Together we create the future

Wishart State School

Student Code of Conduct 2025 – 2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

Purpose

Wishart State School is committed to fostering a positive, safe and supportive environment where optimal learning and teaching can take place. As a community we believe that all students have the right to learn and all teachers have the right to teach in a respectful and safe environment where everyone feels valued.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The overriding philosophy of our school in relation to behaviour can be summarised in the following statement:

“Everyone is responsible for their own behaviour”

Contact Information

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School website address:	www.wishartss.eq.edu.au
Contact Person:	Ray Bloxham - Principal

Endorsement

Principal Name:
Principal Signature:
Date:

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

Contents

Purpose 2
Contact Information 2
Endorsement 2
Contents 3
Principal's Forward 4
Consultation 5
Learning and Behaviour Statement 6
Student Wellbeing and Support Network 6
Whole School Approach to Discipline 7
Consideration of Individual Circumstances 8
Differentiated and Explicit Teaching 8
Focused Teaching 9
Intensive Teaching 10
Legislative Delegations 11
Delegations 11
Disciplinary Consequences 12
School Disciplinary Absences 12
School Policies 13
Temporary Removal of Student Property 13
Use of mobile phones and other devices by students 13
Preventing and responding to bullying 14
Appropriate use of social media 16
Cyberbullying response flowchart for school staff 17
Restrictive Practices 18
Critical Incidents 19
Related Procedures and Guidelines 20

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Principal's Foreword

Wishart State School enjoys strong levels of support from our school community who regard the school as 'high-performing'. Identified as a school of first choice, many families move into our catchment so that their child has a guaranteed place in our school. Families expect their student is encouraged to pursue high levels of achievement in academic, sporting and cultural endeavours and they are supported by peers who value ***learning, respect, kindness and gaining through effort***.

Our school has an outstanding reputation for student performance across a wide range of curricular and extra-curricular activities. Our curriculum offerings are drawn from the current Australian Curriculum and are curated specifically for our students. Wishart's inclusive practices are pivotal to the success and positive self-image of our students who come from a wide variety of cultural backgrounds.

Opinion surveys from parents, students and staff consistently indicate high levels of satisfaction with our school. Staff maintain high levels of morale and describe our school as having a supportive learning culture. Community members speak with pride about our school, its positive, caring and supportive culture which engenders a strong sense of belonging for all. Students speak with pride about their school and their teachers.

Our Parents and Citizens Association is enthusiastically involved in our school; providing advice on proposed innovations, additional resourcing for classrooms and playgrounds as well as organising activities that bring together students, staff, parents and our wider Wishart community.

School Values and Vision

We are a ***safe and supportive*** school community that works continuously to instil ***respect, kindness, gaining through effort*** *and* ***a love of learning*** for all and in doing so;

… together we create the future …

School Motto

Each day, when students give their best effort, they embody our school's motto:

Gain by endeavour

Through effort students gain success. Effort turns obstacles into stepping stones and every step forward is worth celebrating and brings us closer to our goals.

True success lies in the lessons students learn, the skills they gain, and the strength they build within. These are qualities that stay with them for life and ensure their success.

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Consultation

Wishart State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken.

The Plan was endorsed by the Principal and the President of the P&C on 26 November 2024, and will be reviewed as required in legislation.

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Learning and Behaviour Statement

Wishart State School endeavours to provide a supportive learning environment that establishes and fosters the promotion of individual belief, growth and achievement in each student, supporting each student to reach his/her full potential.

Our Student Code of Conduct aims to create and maintain a positive, productive and engaging learning and teaching environment, where ALL school community members have clear and consistent expectations.

In our school, respect, kindness and effort have been identified as our core values. Prioritising respect, kindness and effort enriches the educational experience and prepares students to be compassionate, responsbible and engaged.

Our Beliefs about Learning

- Every child can learn.
- Language comprehension is the key to all learning.
- Great teaching every day makes the difference.

Student Wellbeing and Support Network

At Wishart State School we believe that all members of the school community are responsible for their own actions and make their own choices about the ways in which they behave. When choices do not align with the behaviours expected support is needed. A team approach is enacted in providing the behaviour support including the involvement of the school leadership team, Guidance Officer, School Wellbeing Officer, staff, students and parents/carers.

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- QPS

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal on the school phone number.

Role	What they do
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process
School Wellbeing Officer	• Supports primary school children and families experiencing vulnerabilities to feel safe, connected and able to access resources for their health and wellbeing • Student Wellbeing Services provide students, families and staff with social, emotional and wellbeing support and enhanced engagement with the broader community.

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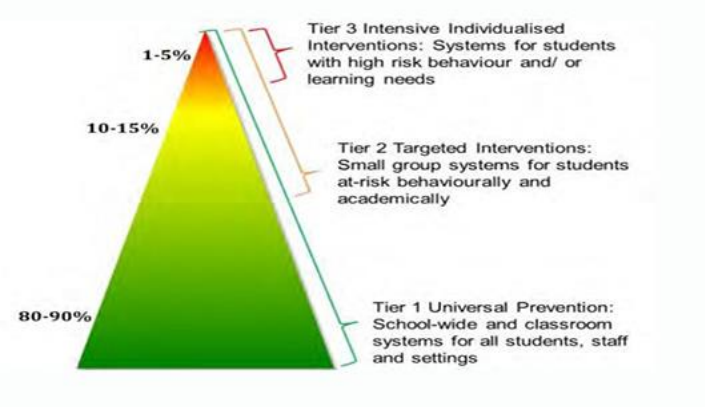
Whole School Approach to Discipline

At Wishart State School we implement inclusive and positive interactions to engage and support all students learning. The implementation of effective classroom management strategies ensures students' wellbeing and safety (including the safe, responsible and ethical use of ICT).

All school community members are informed of the positive approach to behaviour support. We work on the philosophy that all staff are responsible for all students.

We recognise that everyone has rights and responsibilities to ensure a positive, safe and supportive learning environment. We understand that there are three levels of support required as outlined in the diagram below.



We manage challenging behaviour by establishing and communicating clear expectations with students, and when necessary parents, to address discipline issues promptly, fairly and respectfully.

The Language of Positive Behaviour includes respect, kindness and effort.

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

Explicit teaching

Respect, kindness and effort

It is vital that these are explicitly taught and discussed with students. When teaching and discussing respect, kindness and effort, staff use consistent language with the students across all year levels. Respect, kindness and effort reminders are prominently displayed in classrooms, all buildings, playgrounds and school newsletters and form the foundation of expected behaviour.

Within the classroom, teachers complete Y charts (Looks like, sounds like, feels like) for respect, kindness and effort at the beginning of each year and as needed throughout the year.

To ensure maximum understanding and ownership, class/specialist teachers and students in partnership co-construct their own classroom behaviour expectations incorporating and using respect, kindness and effort as the foundation. These classroom expectations will be clearly displayed in each classroom. The steps or an outline of behaviour management strategies used in each classroom are clearly outlined, communicated to parents and on display in each classroom so it is easily understood and accessible.

In the classroom, class teachers recognise students displaying positive behaviour through positive rewards or acknowledgements e.g. stickers, behaviour ladders, letters home to parents/carers, certificates.

Students are also recognised for displaying respect, kindness and effort with positive rewards or acknowledgements such as: e.g. gotchas, certificates, stickers, notes, letters home to parents/carers.

You Can Do It - 5 Keys to personal success
The 'You Can Do It!' program is implemented across all year levels and is designed to build student's personal skills for success by developing their social and emaotonal skills. The 5 keys: Getting Along, Confidence, Organisation, Persistence and Resilence are explicitly taught and reinforced. 'Gotcha Keys' reward and acknowledge students when they are observed to be following the key principles.

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Beyond the classroom

- Recognition of consistent positive behaviour through Behaviour Awards based on respect, kindness and effort.
- Regular provision of information to staff and parents.
- Staff sharing successful practices.
- Comprehensive induction programs in the Wishart State School Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or reasonable adjustments across all learning environments.

Implementation of specific policies to address:

- the use of personal property technology devices at school (Appropriate Use of Mobile Telephones and other Electronic Equipment by Students)
- procedures for preventing and responding to incidents of bullying
- procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school.

Peer Mediation

Peer Mediation Training occurs for selected students in Year Five, including the training of teachers to monitor the progress of the program. In this program, students work in pairs to intervene in minor playground disputes (in the lower school) by providing alternate playing strategies for students, whilst being monitored by the teacher on duty.

Consideration of Individual Circumstances

Students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements are taken into account when setting learning expectations, developing teaching plans, responding to inappropriate behaviour or applying a disciplinary consequence.

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

As a school we believe all children can learn when student's positive connections to others are fostered and they experience a sense of safety throughout the school, allowing them to calm their emotions and behaviour so they can engage appropriately with the curriculum and school community.

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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Student's individual needs and/or circumstances are considered and then addressed through reasonable adjustments to teaching, curriculum and assessment.

When speaking with students about their behaviour we use the same language, processes and steps, specifically a consistent set of questions and steps across the school to ensure understanding by all.

The following set of questions allows the process of discussing inappropriate behaviour with the student to be consistent across the school. Based on Edward Ford's 'Responsible Thinking Process' these questions aim to help the student think about their behaviour choices and set goals for their future choices.

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1. What are you doing?
2. What should you be doing?
3. What do you need to do now?

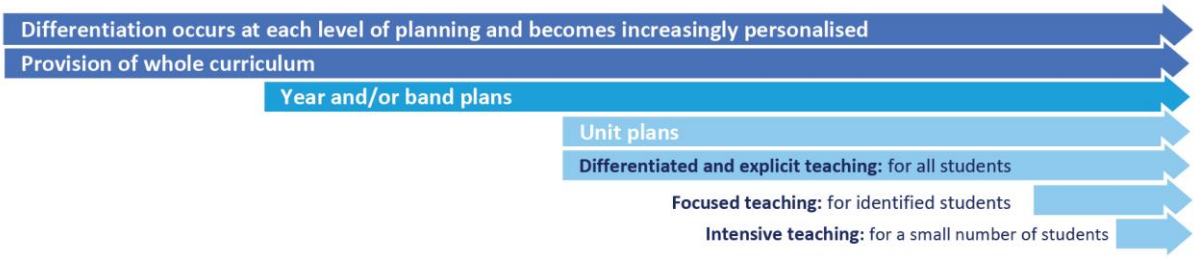
Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then encourage them to change their behaviour so that it aligns with our school's expectations.

Our initial way of re-directing low-level problem behaviour is to ask the student how they might be able to act with respect, kindness and effort. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Class teachers provide in-class or in-school disciplinary responses to low level or minor problem behaviour which 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 '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
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)

We use a whole school approach to differentiated teaching and learning to provide the curriculum in ways that meet the diverse learning needs of all students. We identify the diversity within their school community, cohorts, classes, groups, and individuals and use this information to respond to the needs of their diverse students in the three levels of planning.



Focused Teaching

A small number of students at Wishart State School are identified as needing extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

The support provided will aim to assist the student to successfully participate in all school activities displaying the positive behaviour expected.

Individual Behaviour Support Plans outline the targeted behaviours and record the strategies used to support the student.

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

- Check in Check Out strategy
- Individual student behaviour support strategies (e.g. Student Behaviour Plan, time away/chill out)
- Behavioural contract
- Targeted skills teaching in small group or one on one
- Detention
- Counselling and guidance support
- Functional Behaviour Assessment
- Teacher coaching and debriefing
- Referral to Student Welfare Team for team based problem solving
- Stakeholder meeting with parents and external agencies.

Intensive Teaching

Wishart State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

The School leadership team work in consultation to address persistent or ongoing serious inappropriate behaviour. This may include:

- Stakeholder meeting with parents and/or external agencies including regional specialists
- Individual Student Safety Plan
- Functional Behaviour Assessment based individual behaviour support plan
- Complex case management and review
- 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)
- 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)

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Legislative Delegations

Legislation

See below the links to relevant legislation that inform Student Code of Conduct procedures.

- *Anti-Discrimination Act 1991* (Qld)
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- *Disability Standards for Education 2005* (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (General Provisions) Regulation 2017* (Qld)
- *Human Rights Act 2019* (Qld)
- *Information Privacy Act 2009* (Qld)
- *Judicial Review Act 1991* (Qld)
- *Right to Information Act 2009* (Qld)
- *Police Powers and Responsibilities Act 2000* (Qld)
- *Work Health and Safety Act 2011* (Qld)
- *WorkHealth and Safety Regulations 2011* (Cwth)

Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school.

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

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

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Disciplinary Consequences

At Wishart State School the whole-school approach to behaviour management focusses on acknowledging positive behaviour however at times we need to use disciplinary consequences.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Corrective and descriptive feedback, reminders and consequences 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 meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, reminders and consequences, 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 discussions with class teacher and the school administration team will be held to determine a way forward.

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 a suspension or exclusion from school is necessary as a consequence for the student's behaviour. 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.

The decision about the consequences used for those students choosing to behave in ways that show a lack of respect, kindness and effort is outlined in the flowchart below.

Tier 1 is when students choose minor inappropriate behaviour in the classroom or playground and the teacher works with the student to help them choose appropriate behaviour.

Tier 2 is when students continually choose inappropriate behaviour and supportive differentiated strategies have not been successful in helping the student choose appropriate behaviour. A Deputy Principal will work with the student, classroom teacher and parents/caregivers to set goals and monitor the student's progress.

Tier 3 is when a student requires intensive support to develop appropriate behaviour. The Principal, Deputy Principal and/or other relevant school staff will work with the student, class teacher, parents/caregivers and other agencies to assist the student to develop appropriate behaviour.

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 Wishart 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.

Re-entry following suspension

Students who are suspended from Wishart State School will 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. The aim of the re-entry meeting is to discuss expectations and goals for the student upon return to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via either telephone and in writing, or 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.

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

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, School Case Managers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Wishart State School works 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 student
- 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.

Please see Temporary removal of student property by school staff procedure for more information.

Use of mobile phones and other devices by students

Responsibilities

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

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

- have a mobile phone or device to communicate with parents before and after school. Students are to switch off and take the mobile device to the office before school and pick up after school.

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

- use a mobile phone or other devices e.g. smart watches in an unlawful manner
- download, distribute or publish offensive or abusive 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
- 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
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone or iPad cameras
- 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, 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

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- 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

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Wishart State School strives to create positive, predictable environments for all students at all times of the day. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems.

The Bullying No Way program defines bullying as:

The 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen 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). Bullying of any form or for any reason can have 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.

Bullying towards others may include behaviours such as: name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

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

Prevention

- All students know they are expected to act respectfully and with kindness. These will be explicitly taught throughout the year.
- Lessons on bullying are taught by all teachers in all classrooms.
- Wishart State School will take part in the National Day of Action Against Bullying and Violence in March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
- All classroom teachers discuss bullying with their classes and every individual signs a ‘No Bullying’ pledge.
- The anti-bullying process at Wishart State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.
- All students are taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students receive positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- Active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

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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 will be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher/ HOSES/ Deputy Principal/ Principal

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

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Appropriate use of social media

Social media provides 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 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 friends or acquaintances can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content about to be posted 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.

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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?

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.

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.

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.

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.

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
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), 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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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 used 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 that seriously endanger students 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).

Immediate Strategies

- Avoid escalating the unacceptable behaviour. Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment. Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner. Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity.
- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

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

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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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