



The Code of School Behaviour

Better Behaviour
Better Learning

Wavell Heights State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*



1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Wavell Heights State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during 2016 and 2017. A review of school data sets from 2014 - 2016 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement

All areas of Wavell Heights State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Schoolwide Positive Behaviour Support is the framework that underpins this document.

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

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

- Be safe
- Be responsible
- Be respectful
- Be a learner

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



4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

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

A set of behavioural expectations in specific settings for our four school rules has been developed. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX				
	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE	BE A LEARNER
ALL AREAS	<ul style="list-style-type: none"> • Use and care for equipment appropriately • Use good manners at all times • Clean up after yourself • Wait your turn 	<ul style="list-style-type: none"> • Ask permission to leave the classroom • Be on time • Be in the right place at the right time • Follow instructions straight away. 	<ul style="list-style-type: none"> • Respect others' personal space and property • Keep hands, feet and objects to yourself • Use equipment safely and appropriately • Walk on all hard surfaces • Line up appropriately. 	<ul style="list-style-type: none"> • Respect property of self and others
CLASSROOM	<ul style="list-style-type: none"> • Walk • Sit still • Enter and exit room in an orderly manner • Respect self and others' right to learn • Be a good listener 	<ul style="list-style-type: none"> • Be prepared • Complete set tasks • Take an active role in classroom activities • Keep work spaces and bag areas tidy • Be honest 	<ul style="list-style-type: none"> • Follow classroom rules • Respect others' right to learn • Talk in turns 	<ul style="list-style-type: none"> • Be a good listener. • Use classroom materials appropriately. • Begin work when instructed. • Stay in your place or space for the activity.
ONLINE	<ul style="list-style-type: none"> • Participate in use of approved online sites and educational games • Be courteous and polite in all online communication • Log computer off before leaving 	<ul style="list-style-type: none"> • Report any unacceptable behaviour to a teacher • Post only appropriate content online • Push chairs in before you leave 	<ul style="list-style-type: none"> • Respect others' right to use online resources free from interference or bullying • Keep any usernames or passwords private • Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> • Participate in on-task activities only. • Use equipment carefully for its intended purpose. • Use your USB for school purposes only.
PLAYGROUND	<ul style="list-style-type: none"> • Participate in school approved games • Play fairly – take turns, invite others to join in and follow rules 	<ul style="list-style-type: none"> • Be a problem solver • Return equipment to appropriate place at the bell 	<ul style="list-style-type: none"> • Care for the environment • Be sun safe; wear a broad brimmed hat • Wear shoes and socks at all times 	<ul style="list-style-type: none"> • Use High 5 strategies in playground concerns.
TRANSITIONS	<ul style="list-style-type: none"> • Rails are for hands • Walk one step at a time • Carry items • Respond quickly to the school bells 	<ul style="list-style-type: none"> • Walk in a sensible and considerate way around the school and classroom 	<ul style="list-style-type: none"> • Walk quietly and in an orderly way so that others are not disturbed • Keep passage ways clear at all times 	<ul style="list-style-type: none"> • Follow all staff instructions. • Be ready to learn.
TOILETS	<ul style="list-style-type: none"> • Respect privacy of others • Respect and look after the facilities 	<ul style="list-style-type: none"> • Use toilets during breaks • Use toilets quietly • Use toilets for intended purpose. 	<ul style="list-style-type: none"> • Wash hands after using the toilet and before eating food • Walk while in the toilets. • Food or drink should be left outside of toilets. 	<ul style="list-style-type: none"> • Use toilets during breaks. • Return to class quickly
BEFORE AND AFTER SCHOOL	<ul style="list-style-type: none"> • Use own bike/ scooter only • Wait inside the gate until your lift stops • Listen for and respond to teacher's instructions 	<ul style="list-style-type: none"> • Walk bike/scooter in school grounds • Leave school promptly • Wait inside the school grounds for your lift. • Keep off the playground and courts before and after school. 	<ul style="list-style-type: none"> • Keep your belongings nearby • Ask a teacher's permission to leave the area • Walk straight to the hall area with your school bag before school. • Go to the office if your lift does not arrive (after school) 	<ul style="list-style-type: none"> • Complete allocated homework tasks and hand in on time.
EXTRA-CURRICULAR ACTIVITIES	<ul style="list-style-type: none"> • Follow all teacher or instructor directions • Be polite and considerate of the general public 	<ul style="list-style-type: none"> • Have all necessary equipment and resources • Wear full school or set uniform • Behave in a manner that represents your school in a positive way. 	<ul style="list-style-type: none"> • Wait for teacher directions to cross roads or board transport. • Remain seated and belted when using transport 	<ul style="list-style-type: none"> • Participate fully in all tasks.
POOL	<ul style="list-style-type: none"> • Follow all teacher instructions • Be aware and considerate of others in the change rooms • Respect equipment and resources used in the pool area. 	<ul style="list-style-type: none"> • Get dressed quickly and quietly • Remove all of your belongings from the change rooms 	<ul style="list-style-type: none"> • Enter the pool area only with a teacher • Walk at all times • Keep the pool gate closed at all times • Use the diving blocks with teacher permission only 	<ul style="list-style-type: none"> • Be a good listener. • Using equipment appropriately. • Begin activity when instructed. • Stay where you have told to be.

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

- Reinforcement of learning within behaviour lessons and reinforced at school parades
- Reinforcement during active supervision by staff during classroom and non-classroom activities.



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

- A dedicated section of the school newsletter, enabling parents to be well informed of school behaviour expectations.
- A dedicated section on the school website.
- School Behaviour team members regularly provide information to staff and parents, and support to others in sharing successful practices.
- Individual support plans are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying and a School Response Flow Chart: Student Bullying (Appendix 2);
- Appropriate Use of Social Media (Appendix 3).

Our Process for responding to behaviour

At Wavell Heights State School, communication of our key messages about behaviour is reinforced by providing students with feedback when engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members participate in the school's positive framework and give consistent and appropriate acknowledgement of positive student behaviours.

Reinforcing expected school behaviour

Staff at Wavell Heights State School follow a process for responding to behaviour. The process is outlined in the following pages. All students start each day on the green 'Ready to Learn' section.

Wavell Way: Classroom Steps		
Please use the following steps below when working with students in learning time		
Outstanding	<ul style="list-style-type: none"> • Give Wavell Way card 	Major Behaviour incident: See Major/Minor Behaviours List
Great effort	<ul style="list-style-type: none"> • Give praise: verbal, visual, sticker etc. 	
Ready to learn	<div style="text-align: right; font-size: 0.8em; color: white; opacity: 0.5;">Start Here</div> <ul style="list-style-type: none"> • Be respectful • Be responsible • Be safe • Be a learner 	
Reminder	<ul style="list-style-type: none"> • <u>Can be used</u> multiple times, at staff member's discretion. 	
Time out	<ul style="list-style-type: none"> • In the classroom. • Can be used multiple times at staff member's discretion 	
Buddy class	<ul style="list-style-type: none"> • Behaviour record on <u>Oneschool</u> • Contact parents – Behaviour card to go home (photocopy)/phone call. • Follow up conversation with student 	
Office	<ul style="list-style-type: none"> • Send to office with a <u>buddy</u>. • Call admin to inform of situation. • Complete <u>Oneschool</u> report (Teacher/Admin) • Contact parents - Behaviour Card or phone call (Teacher/Admin) 	



Positive Acknowledgements –

Great Effort - Throughout the day, students who are demonstrating great effort are given frequent acknowledgement of their behaviour. This acknowledgement can take the form of verbal praise, stickers or stamps.

Outstanding - The Wavell Way Award

The Wavell Way Award acknowledges students who demonstrate behaviour above our expectations. Staff members hand out Wavell Way Awards (right) to students when they observe them following school rules both in the classroom and non-classroom areas. When students are given a Wavell Way Award they write their name and class on the back of the card. Students collect these cards. When they have reached defined targets the students then receive further acknowledgement of their positive behaviour. When a student has collected a specified number of cards, they submit them to the Principal and exchange these for a variety of merchandise. Cards are never taken off students as a consequence for inappropriate behaviour.



Wavell State School Whole School Acknowledgment

Student Certificates: Staff members record student positive behaviours and learning into OneSchool for students who are demonstrating “above and beyond” expectations. This behaviour can be printed as a certificate (right). Each week the certificates are presented on a whole school parade. These certificates are acknowledged in the newsletter.



Wavell Way Awards: Students who have collected enough Wavell Way Awards are able to swap these for merchandise. These students are acknowledged in the newsletter.

Responding to unacceptable behaviour

Teachers will follow our process (see page 3) for classroom or playground when dealing with **Minor** problem behaviours which may result in the following consequences:

- Reminder: a reminder of the school rules may include
 - naming the behaviour that the student is displaying;
 - asking the student to name expected school behaviour;
 - stating and explaining expected school behaviour if necessary;
 - reminding the student of the consequences of their problem behaviour, if it continues; and
 - giving positive verbal acknowledgement when the student demonstrates the expected school behaviour.
- Thinking Time (within the classroom). The student is removed to a designated space within the classroom for a short period of time to reflect on their behaviour. They return to the class after speaking with the teacher about the expected behaviour. This can be used multiple times at the teacher’s discretion.

Wavell Way: Classroom Steps	
Please use the following steps below when working with students in learning time	
Outstanding	• One Wavell Way card
Great effort	• One phrase, verbal reward, sticker etc.
Ready to learn	• Be respectful • Be responsible • Be safe • Be a learner
Reminder	• Call INJURED: Multiple times, no staff member's discretion
Time out	• In the classroom • Can be used multiple times at staff member's discretion
Buddy class	• Behaviour record on OneSchool • Contact parents - Behaviour card sent to parent (email/phone call) • Follow up conversation with student
Office	• Send to office with a Buddy • Call parent to inform of situation • Complete OneSchool report (Teacher/Student) • Contact parents - Behaviour Card (phone call/Teacher/Admin)

- Buddy Class: The student is removed to another classroom to reflect on their behaviour. Teachers have agreements with other classes to have students in the room for a short period of time for this step. The student returns to the class and speaks with the teachers about the expected behaviour. When the student reaches this step a parent/carer is contacted by phone, email or by using the Behaviour Card (see Appendix 4). The behaviour is recorded on OneSchool.
- Office: Students are referred to the office and a parent/carer is contacted to discuss the behaviour. The behaviour is recorded on OneSchool and a Behaviour Card is sent home by administration personnel of the class teacher.

Wavell Heights State School - Behaviour Card

Student Name: _____ Class: _____ Date: _____

Period	Location	Behaviour	Consequence
<input type="checkbox"/> Before School	<input type="checkbox"/> Classroom	<input type="checkbox"/> Defiant/Disruptive	<input type="checkbox"/> Buddy Class
<input type="checkbox"/> First Lesson	<input type="checkbox"/> Specialist	<input type="checkbox"/> Control/Disruption	<input type="checkbox"/> Sent to office
<input type="checkbox"/> First Break	<input type="checkbox"/> Area 1	<input type="checkbox"/> Harassment	<input type="checkbox"/> Other
<input type="checkbox"/> Second Lesson	<input type="checkbox"/> Area 2	<input type="checkbox"/> Misconduct	
<input type="checkbox"/> Second Break	<input type="checkbox"/> Area 3	<input type="checkbox"/> Involving an object	
<input type="checkbox"/> Third Lesson	<input type="checkbox"/> Area 4	<input type="checkbox"/> Physical	
<input type="checkbox"/> After School		<input type="checkbox"/> Misconduct	
		<input type="checkbox"/> Refusal to participate in instruction	
		<input type="checkbox"/> Destruction of property	
		<input type="checkbox"/> Other	

Reporting Staff Member: _____ Classroom Teacher: _____

Staff Information: _____

Parent Signature: _____ Parent Comment: _____



Targeted behaviour support

Each year a small number of students at Wavell Heights State School are identified through our data and referral to administration and Student Support Services as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

When required, an Individual Behaviour Plan is developed for these students. These plans follow our process set as out on the following pages with further considerations required for the student at each step of the process.

Students whose behaviour does not improve after this, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Regional Behaviour Support Team

Wavell Heights State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Regional Behaviour Support Team*:

- facilitates a Functional Behaviour Assessment for referred students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Leadership Team and teachers to achieve continuity and consistency.

The *Regional Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

5. Consequences for unacceptable behaviour

Wavell Heights State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences (process graphic right). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Our consistent steps for managing both acceptable and unacceptable behaviour in the classroom, is below.

Our consistent steps for managing both acceptable and unacceptable behaviour in the playground is based on the process teachers use in the classroom, without the use of the Buddy Class step.

Wavell Way: Classroom Steps	
Outstanding	• Give Award (5 min)
Great effort	• Give Award (10 min), Praise (10 min)
Ready to learn	• No response • No praise • No talk • No attention
Reminder	• Give Award (10 min) + Praise (10 min) • Praise (10 min)
Time out	• In the classroom • Give Award (10 min) + Praise (10 min) • Praise (10 min)
Buddy class	• Remove student from Classroom • Conduct buddy class (10 min) + Praise (10 min) • Give Award (10 min) + Praise (10 min) • Praise (10 min)
Office	• Send to office (10 min) + Praise (10 min) • Give Award (10 min) + Praise (10 min) • Praise (10 min) • Conduct buddy class (10 min) + Praise (10 min) • Give Award (10 min) + Praise (10 min) • Praise (10 min)

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred to the school Administration team.

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way; and
- are not part of a pattern of problem behaviours;

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- may require the involvement of school Administration



Major behaviours may result in a referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the OneSchool behaviour record and refers the students to administration. Major problem behaviours may result in the following consequences:

Thinking Time in the classroom	Administration personnel or school staff may use thinking time within the classroom as a strategy for students to manage their own behaviour and to assist the student to calm down. During thinking time, the student is supervised and given an opportunity to rejoin the class if appropriate.
Playtime withdrawal	Administration personnel or teachers may use playtime withdrawal as a strategy for students to manage their behaviour. During playtime withdrawal, the student is supervised by the teacher giving the consequence in their classroom. The student is given an opportunity to think about their behaviour, complete work that was not done during learning time and discuss the reasons for their behaviour.
Time out	Administration personnel may use Time Out as a consequence for disobedience, misconduct, or other breaches of school expectations. The student is supervised by an adult and is required to write a letter home to parents outlining the inappropriate behaviour that caused this consequence.
Temporary Removal of Property	Administration personnel or staff members of Wavell Heights State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff .
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school
Re-entry meeting after a suspension	A meeting will be arranged with administration personnel, the parent and student on the day of re-entry. During the meeting a re-entry agreement (Appendix 5) will be discussed regarding the behaviour expectations for the student to have success at school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. <p><i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

Definition of consequences: Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#)



The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
Be Safe	Movement around school	<ul style="list-style-type: none"> Running on hard surfaces, around buildings or on stairs Not walking bike, scooter or similar transport device in school grounds Climbing on rails, seating and gardens 	<ul style="list-style-type: none"> Climbing on buildings or facilities in school grounds
	Play	<ul style="list-style-type: none"> Incorrect or unsafe use of equipment Not playing school approved games Playing in toilets Throwing objects that are likely to cause harm 	<ul style="list-style-type: none"> Possession of weapons Throwing objects that have hit someone. Throwing furniture or other large objects.
	Physical contact	<ul style="list-style-type: none"> Minor physical contact using body or objects (for example, pushing, shoving, fighting) Behaviour that is likely to cause serious physical harm to others 	<ul style="list-style-type: none"> Serious physical aggression Purposely causing serious physical harm to others
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat properly in playground Not wearing shoes properly outside Wearing clothing displaying obscene or offensive images or words 	
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school Coercing others to engage in unsafe behaviour
Be Responsible	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time Entering out of bounds area 	<ul style="list-style-type: none"> Leaving school without permission Repeated intentional entry to out of bounds areas
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non-compliance with instruction Unco-operative behaviour 	<ul style="list-style-type: none"> Continued refusal to respond to adult request or instruction
	Honest	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering Tipping or spreading contents of bins in school grounds or classrooms 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone or tablet switched on in any part of the school at any time without permission. Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without permission. 	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Be Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) including offensive and aggressive language Disrespectful tone Threats of harm to others or damage property 	<ul style="list-style-type: none"> Verbal abuse / directed profanity towards an adult
	Property	<ul style="list-style-type: none"> Taking property without permission Misuse of or lack of care for the school environment or property Access to or use of others property without permission 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others (Requires definitions)	<ul style="list-style-type: none"> Ignoring dialogues with or instructions from staff Not playing fairly Minor defiance Harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major or continued disruption to class Intentional disrespect towards others Major or continued defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Be a Learner	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusal to work 	<ul style="list-style-type: none"> Major disruption to class – preventing classroom tasks Purposely damaging own or others work
	Classroom conduct	<ul style="list-style-type: none"> Out of seat without permission Minor disruption to class – e.g. calling out, talking over teacher Misuse of learning materials 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Defiant behaviour that is purposely disruptive to, or preventing teaching and learning Persistent out of seat behaviour

Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.



Ensuring consistent responses to problem behaviour

At Wavell Heights State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students receive lessons in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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: 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.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Wavell Heights State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.



Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

Students at **Wavell Heights State School** are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Personnel (Principal, Deputy Principal, Head of Curriculum)
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer

External support is also available through the following government and community agencies:

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

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Wavell Heights State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community



9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

G. Rickens

Principal

Effective Date: 1 January 2018

Terita Mayson

P&C President



Appendix 1

The use of personal technology devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

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

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight once on the school site. Personal technology devices can be handed to the classroom teacher or handed into the office at the beginning of the day and can be returned to the student at the end of the day.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Wavell Heights State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.



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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special circumstances arrangement

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



Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Wavell Heights State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Wavell Heights State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have 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.

(sourced from the Student Wellbeing Hub at <https://www.studentwellbeinghub.edu.au/>)

What Bullying Is Not

Many distressing behaviours are not examples of bullying, even though they may require intervention and management. These are four situations that are often confused with 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.

(sourced from the Student Wellbeing Hub at <https://www.studentwellbeinghub.edu.au/>)

Behaviours that fall under these situations can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending, taking, sharing or storing offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. These behaviours will not be tolerated by the school community.

When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Our consistent steps for managing both acceptable and unacceptable behaviour is on the right and explained from page 3.

Wavell Way: Classroom Steps	
Please use the following areas before moving into classed or learning time	
Outstanding	• One class/this unit
Great effort	• One group/verbal, visual, written etc.
Ready to learn	• Be respectful • Be responsible • Be safe • Be a learner
Reminder	• Call a staff member/teacher/parent, or call parent/teacher
Time out	• In the classroom • Call for staff member/teacher/parent • Call parent/teacher
Buddy class	• Behaviour record or (SOS) card • Call parent/teacher/parent/parent • Call parent/teacher/parent/parent • Call parent/teacher/parent/parent
Office	• School office/parent/parent • Call parent/teacher/parent/parent • Call parent/teacher/parent/parent • Call parent/teacher/parent/parent



Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Wavell Heights State School are an addition to our school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

Bullying behaviours will not be tolerated at Wavell Heights State School. Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Wavell Heights State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion. That is, as categorically unacceptable in the school community.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a staff routine in the non-classroom areas. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.



The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction, in order to maintain consistency of skill acquisition across the school.

The lessons which teaches the 5-step process (High 5) to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander are delivered by the classroom teacher. These lessons include instruction on how to approach adults and what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Wavell Heights State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Wavell Heights State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database called OneSchool on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Responsibilities regarding bullying

The Responsibility of Students

Students have a responsibility to use assertive actions to help stop bullying. These can include:

- Follow the High Five strategy: Ignore; Talk Friendly; Walk Away; Talk Firmly; Report
- Asking the target to join in their games or activities
- Asking the target if they are ok
- Not participating in the bullying
- Not being a bystander to bullying.

The Responsibility of Teachers

All teachers must:

- Be aware and familiar with the Code of Conduct, Student Protection Policy and Wavell State School's Responsible Behaviour Plan and High Five strategy
- Listen carefully and actively to students who report possible bullying
- Be watchful for indirect forms of bullying
- Plan and resource quality proactive social skills and anti-bullying lessons and discussions
- Teach social skills, conflict resolution, problem solving and assertive training

The Responsibility of Administrators

All administrators must:

- Be aware and familiar with the Code of Conduct, Student Protection Policy and Wavell State School's Responsible Behaviour Plan and High Five strategy
- Listen carefully and actively to students and adults who report possible bullying
- Encourage students, teachers, staff and parents to approach bullying in a proactive manner
- Co-ordinate meetings with staff, victims, bullies and parents where necessary

The Responsibility of Parents

It is important for parents to:

- Take an active interest in your child and their school life
- Model appropriate ways of being assertive and managing conflict
- Advise and talk to your child about how to report bullying
- Discuss the High Five strategy with your child
- Assure your child that the school has a response strategy
- Do not encourage your child to respond to bullying
- Become involved if necessary i.e. Reporting concerns to the classroom teacher



HIGH FIVE PROGRAM

What is High Five?

It is an effective strategy to develop problem-solving strategies for our students. As a whole school approach it can also help to reduce bullying. It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.



How we Implement High Five:

High Five program is implemented throughout the year in each classroom to reinforce the strategies for students to use. All steps are modelled and taught through role play.

High Five charts are visible in all classrooms and throughout the school and staff refer to it when reflecting on how students handled a difficult situation with another student.

Some points to note:

Reporting Vs Dobbing:

Children need to know the difference between reporting and dobbing.

Reporting is helping or getting yourself or someone else out of trouble.

Dobbing is trying to get someone in trouble.

Reporting:

Children should in most circumstances attempt to problem-solve themselves first.

Students should use a calm, clear voice for reporting.

If unsuccessful after doing High Five steps see a teacher or another adult.

Asking an adult for support:

Teacher/staff member dialogue should take the following format:

Is this a serious problem?

Is this your problem?

What have you tried already to solve it? (Which High Five strategies have you used? What was the result?)

Do you want a solution?

What sort of solution do you want?

This is what we will do..... You will..... I will

Let me know if this is successful or not.

Reporting straight away

If the issue involves health or safety, children are to report straight away to a teacher or other adult.

They are not to solve the problem themselves. e.g. incidents of physical danger, child running away from staff.

Reporting Phase

Role of Staff Member reported to:

Refer to/advise Class Teacher.

Investigate and discuss incident with child.

Serious behaviours require a OneSchool referral to the Principal.

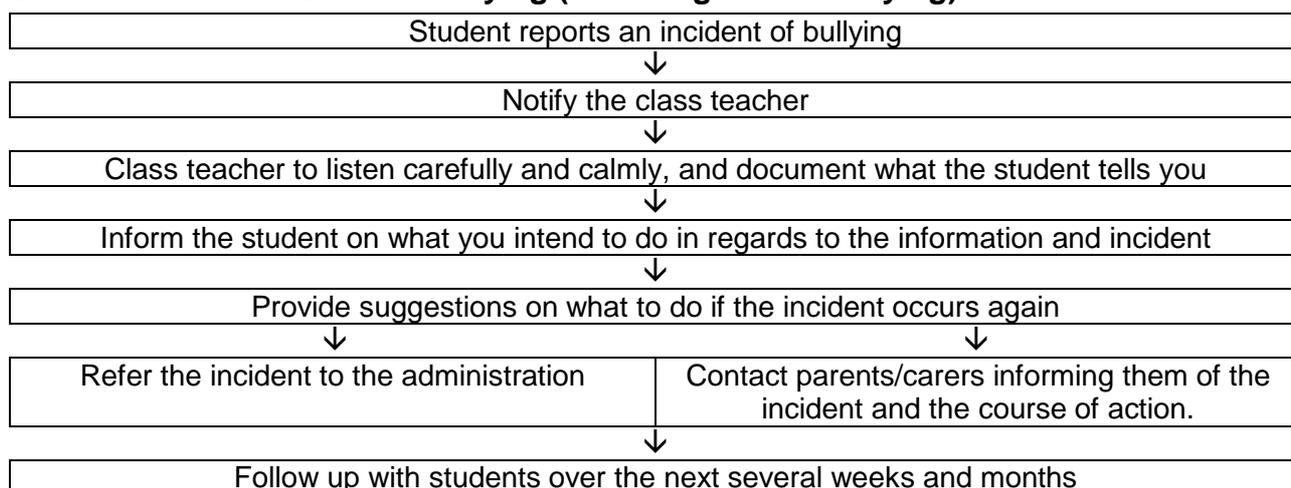
Success occurs when children can not only talk the talk but walk the walk.

Dealing with bullying

If bullying is reported, suspected or witnessed, the member of staff who has been approached should ensure the student's safety and deal with the incident immediately. The actions to follow are below, sourced from the Student Wellbeing Hub at <https://www.studentwellbeinghub.edu.au/>.



School Flowchart: Student bullying (including online bullying)



School actions: Student bullying (including online bullying)

<p>1. Student reports an incident of bullying.</p>	<p>Clarify with the students if the incident has occurred once or is regular.</p>
<p>2. Notify the class teacher.</p>	<p>Refer the matter to the class teacher to investigate fully. The class teacher has a relationship with the student</p>
<p>3. Listen carefully and calmly, and document what the student tells you</p>	<p>Ensure a private place to talk. Do not dismiss their concerns or make them feel they are at fault. Listen to their account fully first and then ask them (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders. Clarify if there are immediate safety risks and let the student know how you will address these.</p> <p>Ensure you have information that answers who, what, where, when, how, why. Students views on why bullying is happening can suggest ways the school can respond. All information is entered into OneSchool.</p>
<p>4. Inform the student on what you intend to do in regards to the information and incident.</p>	<p>Once you are confident you have a comprehensive picture of the situation, discuss a plan of action with the student/s. Refer to your school's policy in terms of expectations and implications. Invite suggestion from students as appropriate.</p> <p>Inform all students involved of your intention to inform their parents/guardians. Involve the parents and other caregivers in developing the plan of action if appropriate.</p> <p>Provide as much information as you can without violating the privacy of other students or parents. Also inform them about when you are planning to follow up with them after implementing the plan. Explain that you will look at immediate and short term responses as well as other long term preventative measures or efforts to promote a positive school climate.</p> <p>Reviews are critical to check in with students, and to ensure the school's efforts have not caused other problems or merely created a problem elsewhere.</p>



5. Provide suggestions about what to do if the bullying occurs again	Have information on hand to share with students or set up a meeting for them to talk about strategies with an appropriate staff member. If this is not viable (due to the nature of disclosure), refer to the appropriate guidelines and processes.
6. Notify appropriate personnel	Refer the matter to the responsible officer: year Coordinator, Deputy Principal, or Guidance Officer as per the school's process or behaviour plan.
7. Contact the parent/guardian about the incident and your course of action	If parents/guardians have not yet been involved in the process of planning the course of action, advise them of the incident and the resulting course of action, including referring to the school's policy and guidelines. Refer parents to the responsible officer for further consultation if required.
8. Follow up with students over the next several weeks and months	It is essential to be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear' in another form some time later.

High Five actions to use

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements – I feel . . . when you . . . because....

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently,
- Don't run.

Talk Firmly

- Eye contact, confident body language, relatively close
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said
- State the consequences of continued bullying.

Report

- Walk away and tell a staff member using a reporting voice.
- Go to a safety zone.
- Bystanders - support and report.
- Report until somebody listens.



Appendix 3

Appropriate use of social media

Wavell Heights State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

It is important to note that social media sites required users to be aged from 13 years old, so students at Wavell Heights State School should not have a social media account, however we do understand that some students do have social media accounts. No student of Wavell Heights State School will face disciplinary action for simply having an account on social media sites. Wavell Heights State School is committed to promoting the responsible and positive use of social media sites and apps.

When used safely, social media sites and apps such as Facebook, Twitter, Snapchat and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Wavell Heights State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Wavell Heights State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Wavell Heights State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.



Appropriate use of social media

It is important to note that social media sites required users to be aged from 13 years old, so students at Wavell Heights State School should not have a social media account, however we do understand that some students have social media accounts. Students of Wavell Heights State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps 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 what they want to say or post, 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 post 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.

If inappropriate online behaviour impacts on the good order and management of Wavell Heights State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Wavell Heights State 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. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

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.

Wavell Heights State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Wavell Heights State School expects its students to engage in positive online behaviours.



Appendix 4



Wavell Heights State School – Behaviour Card

Student Name: _____ Class: _____ Date _____

Period	Location	Behaviour	Consequence
Before School	Classroom	Defiant/threats	Buddy Class
First Session	Specialist	Continual disruption	Sent to office
First Break	_____	Harassment	Other
Second Session	Area 1	Misconduct	_____
Second Break	Area 2	involving an object	_____
Third Session	Area 3	Physical misconduct	
After School	Area 4	Refusal to participate in instruction	
		Destruction of property	
		Other	

Reporting Staff Member: _____ Classroom Teacher: _____

Staff information: _____

Parent Signature: _____ Parent Comment: _____





Wavell Heights State School

Telephone: 3624 2888
 Fax: 3624 2800

Minore Street
 Wavell Heights

Student Re-entry Agreement

Student Details		EQ ID	
Surname		Given Name	
Re-entry Date		SDA Duration	
Agreement duration:			
Reason for Disciplinary Absence			
Our rules			
Student actions to achieve goal			
Responsibilities of parents/family in assisting achievement of agreed goals			
School based actions to support student achievement of goal.			
Possible school based actions if student breaches Re-Entry Agreement			

Additional Comments		
Student's Signature	Parent/Carer's Signature	Administration Signature
Date:	Date:	Date:

