Watson Road
State School

Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

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

The Watson Road 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.

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Endorsement

Principal Name:	Murray Branch
Principal Signature:	
Date:	Wednesday, 9 December 2020

P/C President and-or School Council Chair Name:	N/A
P/C President and-or School Council Chair Signature:	N/A
Date:	

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Principal's Foreword

Positive Voice! Positive Culture! Positive Community!

Watson Road State School has a positive culture and strong relationship with the community. The school is a welcoming and accepting community of learners. The responsibility of this cultures lies with the actions and voice of the students, teaching and non-teaching team, parents/carers and community who come to our school. Our school is a safe place and a place for all to learn.

Introduction

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

The 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.

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Whole School Approach to Discipline

Watson Road State School's school-wide organisational and management framework in based on a school-wide approach to Positive Behaviour 4 Learning (PBL). PBL is a multi-tiered system of support for discipline used across all settings within the school environment.

Prevent Teach Reinforce (PTR) is an evidence based approach and an appropriate model of PBL. The model provides opportunity for teaching and scaffolding positive behaviours, preventing problem behaviours and responding to inappropriate and unacceptable behaviours. PTR is a systematic, structured process for supporting primary aged students at all levels of functioning and can be used with students in general education classrooms as well as students with learning disabilities, intellectual disabilities, emotional and behaviour disorders, autism and other challenges of development, learning and behaviour.

Watson Road State School recognises the social emotional barriers to accessing and participating successfully in education that students and their families may encounter. As such, we embrace trauma-informed practice in the organisation and implementation of our school processes, communications as well as student learning and behaviour.

Furthermore, Essential Skills for Classroom Management (ESCM) is the minimum foundational set of behaviour management skills expected of all teaching staff at Watson Road State School. ESCM provide staff with the basis on which to acknowledge and correct student behaviours in our classrooms.

PBL Expectations

Our staff are committed to delivering a high quality whole school approach to discipline where every student has access to a positive and productive teaching and learning environment and opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. The school community has identified the following four expectations to teach and promote high standards of responsible behaviour across our school community.

- KIND
- SAFE
- RESPECTFUL
- LEARNER

These school expectations have been agreed upon and endorsed by the school community and align with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*, Parent and Community Engagement Framework and Australian Professional Standards for Teachers – Standard 4. Our expectations are inclusive of students, staff, parents and visitors to our school as reflected in the student behaviour matrix, staff meeting expectations and parent and visitor expectation documents.

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Consideration of Individual Circumstances

Staff Watson Road 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 preventing, teaching and responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, staff 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 staff consider with each individual student in both the instruction of behaviour and the response to behaviour. Supports and adjustments of this manner are recorded in a students One School record under Personalised Learning and Support Provisions.

Our staff are obliged to respect and protect the privacy of individual students, so will not disclose or discuss consequences for another student's behaviour with anyone but that student's family. This applies even if the behavioural incident, such as bullying, involves another child. At Watson Road State School, we expect that parents and students will respect the privacy of other students and families during this process.

Differentiated and Explicit Teaching, Universal Supports

Watson Road State School's Prevent Teach Reinforce model provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours through common language, providing practical opportunities for students to practise these behaviours and targeted correction and feedback.

Teachers at Watson Road 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 differentiated learning are made in response to student data, day to day monitoring, information provided to staff via One School applications and trauma informed practice.

There are three layers to academic and pedagogical differentiation. Like-wise PBL uses three tiers of behaviour intervention support. Both models (shown below) used progressively more personalised supports for students. Both models are used at Watson Road State School to ensure all students

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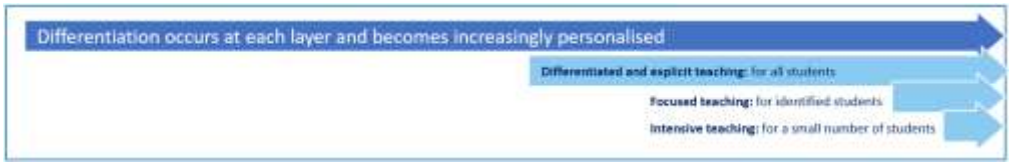
have equal access to learning, practising learned skills and showing successful learning and behavioural outcomes.



Differentiated and Explicit Teaching/Tier 1 Universal Supports include the school-wide behaviour supports provided to all students at Watson Road State School. These supports are often preventative in nature, providing students with frequent and varied opportunities to learn, practice and show the behaviours, routines and skills expected at our school

Examples include:
Smart Start in Terms One and Three

- PBL Behaviour Matrix
- Brain Breaks
- Weekly PBL Lessons
- Superhero Traffic Light System

Focused Teaching, Targeted Behaviour Supports

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. Focused teaching involves revisiting key behavioural concepts or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Students are provided with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Student progress is monitored by the classroom teacher to identify those who no longer require support, require ongoing focused teaching or more intensive teaching.

Support staff and specialist teachers work collaboratively with class teachers to provide focused teaching. Furthermore, Watson Road State School invests in and partners with a variety external support agencies to deliver evidence based programs to students. Examples of programs and focused teaching supports include:

- Circles of Care Programs
- QPASST referrals
- Metropolitan Regional Behaviour Support Team
- Functional Behaviour Assessments
- Check in Check out and Tracker systems
- Playground and transition plans

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Intensive Teaching, Intensive Behaviour Supports

In any effective, well-functioning school, there will still be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Watson Road State School is committed to educating all students, including those with the highest behavioural support needs. We recognise students with highly complex and challenging behaviour may need comprehensive systems of support with input from a variety of stakeholders. Intensive support involves frequent and explicit instruction, with individuals or small groups to develop mastery of basic behavioural concepts, skills and knowledge.

Students who display complex and challenging behaviour may be provided with individualised function-based behaviour assessment and support plans and multi-agency collaboration. This approach will seek to address the acute impact of barriers to learning and participation faced by students and their families 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. Decisions about the type of intensive support provided to each student is based on student data, consultation with families and where appropriate, information from outside agencies.

Intensive Support may include:

- Risk Management Plans
- Behaviour Support Plans
- Individualised Student Timetables
- Stakeholder Meetings
- Referrals to external support agencies

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Positive Recognition and Reinforcement

Students are provided with significant opportunities at Watson Road State School to receive positive recognition and reinforcement (either prompted or authentically) for appropriate behaviour choices. Students can be acknowledged for their positive efforts at an individual, class and whole school level.

Individual Recognition
5:1 Positive to Negative Ratio
Students receive frequent verbal recognition for their efforts from staff. Staff aim to provide at least five positive verbals for every one redirection given.

Power Up Points are provided by any staff member to any student for appropriate behaviour. Power up points are collected and allow students to purchase individual rewards from the school Superhero Shop as well as tiered rewards at Power Up Parties in Weeks 5 and 10 of each term (where applicable).

Positive phone calls and text messages home provide an individual family with instant information about the positive behavioural efforts of their child. Students can purchase these through the Superhero Shop or they can be initiated by a class teacher when a sustained period of positive behaviour is observed.

An individualised student reward system can be established to maximise the potential for any student requiring additional support to show appropriate behaviour to earn and access recognition for their ongoing efforts. Individualised reward charts allow a student to work on specific behaviours, receive immediate feedback and earn preferred incentives.

Class Recognition
Whole class challenges allow groups and/or entire classes to work as a team for the benefit of the entire group. Groups who successfully complete challenges can earn preferred tasks, activities and items. Whole class and group recognition opportunities include:

- Smart Start challenges
- Weekly PBL challenges
- Cleanest Eating Area Award
- Class Attendance Award

School-Wide Recognition
At Watson Road State School there are a number of school wide acknowledgements available for students. These include:

- Principals Picnic
- Deputy Principal Prize Box
- Cleanest Eating Area Award
- Class Attendance Award
- Student of the Week Certificate
- Newsletter Photo
- Facebook Photo
- School Leaders

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Disciplinary Consequences

Watson Road State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that disciplinary consequences are predictable. Watson Road State School seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

When responding to behaviour incidents, the staff member determines if the problem behaviour is major or minor. This is based on a school specific, detailed list of what constitutes minor and major behaviour. Repeated minor behaviour despite adult intervention and opportunity for correction can be recorded as a major behaviour.

Disciplinary consequences follow the same differentiated approach used in the proactive teaching and support of student behaviour expectations. Watson Road State School staff have access to a variety of possible consequences for unacceptable behaviour depending on their intensity, duration, latency and frequency.

It should be noted that a specific behaviour will not automatically result in a particular disciplinary consequence, for example smoking on school grounds will result in exclusion. Doing so would go against the principles of natural justice that all principals are required to adhere by in their decision-making. Every situation will therefore be attended to on a case-by-case basis and given due consideration.

Differentiated

Class teachers provides in-class or in-school disciplinary responses to low level or minor problem behaviour. Possible consequences may include:

- Pre-correction e.g. “Show me how to walk quietly back to your seat”
- Non-verbal cues such as hand gestures
- Visual cues such as posters
- Ratio of 5:1 positive to negative feedback
- Whole class practice of routines
- Friendly or formal reminders
- Providing errand or responsibility for a task
- Reminder of behaviour process (next steps)
- Proximity control
- Tactical ignoring of low level safe behaviour
- Seating arrangements or relocation of seating
- Power Up points for positive behaviour
- Classroom incentives through Superhero Shop
- Whole class goals
- Redirection
- Restorative practice

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- In-school community service
- Loss or privilege
- Low voice and tone for close individual talk
- Take up time for processing instruction
- Clear, concise instruction
- Chunking instructions into smaller tasks
- Providing choice or task or task order
- Prompting time away in class (Recharge Station)
- Prompting time away out of current class (Reset)
- Model appropriate language, problem solving and thinking strategies
- Demonstrate appropriate behaviour
- Lunchtime reflection

Focused

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

- Playground plans
- Transition plans
- Check in/Check out system
- Behaviour tracker
- Self-monitoring plan
- Teacher coaching and debriefing
- Lunchtime reflections
- 1:1 teacher student time
- Targeted skills in a school or lunchtime club
- Functional Behaviour Assessment
- Counselling, guidance support
- Referral to Watson Road State School Inclusion Team
- Regular contact/meetings with parents and/or external agencies

Intensive

The school leadership and inclusion teams work to address persistent and/or ongoing serious problem behaviour. Possible consequences may include:

- 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.

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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 Watson Road State School, the use of any SDA is a 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. The Director-General or their delegate will conduct a review, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.
The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension
Students who are suspended from Watson Road 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, strategize 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 though it may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

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

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School Policies

Watson Road 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

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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 Watson Road 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**).

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Responsibilities

State school staff at Watson Road 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 Watson Road 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 Watson Road 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 Watson Road 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 Watson Road 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.

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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, Watson Road 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.

Responsibilities
Students are permitted to bring mobile phones to . However, they must be handed it to the office as soon as the student arrives at school and should be collected after the student has been dismissed from class at the end of the school day.

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

It is **acceptable** for students at Watson Road State School to:

- use mobile devices for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - 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
- be courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Watson Road 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

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- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 Watson Road 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.

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Preventing and Responding to Bullying

Watson Road 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.

Watson Road State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

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

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

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

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

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

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018. At Watson Road State School, we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Watson Road 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 Exemplar State College 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.

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Watson Road State 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

First Listen

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

Step one Document

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

Step two Collect

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

Step three Discuss

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

Step four Implement

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

Step five Review

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

Ongoing Follow up

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

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Cyberbullying

Cyberbullying is treated at Watson Road State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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. There is also a dedicated officer, Principal, Murray Branch, 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 Watson Road 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 Principal, Murray Branch.

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Watson Road State School - 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.

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

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

YES OR **NO**

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

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

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

YES

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

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

NO

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

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

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

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

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

OR

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

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

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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

Watson Road 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 Watson Road 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.

Watson Road State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Watson Road 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.

Watson Road State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Watson Road 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

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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

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.

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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 because the safety of another is in jeopardy (e.g. student running out the gate towards 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.

All staff at Watson Road State School are provided with access to an electronic and hard copy of the Risk Management Plan or Escalation Cycle Plan for any student who is regularly involved in critical incidents. These plans identify known and possible behaviour triggers, risks and hazards, responses to escalated behaviour, de-escalation strategies and where appropriate personal safety strategies.

For unexpected critical incidents, staff should use the following safety management techniques:

- Call for help (phone/red card)
- Remove audience and possible safety hazards where appropriate
- Remain calm and measured in voice and movement
- Let the student know you are there to make sure they are safe
- Use few/no words while student is highly escalated
- Use personal safety stance and strategies
- Allow time/space for de-escalation to occur
- Relationship rebuild/debrief at a later time

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Related Procedures and Guidelines

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

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

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Resources

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

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