

Wellington Point
STATE HIGH SCHOOL

Student Code of Conduct 2020-2024

Every student succeeding in their chosen pathway

DYNAMIC | DETERMINED | UNITED | RESPECTFUL | SELFLESS

Purpose

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

The Wellington Point State High 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: Dr Robyn Burton-Ree

Principal Signature: *Robyn Burton-Ree*

Date: 11/11/2020

P/C President Peter Darcey

P/C President Signature: *Peter Darcey*

Date: 11/11/2020

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Principal's Foreword

Introduction

Wellington Point State High School's 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.

Wellington Point State High School's vision is to have every student succeeding in their chosen pathway. Our motto is Aim High. Wellington Point State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

Wellington Point State High School is an excellent school, with a commitment to personal excellence, high standards and a strong sense of belonging. Our school is an extension of your family, where students feel safe, cared for and respected. Building strong relationships are extremely important to us.

We pride ourselves on our vales – respectful, united, dynamic, selfless and determined. These underpin our daily thoughts, behaviour and actions. We provide challenge, offer opportunity and entrust responsibility so that every child leaves our school having achieved their personal best.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future. This ensures that the teaching and learning in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Wellington Point SHS staff take a restorative approach to discipline, that behaviour can be explicitly taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in developing the Wellington Point State High School Student Code of Conduct. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Wellington Point State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Dr Robyn Burton-Ree and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Wellington Point State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Wellington Point State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Wellington Point State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 46 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Wellington Point State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Wellington Point State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

School Captain's Statement

On behalf of the Wellington Point Student Council we endorse the Student Code of Conduct for 2020-2024. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school leadership team and the Wellington Point State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Senior School Captains:

1. Savannah Freeman
2. Eleesha Webb
3. Martin Baumbach
4. Harrison Searle

Date:

September 2020

Consultation

The consultation process used to inform the development of the Wellington Point State High School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff in September and October 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Wellington Point State High School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Wellington Point State High School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails.

Review Statement

The Wellington Point State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the following tables is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- parents
- students
- staff
- principals

For more information, refer to [frequently asked questions](#) page.

Data Overview

School Opinion Survey

The School Opinion Survey (SOS) is a suite of surveys to gauge opinions from parents/ caregivers, students, staff and principals on important aspects of schooling in Queensland state schools. The staff and principal surveys also provide an opportunity for school staff to express their opinions on the school as a work environment.

The State Schools Division of the Department of Education collect data annually to increase understanding of the opinions of parents/caregivers, students and school staff and to identify areas of strength and possible improvements in the school. Data collected is reported to the community as the Annual Report and the Strategic Plan and also used as key performance indicators and to monitor performance at both school and systemic level.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey.

Percentage of parents/carers who agree that:	2017	2018	2019
My child likes being at this school. (S2001)	94	83	86
My child feels safe at this school. (S2002)	96	86	88
My child is making good progress at this school. (S2004)	94	85	84
Teachers at this school expect my child to do his or her best. (S2005)	98	94	96
Teachers at this school provide my child with useful feedback about his or her school work. (S2006)	92	86	82
Teachers at this school motivate my child to learn. (S2007)	90	82	84
I can talk to my child's teachers about my concerns. (S2009)	98	91	93
This school looks for ways to improve. (S2013)	86	82	79
This school is well maintained. (S2014)	88	91	86
This school gives my child opportunities to do interesting things. (S2015)	94	87	80
My child is getting a good education at this school. (S2016)	90	86	88
My child's English skills are being developed at this school. (S2017)	84	89	85
My child's Mathematics skills are being developed at this school. (S2018)	90	89	85
I understand how my child is assessed at this school. (S2019)	88	92	92
I understand how computers and other technologies are used at this school to enhance my child's learning. (S2020)	90	87	86
Teachers at this school are interested in my child's wellbeing. (S2021)	92	86	83
Staff at this school are approachable. (S2022)	94	93	88
Staff at this school are responsive to my enquiries. (S2023)	86	91	85
This school asks for my input. (S2024)	78	71	63
This school keeps me well informed. (S2025)	92	87	76
This school encourages me to take an active role in my child's education. (S2026)	88	85	78
This school provides me with useful feedback about my child's progress. (S2028)	90	87	85
This school provides useful information online. (S2029)	88	87	77
This school is environmentally friendly. (S2030)	88	78	79
This school celebrates student achievements. (S2033)	96	96	93
I would recommend this school to others. (S2034)	92	84	82
This is a good school. (S2035)	90	86	86

Percentage of students who agree that:	2017	2018	2019
I like being at my school. (S2036)	86.0	79.6	84.5
I feel safe at my school. (S2037)	87.9	80.8	94.0
My teachers motivate me to learn. (S2038)	88.6	80.2	87.2
My teachers expect me to do my best. (S2039)	93.3	96.2	97.4
My teachers provide me with useful feedback about my school work. (S2040)	87.6	85.7	89.7
My school looks for ways to improve. (S2045)	94.3	80.4	87.0
My school is well maintained. (S2046)	84.8	78.4	77.6
My school gives me opportunities to do interesting things. (S2047)	93.4	79.0	84.5
I am getting a good education at my school. (S2048)	92.5	91.4	90.6
My English skills are being developed at my school. (S2049)	89.6	85.6	87.2
My Maths skills are being developed at my school. (S2050)	89.7	90.5	85.5
I understand how I am assessed at my school. (S2051)	85.6	89.4	80.3
I can access computers and other technologies at my school for learning. (S2052)	87.6	85.7	89.7
I am encouraged to use computers and other technologies at my school for learning. (S2053)	86.7	84.9	90.6
I use computers and other technologies at my school for learning. (S2054)	93.3	87.5	93.9
I enjoy using computers and other technologies at my school for learning. (S2055)	85.0	82.1	92.2
I feel accepted by other students at my school. (S2056)	79.2	72.4	84.3
My schoolwork challenges me to think. (S2057)	92.5	87.6	92.3
My teachers challenge me to think. (S2058)	93.3	88.6	88.9
My teachers encourage me to do my best. (S2059)	92.5	93.4	92.3
My teachers help me with my school work when I need it. (S2061)	90.6	83.5	87.2
My teachers use a variety of resources to help me learn. (S2062)	87.7	77.7	87.9
My teachers care about me. (S2063)	85.4	78.4	82.3
My school encourages me to participate in school activities. (S2064)	94.3	90.4	88.8
My school encourages me to be a good community member. (S2065)	91.5	84.6	94.0
My school celebrates student achievements. (S2066)	95.3	88.7	88.9
This is a good school. (S2068)	84.8	78.0	82.5

Percentage of staff who agree that:	2017	2018	2019
I enjoy working at this school. (S2069)	81.9	95.7	90.5
I feel this school is a safe place in which to work. (S2070)	84.3	88.6	90.5
Students are encouraged to do their best at this school. (S2072)	91.5	95.7	96.8
Students are treated fairly at this school. (S2073)	92.4	94.2	88.3
Staff are well supported at this school. (S2075)	45.7	64.3	70.5
My school has an inclusive culture where diversity is valued and respected. (S3202)	83.3	92.6	90.4
People are treated fairly and consistently at my school. (S3203)	36.7	79.7	73.4
My school is well managed. (S3204)	32.1	63.8	73.4
I have the authority necessary to do my job effectively. (S3209)	74.4	84.1	80.9
My school inspires me to do the best in my job. (S3210)	59.8	74.3	79.8
My school encourages me to undertake leadership roles. (S3212*)	63.9	70.1	79.5
My school encourages coaching and mentoring activities. (S3213*)	66.7	87.9	84.4
I am satisfied with the opportunities available for career development. (S3214)	54.5	73.8	75.0
I have access to quality professional development. (S2086)	64.6	69.1	84.0
Staff at my school are actively involved in Developing Performance discussions. (S3215)	70.8	90.8	85.2
Information and communication equipment is well maintained at my school. (S3217*)	81.5	88.6	84.8
My school keeps me well informed about things that are important to my work. (S3219*)	64.6	77.1	85.1
There is good communication between all staff at my school. (S3220*)	46.2	60.0	62.4
Staff at my school work as a team to deliver improved outcomes. (S3221)	74.4	82.6	83.9
I feel that staff morale is positive at my school. (S3222*)	16.3	49.3	53.8
Staff at my school are interested in my wellbeing. (S3223*)	77.2	78.6	75.8
The wellbeing of employees is a priority for my school. (S3224)	32.9	55.2	68.1
I can cope with the pressures of my workload. (S3225)	78.0	77.1	79.8

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

WELLINGTON POINT STATE HIGH SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	197	221	280
Long Suspensions – 11 to 20 days	9	18	6
Charge related Suspensions	0	0	0
Exclusions	1	9	9

Learning and Behaviour Statement

At Wellington Point State High School, we aim to maintain, enhance and continue to develop a safe and supportive school environment for all members of the school community. Our Student Code of Conduct is informed by Chapter 12 *Good order and management of State educational institutions and non-State schools* of the Education (General Provisions) Act 2006, and the shared beliefs of the school community.

We believe social, vocational, sporting and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. All members of the school community are expected to maintain the highest standards of personal behaviour and show respect for others, for all property and for the environment. The following elements outline our continuing aspiration to best teaching practice and the beliefs essential to the operation of the school.

Wellington Point State High School aims to assist each student to develop as a whole person. We seek to produce inspired individuals who show cooperation, tolerance and courtesy to others. We believe in:

- fostering the development of self-discipline and responsibility
- creating an environment which maximises learning time and learning opportunities
- building relationships based on mutual respect
- developing an appreciation of the unique worth of individuals
- nurturing a life-long love of learning
- facilitating participative decision making
- creating a safe and harmonious community

The principles and beliefs are embodied in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our principles and beliefs in all actions. These principles and beliefs are the foundation of our Student Code of Conduct.

The principles that drive and influence all our decisions are:

- Respect
- Safety
- Active Learning

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour.

For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing

Wellington Point SHS offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

Curriculum and Pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Wellington Point SHS, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Restorative Practices

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.



A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. When executive staff prioritise a restorative approach to relationships across the school community and provide adequate staff training and support for implementation, schools can reduce the frequency of behaviour incidents and improve school culture. Restorative practices work best when the whole school community is on board. There are many examples in literature of schools reducing suspension rates and improving student behaviour by adopting this approach.

Policy and Expectations

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

Drug education and intervention

Wellington Point State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

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

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

Wellington Point State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Wellington Point State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

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

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

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

Suicide postvention

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

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

Student Support Network

Wellington Point SHS is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Wellington Point SHS to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What they do
Senior Guidance Officer	<ul style="list-style-type: none"> • 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
Junior Guidance Officer	<ul style="list-style-type: none"> • 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
Head of Department Student Support	<ul style="list-style-type: none"> • coordinate transition to secondary for students moving from Year 6 to Year7 • lead role for implementation of Positive Behaviour for Learning (PBL) • monitors student attendance data, arranges intervention for students
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs
Heads of Year	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provides contact for students and their families throughout schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school

Chaplain	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing
Indigenous Support Officer	<ul style="list-style-type: none"> • provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students

Whole School Approach to Discipline

Wellington Point State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices

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

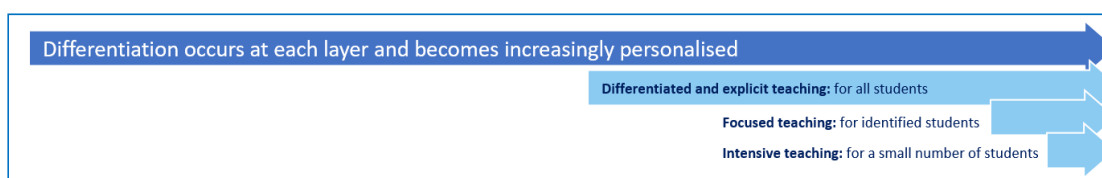
The development of the Wellington Point State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment,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

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

Differentiated and Explicit Teaching

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

Teachers at Wellington Point State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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



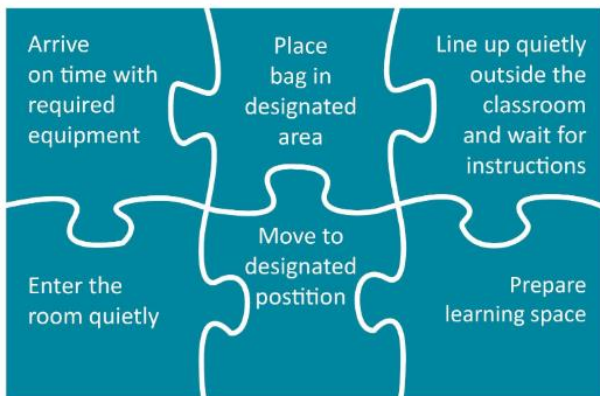
Entry Procedures

"To promote consistency of practice with regards to routine"

EVERY day, everywhere I am....

- United
- Determined
- Respectful
- Selfless
- Dynamic

Learners :



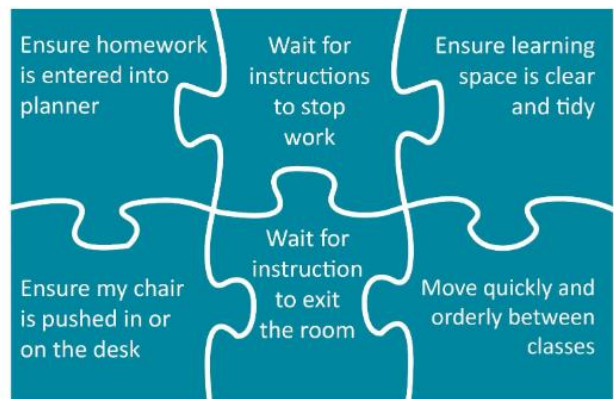
Exit Procedures

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Learners :



Focused Teaching

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

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

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

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

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

- New Pedagogies for Deep Learning
- Learner First
- Lynn Sharratt - Clarity
- Check and Connect
- Functional Based Assessment
- Seasons for Growth
- Rage
- Rock and Water
- Rhythm to Recovery

Intensive Teaching

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

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

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

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

Multi-Tiered Systems of Support

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

WPSHS	WHOLE SCHOOL	CLASSROOM	SCHOOL GROUNDS & AMENITIES	TRANSITIONS	OFF CAMPUS
Be SAFE	<ul style="list-style-type: none"> Show self-control Follow directions Report unsafe behaviours and equipment Ask for help Hands Off people – Hands off property. Keep bodies calm. Walk away – chill out Be in the right place at the right time Practise good hygiene Practise sun safety Be alert to unauthorised visitors Follow work, health and safety requirements Manage your money 	<ul style="list-style-type: none"> Enter classroom calmly ready to learn Follow teacher instructions Use equipment safely and for intended purposes 	<ul style="list-style-type: none"> Use facilities for intended purposes Join the end of the queue Keep pathways clear Participate in school approved games only 	<ul style="list-style-type: none"> Walk – don't run Keep left on pathways Be aware of surroundings, people and objects 	<ul style="list-style-type: none"> Wait in the designated areas for bus/train travel patiently Be cyber safe Be aware of your environment – follow all traffic laws
Be RESPECTFUL	<ul style="list-style-type: none"> Be accepting of other people's identities, culture and differences Be tolerant of others Take care of yourself, others and the whole school environment Take responsibility for your own choices Use polite language Wear the uniform correctly Use technology responsibly Make authorised visitors to the school feel welcome 	<ul style="list-style-type: none"> Allow others to learn and to teach Actively contribute to a positive learning environment Care for the classroom environment Bring a smile and a positive attitude to class 	<ul style="list-style-type: none"> Fair play – show good sportsmanship Show pride in your environment - place rubbish in bins, use pathways Listen to/for instructions Follow canteen procedures – wait patiently Allow others their personal space 	<ul style="list-style-type: none"> Walk quietly so others can learn Follow procedures 	<ul style="list-style-type: none"> Show consideration through courtesy and manners to others Be an ambassador for the school Be an active citizen
Be a LEARNER	<ul style="list-style-type: none"> Every day counts - make school attendance a priority Challenge yourself – set goals Be proud of your achievements – celebrate success Manage your time Be organised every lesson, every event, every day Ask for help Solve problems in a constructive manner Have a go and be ready to learn Make the most of your learning opportunities 	<ul style="list-style-type: none"> Be on task Listen actively Follow instructions Show pride in your work Review your progress and refocus goals when necessary Complete all class work and assessment on time and to the best of your ability 	<ul style="list-style-type: none"> Learn new games and activities – be involved Make healthy choices – eat and drink healthily 	<ul style="list-style-type: none"> Be on time for next class Return to class promptly 	<ul style="list-style-type: none"> Learn about your environment and contribute positively



Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Legislative Delegations

Legislation

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s

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

Focussed

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

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

Intensive

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

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

- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

STUDENTS RESPONSIBILITIES
Respectful / Determined / United / Selfless / Dynamic

DISRUPTIVE / DISENGAGED BEHAVIOUR

- TEACHER RESPONSIBILITIES**
- Utilise Essential Skills for Classroom Management (ESCM)
 - Implement ASOT pedagogical framework & Student Code of Conduct
 - Implement whole school entry and exit procedures
 - Implement seating plan
 - Utilise whole school lesson routines
 - De-escalate inappropriate behaviour (redirect, relocate, Reset Room)
 - Restorative chats / meetings
 - Contact with student's carers
 - Teacher managed detentions
 - Multiple attempts using various strategies - one of which must be contact with carers
 - Referral to HOD / HOY
 - Record incidents and contacts on OneSchool

**SUSTAINED / HIGH LEVEL BEHAVIOUR
IN CURRICULUM CLASSROOMS**

**SUSTAINED / HIGH LEVEL BEHAVIOUR
NOT IN CURRICULUM CLASSROOMS**

- HOD RESPONSIBILITIES**
- Consultation with classroom teacher
 - Attempts to re-engage student
 - Behaviour contract
 - Contact with student's carers
 - HOD level detention
 - Orange Level monitoring card
 - Referral to Student Support Services
 - HOD actioned lesson withdrawal
 - Restorative meeting
 - Referral to DP / Executive Team

- HOY RESPONSIBILITIES**
- Consultation with classroom teacher
 - Behaviour contract
 - Parent meeting
 - Lunch withdrawal
 - Reflection and self-understanding
 - Referral to Student Support Services (internal & external)
 - Restorative practice

HIGH LEVEL / UNSAFE / SUSTAINED BEHAVIOUR

- DEPUTY PRINCIPAL / EXECUTIVE TEAM RESPONSIBILITIES**
- Physical misconduct - notify Executive Team immediately to remove student from situation
 - Prohibited items - notify Executive Team immediately to remove student from situation
 - Verbal misconduct - DP response following a OneSchool entry
 - Contact with student carers
 - Restorative practices
 - Suspension (1 – 20 Days) and potential exclusion in consultation with regional office
 - Discipline Improvement Plan
 - Exclusion

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 Wellington Point State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 Wellington Point State High School are required to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up

- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

Wellington Point State High 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:

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

Technology and Digital Device and Responsible Use Policy

This document defines the Responsible Use Policy for student use of digital technologies at Wellington Point State High School. Its main purpose is to encourage the mature and responsible use of the facilities available to the students through the provision of clear usage guidelines. Students authorised to use the school's computer system also have Internet and Electronic Mail access.

The use of digital technology devices and systems has been designed to help students keep up with the demands of the 21st century. Helping students become responsible digital citizens will enhance not only what we do in the classroom, but also give students skills and experiences that will prepare them for their future studies and career. Wellington Point State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Wellington Point State High School expects students to engage in positive online behaviours.

Wellington Point State High School preferences learning first by:

- Supporting inclusive education;
- Promoting a strong positive image through student achievement, conduct and uniform;
- Engaging in respectful use of technology for learning;
- Modelling respectful relationships.

Expectations

The Queensland Department of Education and Training (DET) deems the following to be responsible use and behaviour by a student:

- 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 e-learning environment

The Queensland Department of Education and Training deems the following to be irresponsible use and behaviour by a student:

- use the IT resources in an unlawful manner

- download, distribute or publish offensive messages or pictures
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and Internet resources
- damage any electronic devices, printers or the network equipment
- commit plagiarism or violate copyright laws
- use unsupervised internet chat
- send chain letters or Spam e-mail (junk mail)
- access non departmental 3G / 4G / 5G networks at school
- knowingly download viruses or any other programs capable of breaching the department's networks security

In addition to DET requirements, Wellington Point State High School states that:

- Users are responsible for the security, maintenance and integrity of their individually owned devices and their network accounts.
- Passwords should be difficult enough so as not to be guessed by other users and under no circumstances should passwords be divulged to any other user on the system.
- If users have any reason to suspect that their account security has been compromised or tampered with, it should be reported immediately to Technical Support.
- Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people's devices without their permission and without them present.
- Students must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.
- Students need to understand copying of software, information, graphics, or other data files may violate copyright laws without warning and be subject to prosecution from agencies who enforce such copyrights.
- The school will educate students regarding cyber bullying, safe Internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to behave in line with these safe practices.
- Information dispatched from the school network is a reflection on how the global community perceives the school. All students using the systems are encouraged to be positive ambassadors for Wellington Point State High School.
- No obscene, inflammatory, racist, discriminatory or derogatory language should be used in electronic mail or any other form of network communication.
- Vandalism of equipment is unacceptable and will result in immediate referral to the Principal. At the Principal's discretion, this may result in a legal referral.
- It is unacceptable for students to bully, harass or victimise another person in the school grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of the school regardless of when these behaviours occur.
- Students do not have permission to upload images or recordings of students in uniform or whilst at school on to social media platforms.

Breaches of this policy may result in a student's immediate removal from the system for a specified period as per the school's Responsible Behaviour Plan and depending on the severity of the offence additional consequences may be imposed.

Appropriate Use of the Internet

Wellington Point State High School embraces the amazing opportunities that technology and the internet provide to students for learning and being creative. Use of online communication and apps can provide positive experiences for students.

Students of Wellington Point State High School are expected to engage in the appropriate use of technology. Specific examples of appropriate use of online tools include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about the message they would like to convey, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to send it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.
- Wellington Point State High School is committed to promoting the responsible and positive use of technology.
- No student of Wellington Point State High School will face disciplinary action for simply having an account on Facebook or other social media site, but students are not permitted to use social media whilst at school. When using social media students must not reference the school or upload photos of other students - particularly in uniform.

Assumption of cheating

Digital devices may not be taken into or used by students at exams or during class assessment unless permitted by staff where clear guidelines for use are articulated. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken with any student who is observed using a personal technology device without permission during exams or assessments.

Recording voice and Images

Students are not to use personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for personal record or for the purpose of dissemination by any means (including distribution by phone or internet posting).

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted at any time. A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent,

illegal and/or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school, will result in a referral to QPS. In such cases police may take possession of such devices for their investigation and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Text communication

Social media and text messaging whilst at school is not permitted. The sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment or even stalking, and if detected will result in disciplinary action by the school and possible referral to QPS. Students receiving such text messages at school or at home, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Laws and Consequences.

In serious cases of inappropriate online behaviour, the school may make a report to the police for further investigation. Wellington Point State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school (outside school hours) it is deemed to be matter for parents and/or police to resolve.

Inappropriate Online Behaviour and the *Criminal Code Acts*

Inappropriate online behaviour may, in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”. The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Switch Off to Switch On – Personal Digital Device Policy

Wellington Point State High School has aligned with all Redlands State Schools in a joint approach for personal digital devices (eg mobile phones, tablets and smart watches) to combat the problems associated with inappropriate behaviour on digital platforms (stalking, bullying, sexual harassment, the sending of inappropriate text messages, emails, calls and photo distribution). This decision has been made as:

- The school's duty of care to all students is compromised by unregulated use of personal digital devices.
- The use of personal digital device cameras/video invade students' and staff members' right to privacy
- Inappropriate internet sites cannot be blocked by the school on personal digital devices using cellular networks.
- Students and staff have a right not to have their image recorded or viewed by other people.

Personal Digital Devices are to be turned off and out of sight while on school premises.

If a parent needs to contact their child during school hours, this must be done through the school office. Should a student need to go home because of illness or any other reason during school hours the school will contact parents to coordinate arrangements.

For the purpose of this policy, personal digital devices include, but are not limited to:

- Mobile phones
- Tablets
- iPods/MP3 players/ media players
- Smart Watches / Fitness trackers
- Earphones
- Gaming devices
- Cameras and/or voice recording devices
- iPads (refer to BYO Device section)
- Laptops (refer to BYO Device section)

iPads and laptops are the exception and are to be used during school time with the permission and under the supervision of the Classroom Teacher for educational purposes only.

In summary

Everyday Everywhere	No use of social media or messaging No use of hotspots or VPNs No headphones
In the playground	No personal digital devices visible at any time until 2:40pm
In classrooms	<ul style="list-style-type: none"> No personal digital devices visible (except BYO devices) BYO devices used at the discretion of the teacher – educational purposes only All device usage will be monitored
In the Library – during break time	<ul style="list-style-type: none"> No personal devices visible (except BYO devices) BYO devices used for educational / recreational purposes only when supervised by staff

Consequences

The use of personal technology devices contrary to this policy, on school premises is managed as follows:

	Offence	Consequence
First Offence	Device is visible on campus -except BYO devices (first offence)	<ul style="list-style-type: none"> Device confiscated – collection to be arranged with care giver
Second and Subsequent offences	Device is visible on campus except BYO devices(second or subsequent offence)	<ul style="list-style-type: none"> Device confiscated – collection to be arranged with care giver Suspension
Refusal to relinquish a personal digital device will result in additional disciplinary action.		

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

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition, other disability or for a special project) are required to negotiate a special circumstances arrangement with the Principal. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's negligence.

Switch Off to Switch On

Personal Digital Device Policy



All Redlands State Schools will have a joint approach for personal digital devices (eg mobile phones, tablets and smart watches) to combat the problems associated with inappropriate behaviour on digital platforms – stalking, bullying, sexual harassment, the sending of inappropriate text messages, emails, calls and photo distribution.

The policy has been enacted because:

- the school's duty of care to all students is compromised by unregulated use of personal digital devices.
- the use of personal digital device cameras/video invade students' and staff members' right to privacy
- inappropriate internet sites cannot be blocked by the school on personal digital devices using cellular networks.
- students and staff have a right not to have their image recorded or viewed by other people.

Personal Digital Devices are to be turned off and out of sight whilst on school premises. As outlined in the BYO device (BYOD) Policy, iPads are permitted to be used during school time with the permission of the classroom teacher and for educational purposes only.

If a parent needs to contact their child during school hours, they must do so through the school office. Should a student need to go home because of illness or any other reason during school hours, it is the school's responsibility to contact parents to coordinate arrangements.

For digital devices and technology use at school:

Everyday Everywhere	<ul style="list-style-type: none"> • no use of social media or messaging • no use of hotspots or VPNs • no headphones
In the playground	<ul style="list-style-type: none"> • no personal digital devices visible at any time until 2:40pm
In classrooms	<ul style="list-style-type: none"> • no personal digital devices visible (except BYODs) • BYODs used at the discretion of the teacher – educational purposes only • all device usage will be monitored
In the Library – during break time	<ul style="list-style-type: none"> • no personal devices visible (except BYODs) • BYODs used for educational / recreational purposes only when supervised by staff

For the purpose of this policy, personal digital devices include but are not limited to:

- mobile phones
- tablets
- iPods/MP3 players/ media players
- smart Watches
- fitness trackers
- earphones
- gaming devices
- cameras and/or voice recording devices
- iPads (refer to BYOD Policy)
- laptops (refer to BYOD Policy)

Allowable personal technology devices used contrary to this policy on school premises will be confiscated by school staff.

	Offence	Consequence
First offence	Device is visible on campus (except BYO Laptop/ iPad)	<ul style="list-style-type: none"> • Device confiscated – collection to be arranged with caregiver
Second and subsequent offences	Device is visible on campus (except BYO Laptop/ iPad)	<ul style="list-style-type: none"> • Device confiscated – collection to be arranged with caregiver • Suspension

Refusal to relinquish a personal digital device will result in **additional** disciplinary action.

Special Circumstances Arrangement

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



BYOD

Wellington Point State High School has a Bring Your Own Device (BYOD) model, for computers and other personal electronic devices. These include the use of iPads for Years Seven and Eight, and laptops for Years Nine to Twelve.

The school recognises the prevalence and convenience of digital technology and the necessity to allow students restricted use in the school environment to prepare them to be responsible digital citizens. Teachers, in accordance with the school's Teaching and Learning framework are encouraged to facilitate a curriculum focussed, blended learning environment for their students. This includes the use of digital devices such as laptops and iPads for educational use and under the direct supervision of a teacher. Class materials, resources and assessment are also provided through an online platform to ensure 24/7 access, on and off school grounds.

It is an expectation that students engage with digital technology at school and bring their device every day. This device must be charged and pre-configured with the appropriate software and/or applications.

Etiquette

Students understand that using a personally owned device on school grounds is subject to conditions and appropriate etiquette including:

- the standards of behaviour outlined in the Technology, Digital Device and Responsible Use Policy and Responsible Behaviour Plan
- that all devices are switched off and on silent and used only as instructed by a teacher
- school appropriate material only to be stored on BYO devices
- teachers may monitor use of apps and functionality
- Incidents of students using a BYOD device for internet messaging, video calling or otherwise as a phone will be managed as per the Switch Off to Switch On policy.

Security

Devices are the responsibility of the student and should be kept with them at all times. Secure storage arrangements will be available for times when this is not suitable e.g. sport.

Safe Connectivity

Approved devices that meet the outlined specifications will recognise the School's Wi-Fi and students will be able to connect to the network. Standard EQ internet security filters will screen usage and access.

3G /4G / 5G network access should be disabled on all devices and as this function allows students to bypass the EQ internet security filters. Students are also not permitted to tether or hotspot their BYO Device to a cellular 3/4G network while on campus. The school will take no responsibility for the content accessed by students using 3/4G facility on their personally owned devices.

Students are not permitted to use or install VPN software, browsers or apps. These are designed to circumvent the school's safety measures and filters and allows students to access content that is normally unavailable while on campus. Devices found to with a VPN will be removed and blocked from the school network by the department. A complete factory reset will be required and must be sighted by IT Services before the device can be reinstated to the network.

Repairs and Maintenance

All maintenance for student devices, operating systems, software and/or applications purchased by the family are the responsibility of the family. Families should ensure quick maintenance turnaround for student devices. Families are strongly encouraged to have insurance and warranty on personal devices. It is strongly recommended that all devices are covered in a 'tough' case and have that iPads have the screen covered with a tempered glass film to prevent damage.

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 Wellington Point State High School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Wellington Point State High 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 Wellington Point State High 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 Wellington Point State High 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 Wellington Point State High 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 Wellington Point State High 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

Preventing and responding to bullying

Wellington Point State High 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.

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

Cyberbullying

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

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 Wellington Point State High 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.

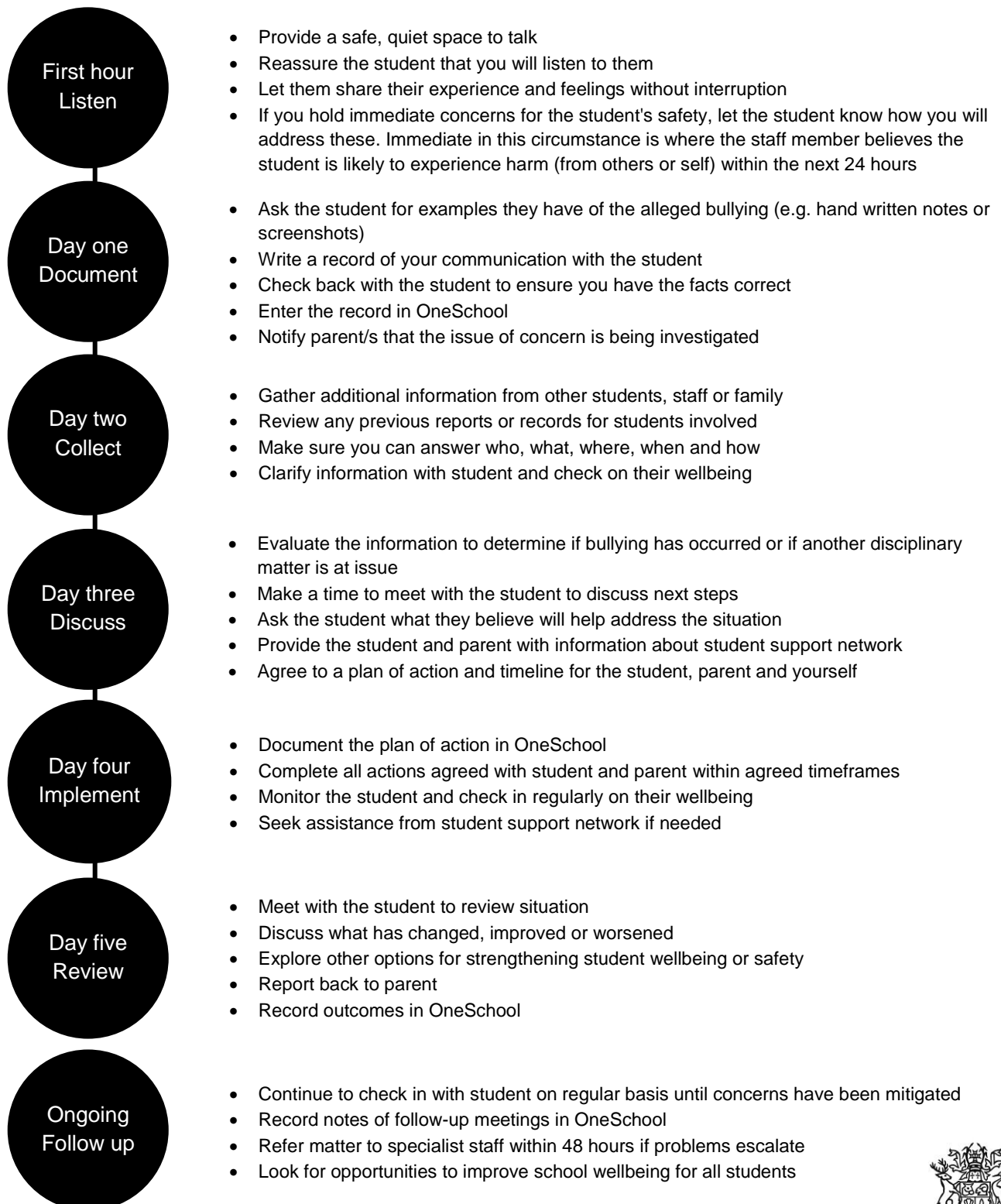
Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations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

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:

- Year 7 to Year 12**
- Welfare teacher or Head of Year
 - Stymie Notification www.stymie.com.au



How to manage online incidents that impact your school

Student protection

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

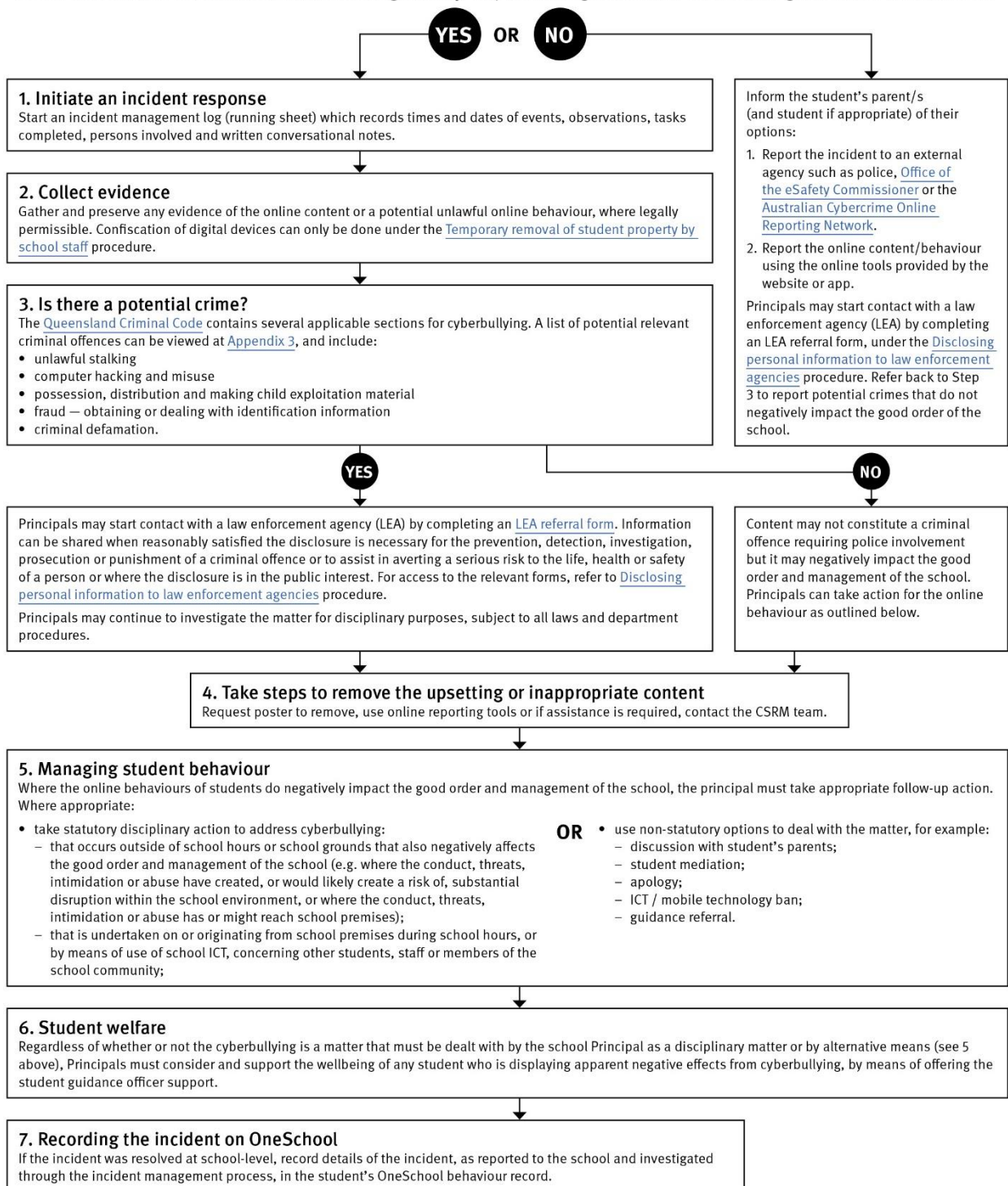
Explicit images

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

Help

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Wellington Point State High 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 Wellington Point State High 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.

Wellington Point State High School – Anti-Bullying Contract

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

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with 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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school. The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#) If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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