



Student Code of Conduct
2024 - 2027



Every Student Succeeding

Equity and Excellence – Realising the Potential of Every Student

Equity and Excellence is our plan for every state school student, focusing on educational achievement, wellbeing and engagement, and culture and inclusion. We want parents, communities – and most importantly students – to know that we will give them every possible opportunity to succeed.

Queensland Department of Education
State Schools Strategy 2023-2027

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Endorsement

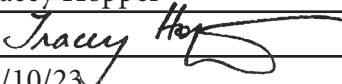

Principal Name:	Tracey Hopper
Principal Signature:	
Date:	12/10/23
School Council Chair Name:	Trisha Jones
School Council Chair Signature:	
Date:	12/10/23

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Purpose

Windaroo Valley State High 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.

Windaroo Valley State High is committed to providing a safe, respectful, well managed and positive learning environment for students and staff through Positive Behaviour for Learning (PBL).

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

The Windaroo Valley 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.

School Council Statement of Support

As chair of the Windaroo Valley State High School School Council, I am proud to support the new Student Code of Conduct. The consultation process led by Mrs Tracey Hopper and her team has ensured that all parents have had opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Windaroo Valley 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 Windaroo Valley 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.

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

School Captains' Statement

On behalf of the student body at Windaroo Valley State High School, we endorse the Student Code of Conduct for 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, the student leadership team will continue to work with the school administration team and the Windaroo Valley State High School School Council 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 Leaders are invited to approach any Student Leader directly.

School Captain 2023: Kurt Blackburn

Student Council President 2023: Skyler Potter

Learning and Behaviour Statement

All areas of Windaroo Valley State High School are learning and teaching environments. We consider behaviour management to be integral to social learning as well as a means of maximising the success of educational programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Windaroo Valley State High 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 Timely
- Be Active
- Be Respectful

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

Consideration of Individual Circumstances

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

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

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

Student Wellbeing

Windaroo Valley High School 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 relevant Engagement HOD or 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.

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

Windaroo Valley 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

Windaroo Valley 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

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

Mental health

Windaroo Valley 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 Mental Health Plan.

Suicide prevention

Windaroo Valley High School staff who notice suicide warning signs in a student should seek help immediately from the school Deputy Principal who will refer to the guidance officer and 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, Windaroo Valley 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, Windaroo Valley 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, Windaroo Valley 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 Wellbeing Support Network

Windaroo Valley High School is proud to have a comprehensive Student Wellbeing 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 Windaroo Valley High School 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 Wellbeing Support Network. Parents who would like more information about the student support roles and responsibilities are invited to contact the relevant Engagement HOD on the school phone number.

Role	What they do:
Engagement HODs	<ul style="list-style-type: none">• Promote an inclusive, positive school culture• Coordinate celebrations and reward programs (STAR Points) that promote a positive and supportive school culture• Monitor attendance, behaviour and academic data to identify areas of additional need.• Address and issue consequences for inappropriate student behaviours• Lead role for implementation of Positive Behaviour for Learning (PBL)• Manage student welfare at each year level• Ensure students feel safe and comfortable and want to come to school• Nurture a sense of belonging to the care group, year level and school• Oversee and coordinate the school-wide Extended Care Program working with internal and external stakeholders
Head of Department Junior School	<ul style="list-style-type: none">• Coordinate transition to secondary for students moving from Year 6 to 7• Monitor student engagement, arranges intervention for students in Years 7 to 9• Track academic achievement 7 to 9 and work with stakeholders to ensure appropriate support of individual students

Role	What they do:
Head of Department Senior School	<ul style="list-style-type: none"> • Coordinate transition to secondary for students moving from Year 9 to 10 (Senior Phase – through SET Planning process) • Monitor student engagement, pathways and outcomes, arranges intervention for students in Years 10 to 12. • Track academic achievement 10 to 12 and work with stakeholders to ensure appropriate support of individual students
Head of Department Student Support Services (HOD SSS)	<ul style="list-style-type: none"> • Promote an inclusive culture and practices within the school community to ensure equity and excellence for students with disability. • Develop and support high quality of teaching and adjustments for students with disability in accordance to related legislation and policies • Manage and coordinate the delivery of high-quality advice and support provided by the SSS Team. • Lead and manage the SSS Team to provide advice to classroom teachers for students with disability as required. • Provide high quality advice to the school leadership team, classroom teachers and other school staff to develop, plan and implement effective reasonable adjustments for students with disability. • Coordinate and provide intensive targeted teaching for students requiring intervention. • Provide, support and/or coordinate case management for students who require extensive or substantial adjustments. • Support classroom teachers and other school staff to access departmental or other external specialist services, professional development, and supports as needed. • Liaise with stakeholders and manage students who may require more complex case management. • Assist students with disabilities in accessing and applying for Access Arrangements and Reasonable Adjustments (AARA's). • Support with transition to High School from Primary School as well as life beyond school.

Role	What they do:
Student Support Services (SSS) Case Manager	<ul style="list-style-type: none"> • Promote an inclusive culture and practices within the school community to ensure equity and excellence for students with disability. • Provide high quality targeted teaching within intervention classes. • Provide advice to classroom teachers for students with disabilities as needed and support in developing support plans if required. • Provide supportive case management for students who require more intensive supports due to complex needs. • Liaise with HOD and other key stakeholders (internal and external) to support successful student attendance, engagement, wellbeing and learning. • Collaborate with teachers, caregivers and students to ensure appropriate supports are implemented within learning. • Implement specific individualised programs. • Create/ review and update Personalised Learning Plans (PLP's) to document reasonable adjustments and support other teachers in this process. • Work with HODs to monitor attendance, behaviour and academic data to identify areas of additional need.
Guidance Officers	<ul style="list-style-type: none"> • Provide confidential individual and small-group guidance and counselling support for students including small-group targeted programs • Case manage students with complex needs • Administer and report cognitive assessments • Refer and collaborate with internal and external Wellbeing providers • Manage the Wellbeing team including triaging referrals from teachers and the wider school community • Provide resources and advice for teachers on issues related to student Wellbeing and learning • Provide career counselling and career pathway information to students including applications for tertiary education and scholarships • Assist students with AARAs relating to mental health needs • Lead a comprehensive support program for students-in-care • Manage critical incidents within the school • Use data to plan proactive interventions and programs • Lead a school-wide Wellbeing program designed to provide success and optimum Wellbeing of all students within an inclusive educational system
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • Provide whole school health education and resourcing • Assist teachers with health education and run health programs • Provide confidential individual mental health consultations to students including eating disorders, anxiety, depression, self-harm, drugs and other health issues (excluding first-aid). • Provide advice and resources to parents • Provide internal and external referrals • Assist students with all issues related to sexual health

Role	What they do:
Youth Support Coordinator (YSC)	<ul style="list-style-type: none"> • Provide individual support to students at-risk of disengaging from senior schooling • Assist with referring students to alternative education and career pathways • Assist student access to community support • Support students to overcome barriers to education (e.g. financial, risk of homelessness) • Support students to make successful transitions to alternative pathways
School Chaplain	<ul style="list-style-type: none"> • Provide social, emotional and spiritual support to students and the school community • Run lunchtime activities in the Wellbeing Hub • Organise pastoral care activities such as Breakfast Club • Run small-group programs to assist students with friendships and Wellbeing • Assist students from different religious affiliations with activities such as prayer groups
Industry Liaison Officer (ILO)	<ul style="list-style-type: none"> • Advise students on school-based apprenticeships/traineeships and external courses • Manage and monitors students who leave campus to participate in these programs • Assist students to create resumes and cover letters • Assist students to apply for part-time work • Connect students with employers and training providers • Provide regular information to students and the school community on training and employment opportunities
Social Worker	<ul style="list-style-type: none"> • Assist students, families and staff with engagement and attendance • Provide intervention for mild to moderate mental health concerns or those at risk of a mild to moderate mental health concern • Work with families through complex home relationships, life transitions and family change • Conduct comprehensive assessments to identify barriers at a personal, family, social or school level to learning and engagement • Attend and advocate for case-managed students in stakeholder meetings • Work with other wellbeing and school staff to ensure strategies developed for the student can be put into place in the classroom and wider community • Conduct risk assessments for self-harm and suicidal ideation
Transitions Pathway Officer (TPO)	<ul style="list-style-type: none"> • Provide support to students who are at risk of disengaging from school • Assist young people to transition to viable education, training or employment • Support schools with students who exit prior to year 12 to ensure they remain in an eligible option

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal Student Services.


Whole School Approach to Discipline


The first step in facilitating standards of positive behaviour is communicating those standards to all students through our Positive Behaviour for Learning (PBL) framework. At Windaroo Valley State High School we emphasise the importance of directly teaching students the behaviours we require them to embrace at school and in the wider community. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. An example of behavioural expectations in specific settings has been attached to each of our four school rules. The School STAR Matrix outlines agreed rules and specific behavioural expectations in all school settings.

Windaroo Valley State High School Positive Behaviour for Learning STAR Matrix



**Captain Green says....
"Be a STAR student"**





Safe Timely Active Respectful

	All Settings	Classroom	Grounds	Community
S SAFE	<ul style="list-style-type: none"> Show / Use self-control Keep your hands and your feet to yourself Use equipment for its intended purpose Follow all school rules, policies and procedures Leave all banned items at home Be in the correct place Follow uniform and dress codes Report accidents / emergencies / danger to a staff member 	<ul style="list-style-type: none"> Follow staff directions Keep work area clean and tidy Follow STAR classroom entry/exit routines Use the school network for online access 	<ul style="list-style-type: none"> Play allowed games by the rules and in designated areas Use equipment in designated areas Wait in the line at the canteen Ensure you have a school leave pass if exiting early Remain in designated areas during break time 	<ul style="list-style-type: none"> Follow road safety rules Adhere to laws and community guidelines Adhere to community and organisation codes of behaviour
T TIMELY	<ul style="list-style-type: none"> Be on Time / Punctual Carry your timetable and planner Schedule non urgent appointments out of school time Check school emails and notifications daily 	<ul style="list-style-type: none"> Use class time for learning Submit drafts and assessment by the due dates Leave only when dismissed by a staff member Move quickly between classes and from breaks to class 	<ul style="list-style-type: none"> Go to the toilet during breaks Get drinks during breaks Organise student passes before school Organise support appointments before school or in lunch breaks Visits with support staff are to be only done at negotiated times 	<ul style="list-style-type: none"> Allocate time for home study Return paperwork as requested
A ACTIVE	<ul style="list-style-type: none"> Have all equipment required for lessons/activities Have a positive attitude Follow all staff directions immediately 	<ul style="list-style-type: none"> Participate in all lessons Attempt all tasks to the best of your ability Know what I am learning and why Charge your laptop at home Know how I am going with my learning and how to get help 	<ul style="list-style-type: none"> Place all litter into the bins using recycling bins as appropriate Move away from danger or inappropriate incidents 	<ul style="list-style-type: none"> Act to promote WWSHS in a positive manner Participate in school organised activities
R RESPECTFUL	<ul style="list-style-type: none"> Use acceptable language Keep out of others personal space Leave others property alone Communicate and interact with others in a polite and positive manner Treat school facilities with care Accept consequences for your actions 	<ul style="list-style-type: none"> Engage with the teaching and learning process Remove hats before entering your room Allow others to learn Use laptop when directed by a staff member Leave non class related items in your bags 	<ul style="list-style-type: none"> Keep the school grounds and buildings clean and tidy Limit unnecessary noise Use designated pathways 	<ul style="list-style-type: none"> Acknowledge community representatives Respect visitors to our school Wear your school uniform with pride Speak respectfully to community members Behave in a manner that reflects well on our school

Using a four tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of universal, targeted, and intensive and complex supports.

Universal (Tier 1)

In a supportive and well-disciplined school approximately 80% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

Targeted (Tier 2)

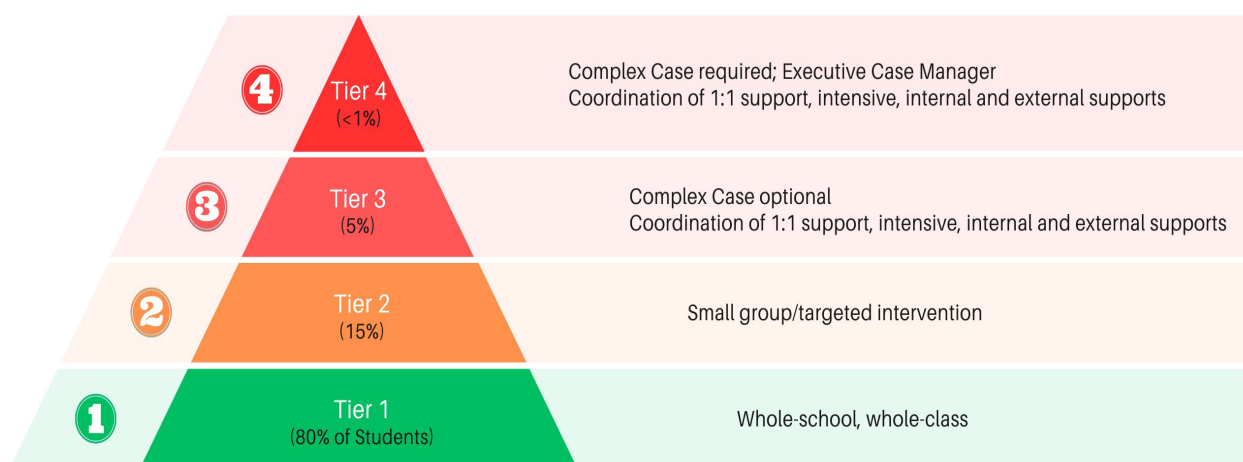
In a supportive and well-disciplined school approximately 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

Intensive (Tier 3)

In a supportive and well-disciplined school approximately 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Complex (Tier 4)

If a Tier 3 student requires further support then they will receive intensive 1:1 support from an Executive Case Manager. These students will account for <1% of the student population.



Universal Behaviour Support (Tier 1)

Windaroo Valley State High School identified universal (whole school) proactive and preventive processes and strategies for:

- facilitating the development of acceptable standards of behaviour, including:
 - explicit and scheduled teaching of rules, behavioural expectations or values
 - induction of new students and staff
 - schoolwide system of positive reinforcement
 - implementation of bullying and cyberbullying program
 - opportunities for parents to be involved with programs and activities that promote and reinforce STAR behaviour.

- encouraging positive aspirations, relationships and values by developing:
 - effective classroom management systems that encourage acceptable behaviour
 - procedures that provide students rapid access to assistance for learning problems.
- encouraging all students to take ownership and responsibility for their own behaviour and the consequences of their actions, including:
 - recognition that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace
 - procedures that emphasise teaching students new skills to get their needs met in the school environment
 - procedures which recognise the importance of positive reinforcement in the teaching and learning process.

Targeted Behaviour Support (Tier 2)

Each year a small number of students at Windaroo Valley State High School are identified (e.g. through our data) as requiring 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. Windaroo Valley State High School has a number of school and classroom procedures for the early identification of students demonstrating higher than average rates of problem behaviour:

Staff identification and referral process

- One School Data
- Engagement Centre (EC) Referral data
- Student Support Referrals
- Academic Reports
- Primary school information
- Parental/Guardian information

Windaroo Valley State High School has a wide range of strategies, adjustments and programs that facilitate acceptable standards of behaviour and provide educational support.

Curricular	Cross Curricular
Educational Adjustment Plans	Positive Behaviour for Learning (PBL)
Educational Support Plans	School induction program
Athletics Course Extension (ACE) program	Homework Club
Music Excellence program	Boys Group - aspiring leadership
Gifted and Talented Extension Kids (GTEK) program	Girls Group - aspiring leadership
Japanese Excellence program	Student Council
STEM Excellence program	Pastoral Care program
Learning Enhancement	STAR program
Support classes	Kids in Care program
School based Traineeships and Apprenticeships	Indigenous students Deadly Choices Program
Student Education and Training Plans (SETP)	
Staff mentoring of Senior ATAR students	
Academic review process	
Professional learning and development supports the global development of staff	

Intensive Behaviour Support (Tier 3)

Windaroo Valley State High 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.

Students at this level of support generally have:

- Not responded to previous efforts to improve behaviour
- Demonstrated little commitment to advancing their education
- Committed serious breaches of the Student Code of Conduct
- Committed ongoing breaches of the Student Code of Conduct

Intensive intervention procedures that respond to chronic problem behaviour and which support continued learning engagement include:

- An in-school referral process for teachers seeking assistance
- Use of data for the accurate identification of students requiring individualised support
- Referral for Case Management includes support from:
 - Deputy Principal
 - Engagement HOD
 - Junior Secondary HOD
 - Senior Secondary HOD
 - HOSES
 - Guidance Officer
 - Indigenous Coordinator
 - School Nurse
 - Youth Support Coordinator
 - School Chaplain
- Flexible and/or alternative learning options
- Referral to external agencies; district, regional and state options

Complex Behaviour Support (Tier 4)

Where a Tier 3 student has not responded to support then they will be escalated to a Tier 4 and assigned an Executive Case Manager (Principal, Deputy Principal or Guidance Officer). The Executive Case Manager will support the student by:

- Developing a Discipline Improvement Plan (DIP) in consultation with the parent and student
- Developing a schedule of regular check-ins with the Case Manager
- Developing a schedule of regular meetings with the Case Manager, Parent and Student
- Submitting a Student Support Referral
- Raising the student for discussion at the Combined Student Support Services meeting
- Examining flexible and/or alternative learning options
- Referring to external agencies; district, regional and state options

Reinforcing expected school behaviour

At Windaroo Valley State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system (Star Points) is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

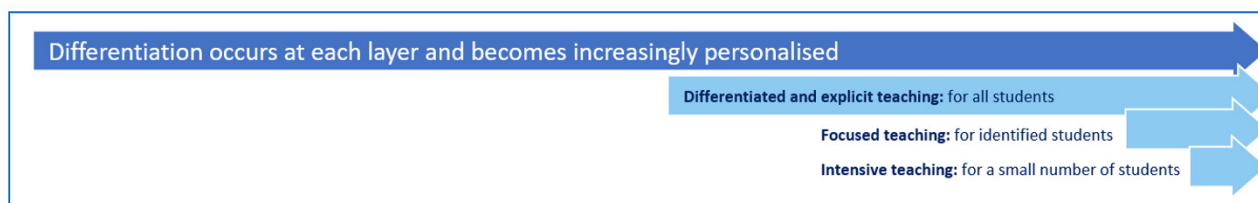
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more Safely, more Timely, more Actively or more Respectfully. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Differentiated and Explicit Teaching

Windaroo Valley 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 Windaroo Valley 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, Tier 3 is intensive teaching for a small number of students and Tier 4 is for highly complex student circumstances. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations STAR Matrix 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.

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 Windaroo Valley 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.

Windaroo Valley 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. .

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.

Windaroo Valley 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 Windaroo Valley 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 Windaroo Valley 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.

Disciplinary Consequences

Windaroo Valley State High 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. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. One School is used to record all minor and major problem behaviours.

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 directly to the Head of Department Engagement or the Administration team

Minor behaviours are those that:

- are minor breaches 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
- are not part of a pattern of problem behaviours
- do not require involvement of HOD Engagement or Administration.

Re-direction procedure. The staff member takes the student aside and:

1. names the behaviour that student is displaying,
2. asks student to name expected school behaviour,
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion or explanation process but simply remind the student of the consequences of their problem behaviour.

Major behaviours are those that:

- could possibly lead to a suspension
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of HOD Engagement or school Administration.

Major behaviours result in an immediate referral to Heads of Departments Engagement or the Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member directs the student to the relevant Head of Department Engagement or Administration and completes an Incident Report referring it to the relevant staff member.

Major problem behaviours may result in the following consequences:

- Time in office, removal to Engagement Centre, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- Parent contact, referral to Wellbeing Team, suspension from school
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school.

Incidents requiring investigation will be conducted by the relevant Head of Department Engagement or Deputy Principal. This process will require students to complete:

- Incident statement
- Witness statement
- Interview notes of discussions will also be documented

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 Windaroo Valley 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Windaroo Valley High School may be invited to attend a re-entry meeting on the day of their scheduled return to 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 Deputy 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.

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 may also offer important advice to ensure a successful outcome to the re-entry meeting.

Restorative Practices

Restorative Practices is a process to involve, to the extent possible, those who have a stake in an offense and to collectively identify and address harms, needs and obligations, in order to heal relationships and put things as right as possible. The origins of Restorative Practices date back to Indigenous communities, where the concept of justice relies on an assumption that everyone in a community is relationally connected to one another and their community. Therefore, when a wrong has occurred, it represents a wound in the community, a tear in the relationships, which needs to be repaired.

The use of Restorative Practices at Windaroo Valley complements and adds to the ongoing work with Positive Behaviour for Learning (PBL) and Berry Street Trauma Informed Practice. Restorative Practices, PBL and Berry Street all place an emphasis on developing and maintaining positive relationships, as a core principle.


At Windaroo Valley we will incorporate Restorative Practices into our processes as follows:

1. Restorative Chat – An informal positive conversation between a teacher and a student after an incident
2. Restorative Conversation (Peer Mediation) – A formal positive conversation, facilitated by a trained staff member, between two or more students where there has been conflict
3. Restorative Conversation (After an Incident) - A formal positive conversation, facilitated by a trained staff member, between a staff member and a student where there has been an incident e.g. a suspension or major incident

Windaroo Valley State High School Classroom Behaviour Management Key Responsibilities

Non-compliant classroom behaviours related to curriculum are dealt with by the classroom teacher with the assistance of their Heads of Department (HOD Curriculum), Teacher to implement Essential Skills for Classroom Management (ESCM) and follow faculty policies and procedures prior to referral to HOD Curriculum.

Ongoing disruptive classroom behaviours are dealt with by the classroom teacher with the assistance of the HODs Engagement. Teachers are to implement ESCM prior to use of Engagement Centre questions. If disruptive behaviour persists, teacher is to send the student to the Engagement Centre using the Engagement Centre Referral Process.



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Teacher Responsibilities	HOD Curriculum Responsibilities	HOD Engagement Responsibilities	Major Incident
<p>Classroom Non Compliance and Disruptive Behaviours (Minor)</p> <ul style="list-style-type: none"> - Lateness to class - Not Ready to Learn - Non participation in class tasks - Homework not attempted - Assessment not completed - Leaving class without permission - Minor Workplace Health and Safety Issues - Careless misuse of property or equipment (minor) - Talking when teacher is talking - Low level disruptive behaviour - Talking disrespectfully/using inappropriate language (not directed at teacher) - Low level bullying (as per Bullying Response Flow Chart) - Refusal to participate in program of instruction that disrupts the lesson or learning of others - Low level physical misconduct <p>Consequences may include conversation with student, detention (teacher supervised), contact home</p>	<p>Continual Classroom Non Compliance and Disruptive Behaviours (Minor)</p> <p>Teacher to refer to HOD Curriculum using a OneSchool Behaviour Incident</p> <ul style="list-style-type: none"> - Continual refusal to complete homework - Continual refusal to complete classwork - Continual failure to meet Ready to Learn expectations - Continual pattern of lateness to class - Continual failure to submit assessment - Continual misuse of property or equipment <p>Consequences may include conversation with student, contact home, lunch detention, afterschool detention</p>	<p>Ongoing Disruptive Behaviour</p> <p>Teacher to refer to the Engagement Centre using the Engagement Centre Referral Process</p> <ul style="list-style-type: none"> - Persistent refusal to follow reasonable instructions - Pattern of leaving class without permission - Inappropriate/disrespectful language - Ongoing bullying behaviours - Serious Misconduct involving object - Serious IT misconduct - Misuse of mobile phone - Vandalism <p>Consequences may include contact home, withdrawal from class, detentions, behaviour card, referral to support services, suspension</p>	<p>Immediate Engagement Centre Referral - Serious Misconduct (Major)</p> <p>Follow the Major Incident Process</p> <ul style="list-style-type: none"> - Verbal or physical abuse of teachers, staff and other students - Physical violence - Inappropriate sexual behaviours - Persistent/dangerous Workplace Health and Safety issues - Smoking - Vandalism - Illegal drugs - Refusal to exit classroom <p>Consequences outlined in the Major Incident flow chart below</p>

Deputy Principal Responsibilities

Year Level Deputy Principals work closely with HODs Engagement and Student Support Team to monitor behaviour referrals, follow up with individuals as required and manage Tier 4 students.

Major Incident with possible suspension

Teacher does the following:

- Referral to Engagement Centre
- Converse with the HOD
- Engagement ASAP (Next break or in case of very serious incident, immediate contact e.g. violence, suspected drug use)
- Completes OneSchool report and refers HOD Engagement

HOD Engagement investigates incident

HOD Engagement briefs DP Student Services on incident details. Student disability and behaviour history considered.

Level of Consequences

- Referred back to Teacher - Does not require further HOD Engagement intervention at this Stage.
- After School/Lunch Detention/s
- Withdrawal from Class (1-2 days) - DP Student Services Approval
- Suspension (1-20 days) - Principal Approval
- Exclusion - Principal Approval
- Long Suspensions and Exclusions are managed by a Deputy Principal

Possible Consequences for Major Incidents

Behaviour	Serious Or 1st Offence	Very serious Or 2nd Offence	Extremely serious Or 3rd Offence
Abusive language			
Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Academic misconduct			
Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Academic integrity course Removal of credit for that assessment or part thereof	SDA up to 10 days Removal of credit for that assessment or part thereof	SDA up to 20 days Exclusion recommended. Removal of credit for that assessment or part thereof
Bomb Threat/False Alarm			
Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Bullying			
Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Defiance			
Student refuses to follow directions given by school staff.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended

Student engages in unsafe behaviour towards self and/or others	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Student is in possession of banned item/s	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Behaviour	Serious Or 1st Offence	Very serious Or 2nd Offence	Extremely serious Or 3rd Offence
Disrespect			
Student intentionally delivers socially rude or dismissive messages to adults or students.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Student displays conduct or immoral/indecent behaviour that brings the school into disrepute	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Student is involved in publication or participating in acts of public nuisance, violence, drug use or other anti-social behaviours in which they are identified as a student of the school or a connection to the school can be identified	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Disruption			
Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Student facilitates intruders/non authorised person/s entering the school grounds	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended

Behaviour	Serious Or 1st Offence	Very serious Or 2nd Offence	Extremely serious Or 3rd Offence
Dress Code			
Student wears clothing that is not within the dress code guidelines defined by the school.	Confiscation of items and held by Engagement Centre with items returned to student. School detention Parent contact. Refusal to remove will result in withdrawal from classes and grounds.	Confiscation of items and held by Engagement Centre with items returned to parent/ carer. Parent conference regarding WH&S. School detention. Refusal to remove will result in withdrawal from classes and grounds.	SDA up to 5 days for Defiance Confiscation of items and return to parent/ carer. Parent conference regarding WH&S
Falsifying documents			
Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Behaviour	Serious Or 1st Offence	Very serious Or 2nd Offence	Extremely serious Or 3rd Offence
Fighting			
Student is involved in mutual participation in an incident involving physical violence.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Harassment			
Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended

Behaviour	Serious Or 1st Offence	Very serious Or 2nd Offence	Extremely serious Or 3rd Offence
Physical aggression			
Student intentionally engages in actions involving physical contact with others where injury may occur (e.g, hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Property damage			
Student participates in an activity that results in destruction, damage or disfigurement of property.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Property misuse causing risk to others			
Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Refusal to participate in the educational program of the school			
Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Contact home Detentions	Referral to Curriculum HOD Contact home Detentions	Referral to Engagement HOD Contact Home Detentions SDA up to 5 days for Defiance

Behaviour	Serious Or 1st Offence	Very serious Or 2nd Offence	Extremely serious Or 3rd Offence
Substance misconduct involving illegal substances			
Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Student is with others who are using or under the influence of illegal, during school hours or travelling to or from school or school functions	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Substance misconduct involving tobacco and other legal substances			
Student is in possession of, has supplied or is using vapes, tobacco, alcohol, other prohibited substances or implements.	SDA up to 5 days School Detention Health Education	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Student is with others who are using or under the influence of regulated or prohibited substances during school hours or travelling to or from school or school functions	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Technology violation			
Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Student inappropriately uses technology to denigrate others. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended

Behaviour	Serious Or 1st Offence	Very serious Or 2nd Offence	Extremely serious Or 3rd Offence
Theft			
Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Truancy (out of school)			
Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	Withdrawal or school detentions	Wellbeing intervention, SDA up to 5 days for Defiance	SDA up to 10 days for Defiance
Truancy (out of class)			
Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	Withdrawal or school detentions	Wellbeing intervention, SDA up to 5 days for Defiance	SDA up to 10 days for Defiance
Use/possession of combustibles			
Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended
Use/possession of weapons			
Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm	SDA up to 5 days	SDA up to 10 days	SDA up to 20 days Exclusion may be recommended

Ensuring consistent responses to problem behaviour

At Windaroo Valley State High School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond 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.

The disciplinary consequences model used at Windaroo Valley 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

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

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. Discipline Improvement Plan)
- Targeted skills teaching in small group
- 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.

Windaroo Valley 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:

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

Temporary Removal of Student Property

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

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

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

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

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

- illegal items or weapons or items that can be used as 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).
- Banned items list as per the Student Planner

* 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 Windaroo Valley 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 Windaroo Valley 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 Windaroo Valley 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
 - items listed in Banned Items in the Student Planner
- 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 Windaroo Valley 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 Windaroo Valley 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
- items listed in Banned Items in the Student Planner
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Windaroo Valley State High School adheres to Education Queensland’s “Away for the Day” Policy and Procedure for mobile phones and wearable devices.

Communication between students and parents/caregivers during school hours can be accommodated through the school office for an emergency.

If a student becomes unwell or experiences an issue during school hours, they must report to sickbay (Administration Office) or the Engagement Centre and the school will make contact with parents/caregivers.

Responsibilities

If a student chooses to bring a mobile phone or other device to school, they are responsible for keeping it secure and out of sight during school hours (8:40am to 2:50pm).

It is *acceptable* for students at Windaroo Valley State High School to:

- use mobile phones or other devices before or after school;
- be courteous, considerate and respectful of others when using a mobile device before and after school;
- switch off and place the mobile device out of sight during school hours
- use mobile phones or wearable devices to make a payment at school;

Wearable devices such as smart watches can be worn, however notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours

Exemptions will be made available for students who require access to their mobile phone or wearable device for health purposes as approved by the Principal.

It is *unacceptable* for students at Windaroo Valley State High School to:

- use or have in sight a mobile phone or other devices connected to a mobile phone (e.g. headphones) during school hours (8:40am to 2:50pm) including all school activities e.g. excursions;
- use or have in sight a mobile device while waiting in line to make a payment;
- use a mobile phone or other devices in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- use obscene, inflammatory, racist, discriminatory or derogatory language;
- use language and/or threats of violence that may amount to bullying and/or harassment, or

even stalking; insult, harass or attack others or use obscene or abusive language;

- use in-phone cameras anywhere at school;
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material; and
- take into or use mobile devices at exams or during class assessment .

Student who misuse their mobile phone or other device will have the device confiscated until the end of the school day in the first instance, or parents may choose to come and collect the phone. On the second instance of misuse, students will be required to hand their phone in to the Engagement Centre for the school day for three (3) school days or the parent may choose to collect the phone and hold for the three (3) days. Students who fail to hand their phone in during this period will face a SDA up to five (5) days. On the third instance of misuse, students will face a SDA up to five (5) days.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
 - o be aware that: access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - o students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and Responding to Bullying

Windaroo Valley State High School is committed to providing a safe, healthy and supportive school environment that values diversity. All members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore relationships. We believe that bullying and/or harassment is unacceptable and all share a responsibility in preventing it. We reject ideas, beliefs and behaviours that marginalise or victimise individuals or groups.

Bullying at Windaroo Valley State High School. Evidence based research suggests bullying behaviours can impact mental health, social and emotional issues and academic achievement. These outcomes contradict our school community's learning values of STAR - Safe, Timely, Active and Respectful

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

Research also indicates that many problem behaviours are peer maintained. That is peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions that may reinforce bullying behaviours include laughing, joining in 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.

Prevention

The anti-bullying procedures at Windaroo Valley State High School are an integral component of our school wide positive behaviour for learning (PBL) processes. This means all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement and positive reinforcement for doing so. Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour. Support measures include but are not limited to:

- All students know the STAR values and are explicitly taught the expected behaviours attached to each value in all areas of the school.
- All students are 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 receive 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 permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- Explicitly teaching what bullying is, its possible impact on individuals and the community and how to prevent and respond to it is a priority within the school's STAR framework.

Student Responsibilities:

Initially use appropriate responses and the following five steps to solve the problem.

1. **Ignore it** Try not to show you are upset – that is how bullies get their power.
2. **Move away** Don't get drawn into the bully's behaviour – they are after a reaction.
3. **Tell them what they are doing is not ok.** Try to be assertive – look them in the eye and sound confident. (If the bullying behaviour continues)
4. **Say firmly, "Leave me alone"** Stay calm – remember the bully is the person with the problem.
5. **Ask a staff member for help** Seek out a staff member immediately and report the bullying.

Depending on the situation and how it makes you feel, you may not be able to start at Step 1. If something makes you feel uncomfortable, report it!

- Seek intervention by reporting bullying. There are many people in a school who will help you if they are aware that you are being bullied. You can tell any of the following people in our school: School Captain/Leader, Teachers, Head of Department Engagement, Head of Department Curriculum, Guidance Officer, School Based Youth Health Nurse and the Chaplain.
- You may also talk to your parents and ask them to contact school to discuss the problem.
- Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied.

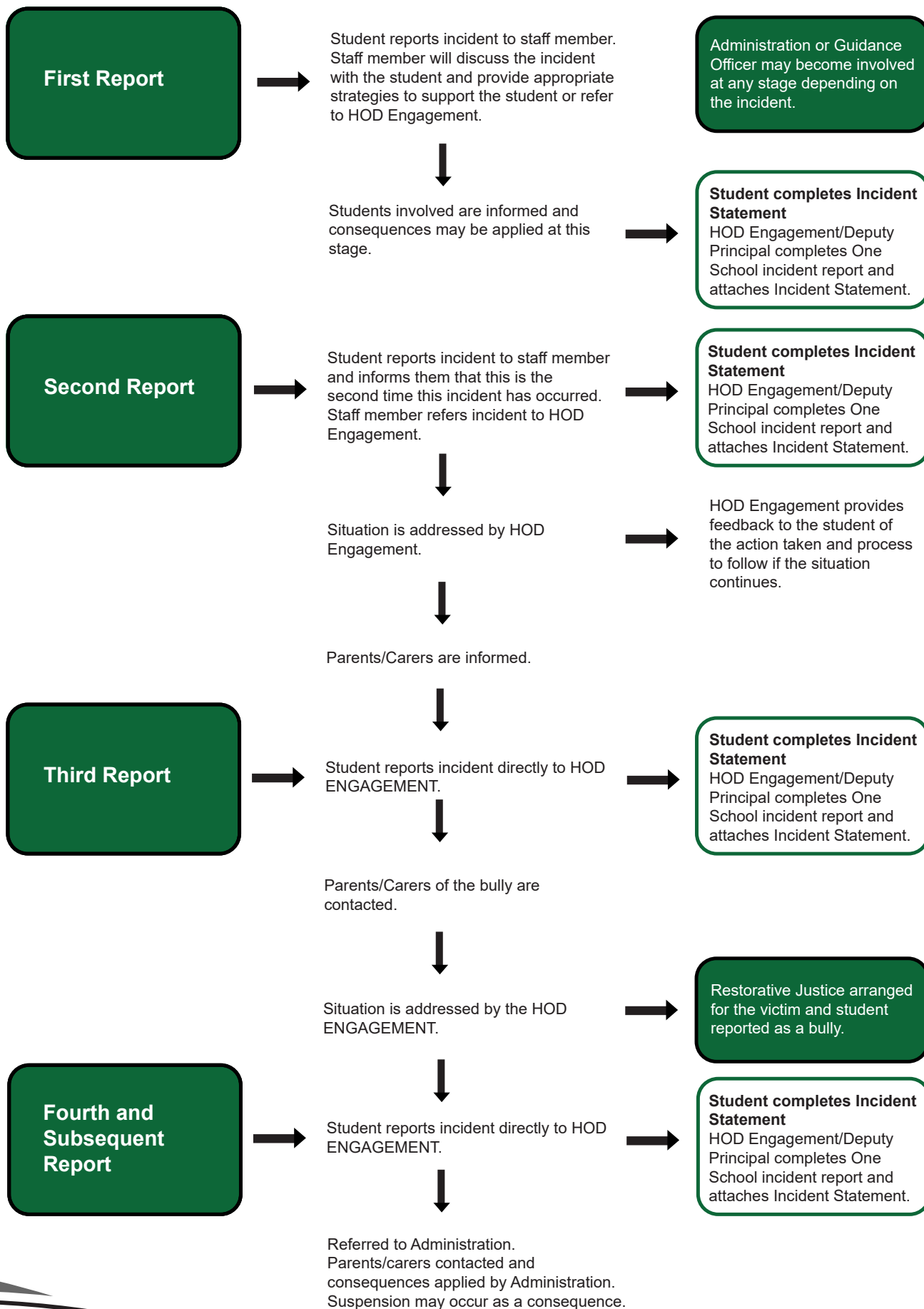
Parent/Carer Responsibilities:

- Model appropriate behaviour at all times.
- Support the school's philosophy.
- Watch for signs of your child being bullied.
- Encourage your child to adopt the anti-bullying strategies taught at Windaroo Valley State High School.
- Instruct your child to immediately tell a teacher or support staff if they are bullied.
- Inform the school immediately of any suspected bullying.

School Responsibilities:

- Model appropriate behaviour at all times.
- Reassure the individual that bullying is unacceptable.
- Listen to the student and ask what you can do to help.
- Provide advice, intervene and monitor.
- Investigate bullying behaviour or threats.

Bullying Response Flow Chart



Cyberbullying

Cyberbullying is treated at Windaroo Valley 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the classroom or care teacher. Students can also report the incident directly to HOD Engagement for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Windaroo Valley 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.

Cyberbullying Response Flowchart for School Staff

How to manage online incidents that impact your school

Student protection

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

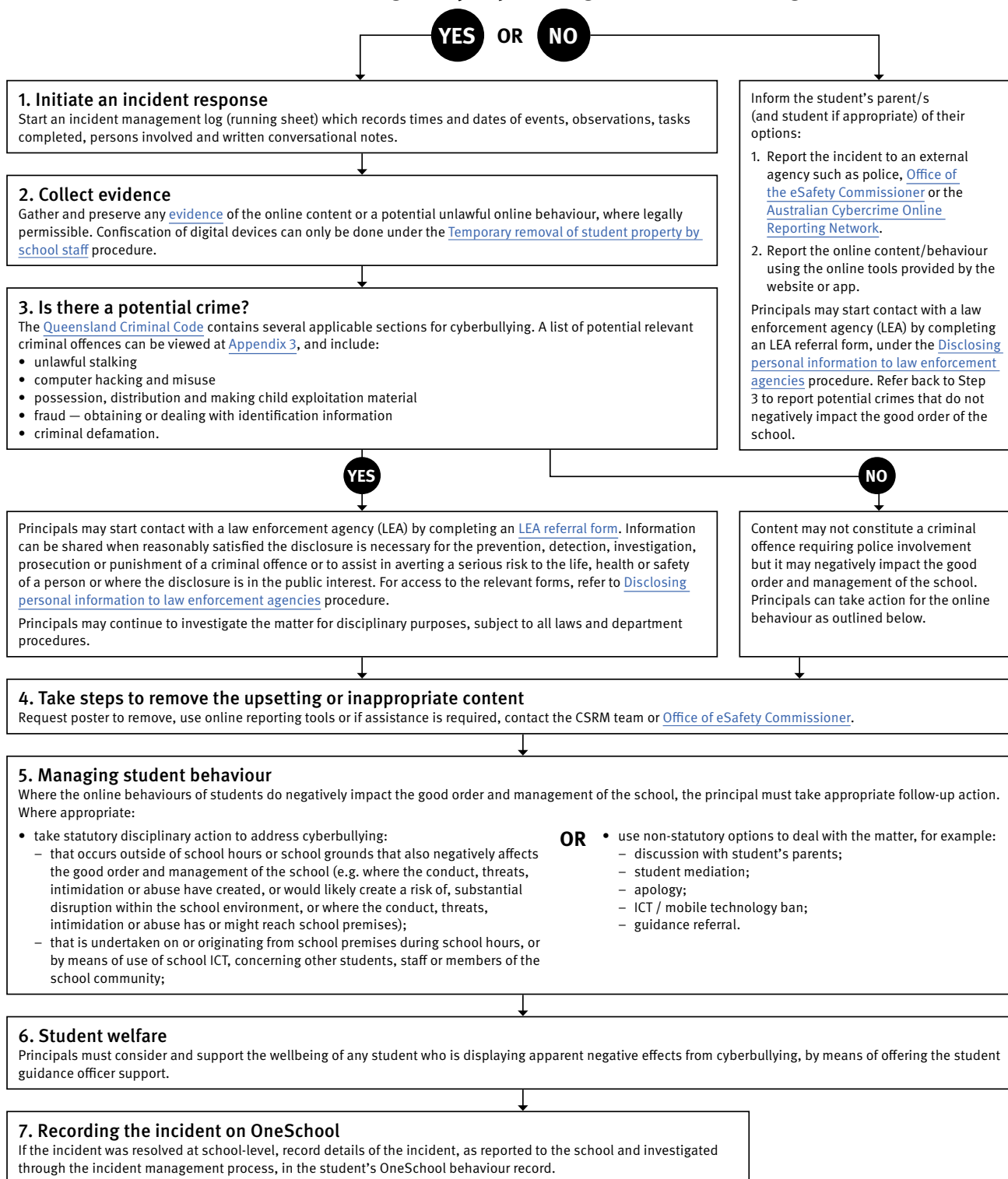
Explicit images

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

Report

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

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



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

Windaroo Valley 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 Windaroo Valley 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.

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.

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 Windaroo Valley 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 state 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. 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
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Windaroo Valley State High 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
- 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
- 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

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.

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report recorded in One School
- Health and Safety incident record
- Debriefing report to a member of the Executive Team

Critical Incidents

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. (See WVSHS's Critical Incident Response plan). 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

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.

Maintain calmness, respect and detachment

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner

Move slowly and deliberately toward the 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.

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.

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.



Critical Incident Response Plan

This plan outlines the essential tasks for the first 24 hours and should be used by the Emergency Response Team (ERT) to guide their roles and responsibilities.

Inform

Staff	Who
Contact Regional Office Supervisor and PAES Immediately	Principal
Inform staff ASAP and keep them well-informed about all available information regarding the incident and the response plan (inclusive of staff on leave)	Principal
Inform staff of the option of not being involved and support they can access (Employee Assistance Program)	Principal DP Staff Services
Inform staff that the students will be notified by the Leadership Team	Principal

Families	Who
Inform the families of close friends and vulnerable young people to ensure support at home	Principal GO
Inform families via letter/email to give them immediate and accurate information about the school's response to the incident	Principal
Provide families with contact information for support for them and their children	Principal

Students	Who
Inform close friends and vulnerable young people personally and provide sources of immediate and ongoing support	GO
Inform young people using the agreed script in small groups, with consideration of: <ul style="list-style-type: none"> Friends closest to the young person Young people in the same year level Young people in the same class as a sibling Home groups or year level groups preferable Delivery in whole school assemblies is not recommended	DP GO HOD EC

Community	Who
Inform all auxiliary adults who will have contact with young people in the following 24 hours. Consider if external agencies need to be informed e.g. Child Safety, Headspace	Executive Team
Inform Principals of schools within the area, specifically those attended by the young person's siblings or known close friends	Principal

Support

Staff	Who
Identify and plan support for staff at risk	Principal DP Staff Services
Encourage staff to contact Employee Assistance Program if they require additional support	Principal
Inform staff of identified liaison person	Principal
Provide staff with the details of the information being provided to families and young people	Principal
Check in with staff at the start and end of the day for wellbeing and consistent messaging	Principal DP Staff Services

Families	Who
Establish a line of support with the family of the any young person involved	Principal
Gather and protect young person's belongings	DP Student Services
Encourage families in the school community to access support and referral pathways if needed	GO
Determine time, location, and personnel for a family information and support session if required	Principal GO

Students	Who
Immediately follow up all attendance in line with policy	Attendance Officer
Set up a Wellbeing Space that is staffed with appropriate personnel	GO SGO
Monitor young people in collaboration with carers and any other support agencies involved	GO Wellbeing Team

Other Considerations	Who
Consider who needs information on: <ul style="list-style-type: none"> Understanding grief responses Referral pathways to support services 	GO Wellbeing Team

Manage

Emergency Response Team	Who
Undertake self-care: <ul style="list-style-type: none"> Debrief everyday Identify a self-care activity for each member Discuss coping mechanisms Watch for signs of vicarious trauma Ensure that staff can take a break from the response if required 	Executive Team GO HOD EC

Social Media	Who
Monitor Social Media and respond as appropriate	Principal
Use social media for consistent messaging around help seeking and information sharing if considered appropriate	Principal

Media	Who
Have a prepared script for all phone inquiries handled by staff	Principal
Consider the need for an appropriate media response and contact Media Unit for advice	Principal

Next Steps	Who
Document the incident and all actions undertaken	Principal
Organize a meeting with key players to develop a plan for foreseeable future	Principal



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