physical misconduct	☐ Removed from area ☐ Restorative Chat ☒ Rule Reminder ☐ Sat out of play ☐ Natural Consequence ☐ Restorative Justice	Escape/Avoid Instructional Task	Select Staff

ONLY 1 category must be chosen. Choose the antecedent behaviour that best suits the incident details.

Multiple Strategies can be used/ selected.

All behaviour is communication! What is motivating/causing the behaviour? Think about this to develop coping strategies/early interventions

Referrals

[Select Staff](#)

Refer to your Admin Key Contact for **every Major** incident and/or consistently repeated minor incidents

If recording for a student who is not in your own class, **refer the learner's Class Teacher and the DP** for the year level. Refer **staff involved** in the incident.

Incident Details *

During reading groups in the classroom, Daniel Lane was tapping a pencil repeatedly on the table. Sally Smith shouted "shut up" at DL and SS began to cry. Daniel Lane picked up the pencil and threw it at SS. DL shouted "no you shut up you stupid idiot." DL exited the classroom, ran through gardens and ripped plants out of the garden. 333 was called for support. Mark Weeks (DLT) answered the phone and escorted DL to the Harbour for 15 minutes of calm down time. Mark Weeks (DLT) returned DL to the classroom. He tidied up the chairs and pencils and apologised to SS. Parent contact made.

7000 characters maximum - 6407 characters remaining

Example statement when entering an incident witnessed/reported by another staff member.

E.g: Green slip from an EA

+Add them as a witness

Incident Details *

During the first play break, Lucy Francis (EA) witnessed Daniel Lane take a hat from Matthew Smith's head and throw it into the garden next to L Block. MS chased DL and pushed him into the garden, causing DL to graze his elbow. MS was asked to apologise by Lucy Francis (EA) and he said "no the arsehole shouldn't have taken my hat." MS and DL were reminded about playing safely and keeping their hands to themselves. MS apologised and walked with Lucy Francis (EA) for 5 minutes. DL apologised and was sent to first aid.

7000 characters maximum - 6478 characters remaining

Keep incident details short and concise. Be factual, objective include **FULL NAMES** of learners and staff, followed by initials.

Structure of the Incident Details:

A-ntecedent/Trigger/Cause

B-ehaviour

C-onsequence (Make note if applied or not)