

Wowan State School



Student Code of Conduct

2025-2027

Equity and Excellence: Education Strategy

The shared vision of Queensland state schools – reducing barriers to realise every student's potential.

A progressive high performing education system, realising the potential of every student
Queensland Department of Education

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Endorsement

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Kerry O'Brien

Principal Signature:



Date:

P/C President and-or

School Council Chair

Name: Suzanne Peacock

P/C President and-or

School Council Chair

Signature:

Date: 03/09/2025 

Contents

Purpose	3
Whole School Approach to Behaviour	4
Consideration of Individual Circumstances	4
Restorative Justice and Responding to Behaviour	5
Differentiated and Explicit Teaching	6
Disciplinary Decision Making and Consequences	8
Department of Education Policies	9
Temporary removal of student property	9
Use of mobile phones and other devices by students	12
Preventing and responding to bullying	14
Appropriate use of social media	21
Restrictive Practices	22
Critical Incidents	24
Resources links	29

Purpose

Wowan State School is committed to providing a safe, supportive and respectful learning environment for all students, staff, families and visitors.

The Wowan State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to managing behaviour and disciplinary consequences.

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.

Whole School Approach to Discipline

School vision: “Be Safe, Be Responsible, Be Respectful, Be a Learner”

Our school vision reflects our whole school approach to discipline. Our team is committed to developing respectful relationships with all stakeholders in our teaching and learning environment. We strive to ensure that all members and visitors are respected for their individual circumstances, beliefs and values. The development of the Departmental Student Code of Conduct is an opportunity to explain Restorative Justice principles and practices with families and students, and gain their support to implement a consistent approach to teaching appropriate behaviour. The language and expectations of Restorative Justice 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 student, parent and school staff member.

We are committed to creating and maintaining supportive and safe learning environments. Our staff support student participation by using a range of strategies to promote inclusive student engagement. We adhere to an equitable approach to education where each student has the support they require to be successful.

We believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is part of the overall teaching and learning approach in our school. In the context of school, staff have a key role in teaching students to act in accordance with school rules and practices. Supportive discipline is an important part of the work undertaken in schools each day and is an area of education that has an extensive evidence base to inform the preventative and responsive actions that are most likely to support students to meet behaviour expectations. It is important to remember that the goal of discipline is to teach a student to act in accordance with the rules. This is different from punishment, which is not designed to teach but to subject a student to a penalty for breaking a rule. Our staff take responsibility for making their expectations clear, through supportive instruction and re-enforcement. We strive to use behaviour incidents as opportunities to re-teach.

We apply practical and evidence-based approaches to support the learning and engagement of all students. We maintain student safety by applying strategies that support students' wellbeing and safety by working within curriculum and legislative requirements. We promote the ethical use of Information Technology. We work closely with our whole of school community to maintain consistent school and classroom improvements.

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

Consideration of Individual Circumstances

Wowan State School considers that individual student circumstances when teaching expectations, responding to incidents and applying support and/or consequences and exercise the principles of equity when providing behavioural support or applying consequences. Equity is about people being given the support they need to achieve on a level playing field. Ensuring that every student realises their full potential and delivering educational equity means we need to know that not everybody can be treated the same and that is what equity is. The focus for teachers is on implementing proactive, [preventative approaches](#) that facilitate student growth.

At times, disciplinary consequences may be used as part of a student's educative process. The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others.

Prior to making a decision about the suitability of any disciplinary consequence, the principal will consider the individual circumstances of a student. This will include their behaviour history, _____ Queensland disability, mental health and wellbeing, religious and cultural considerations, home environment and

care arrangements. There are ***no mandated consequences*** used in Queensland state schools, each individual student case is considered and determined by the principal based on the particular circumstances. 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.

Suspensions, exclusions and cancellations of enrolment are used as a ***last resort option*** by principals, after considering individual circumstances, the actions of the student and the needs and rights of other school community members.

We adhere to legislative confidentiality obligations limiting discussion or sharing of information about individual circumstances of students, including disciplinary consequences, with persons other than the student's caregivers. We protect the privacy of all students and their families.

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

Restorative Justice and Responding to Problem Behaviour

Wowan State School, has based our restorative practices on the values which we believe are important to our school community. Our school values are:

- Be Safe
- Be Responsible
- Be Respectful

The general overarching principles of restorative justice are:

- repairing harm,
- accountability,
- reducing risk,
- stakeholder involvement,
- community partnership.

This approach includes practices and strategies which are used to restore relationships and solve inter-personal issues, in a supportive manner.

The goal of restorative practices is to:

- Hold students accountable for their actions through repairing harm and making amends
- Include persons who have harmed or been harmed, and their surrounding community in restorative responses to school misconduct
- Re-engage students at risk of academic failure and on a trajectory to the juvenile justice system entry through dialogue-driven, restorative responses to school misbehaviour to promote transition to high school.
- Establish school-based practices such as circles, conferencing, peer mediation, accountability boards

Responding to problem behaviour



Correct behaviour calmly and in a manner that demonstrates that the student is safe and supported at school



View inappropriate behaviour as a teaching opportunity; reteach expectations and allow the student to practise expected behaviour



Use consequences that promote student self-reflection: What harm was caused? What can be done to correct the harm? Why did the student do what they did? What could they have done differently? What help does the student need and from whom to do something differently next time?



Communicate the importance of teaching and learning time; correct student behaviour and return them to the classroom as quickly as possible



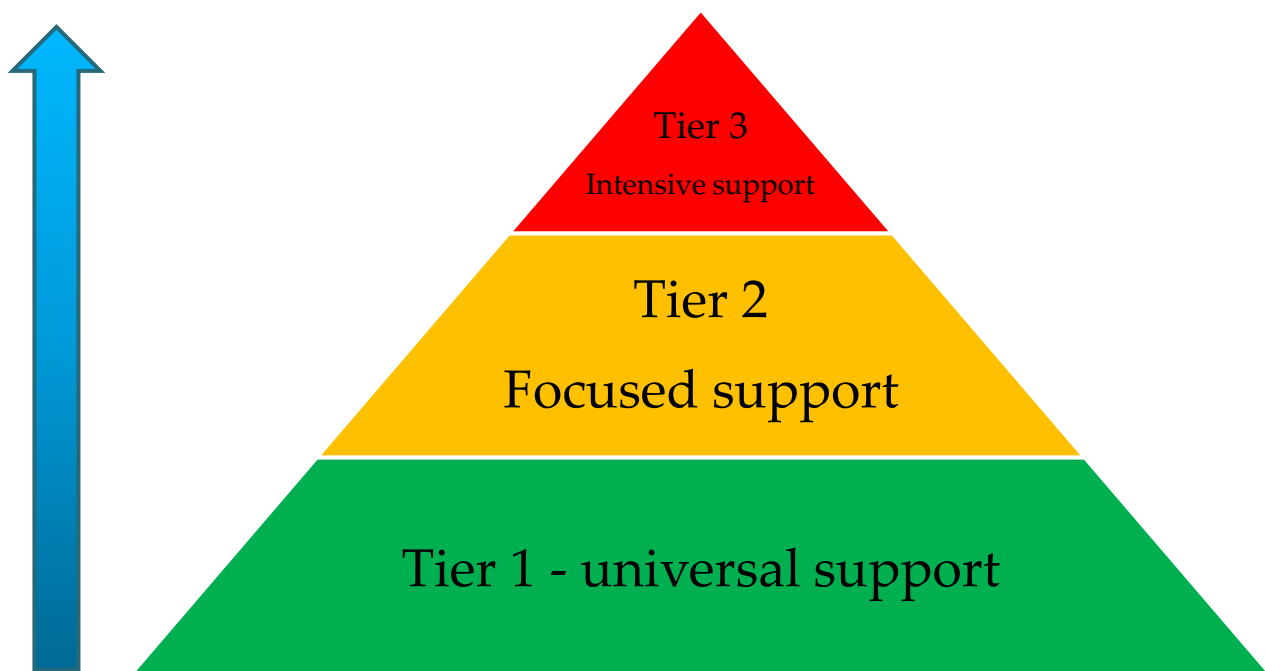
Monitor the use of restorative justice to track success

A matrix of all school expectations, based on the values are outlined on the following page.

Student behaviour incidents are recorded in a student's OneSchool record and categorised accordingly.

Differentiated and Explicit Teaching: Multi-Tiered Systems of Support

Wowan State School takes a proactive approach to teaching behaviour using the multi-tiered systems of support. This is a model of support for all students, consisting of 3 tiers of intervention. The tiers represent levels of intervention which become increasingly individualised to meet every student's learning needs. They **do not** represent students and that language is never used to describe a student. Multi-tiered systems of support align with the principles of restorative justice.



Tier 1: Focuses on prevention of behaviour by providing universal whole of school behaviour teaching by all staff for all students.

Tier 2: Designed to prevent the development and escalation of challenging behaviours for students who require additional support to engage in education successfully. These students are provided with focused teaching and behaviour support.

Tier 3: Designed to reduce the intensity, frequency, and/or complexity of challenging behaviours by providing individualised behaviour teaching and supports using evidenced-based interventions.

In all tiers, our staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

Tier 1: Universal Support

Tier 1 'differentiated and explicit teaching for all students', or school-wide interventions, are the foundation for ensuring that all students are provided a safe and secure learning environment. Interventions are at the whole of school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

Examples of Tier 1 supports include:

- explicit teaching of behavioural expectations and social-emotional competencies
- clear boundaries in place
- high rates of acknowledgement for expected behaviours
- effective instruction
- active supervision.

Source: [Queensland Government: Supporting Student Behaviour](#)

Tier 2: Focused Support

Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions.

The focus of Tier 2 is to reduce the number of existing students requiring additional support.

Examples of Tier 2 supports include:

- daily check ins
- academic modifications
- mentoring support
- social skills groups.

Source: [Queensland Government: Supporting Student Behaviour](#)

Tier 3: Intensive Support

Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports involving **highly individualised** interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3

interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention has to be paid to Tier 1.

Tier 3 interventions and supports involve:

- a case management approach
- a process for assessment, such as [functional behaviour assessment \(FBA\)](#)
- [individual behaviour support planning \(PDF, 319KB\)](#) [\(PDF, 326KB\)](#)
- ongoing monitoring and review.

Source: [Queensland Government: Supporting Student Behaviour](#)

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

Level	Behaviour	Consequences
1	At this level, all students are on task and no disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements could include: • verbal reinforcement and recognition • record of achievement for formal acknowledgement • phone calls/letters/email to parents or carers for positive recognition • Award certificates • Gotchas
2	Inappropriate student behaviours to be dealt with at this level include: • minor incidents • ignoring instructions • lateness to class • littering • minor disrespect • use of mobile phone • uniform/make-up/jewellery transgressions	Teacher-initiated actions could include: • verbal negotiation with the student • teacher records on OneSchool • teacher aides, specialists, TRS record incident and refer to classroom teacher • reminder of classroom expectations • in-class separation or isolation • student sent to buddy class with a 'Behaviour Plan Form' • removal from classroom for one-on-one resolution • assign student to accompany you on playground duty • assign student a lunchtime detention • contact with parent/ carers
3	Inappropriate student behaviour to be dealt with at this level include: • continued level 2 behaviours • referrals from teachers • repeated defiance • all forms of bullying • physical aggression • verbal abuse, including swearing and major outbursts • use of electronic devices to bully, threaten or breach privacy laws	Teacher and Administration will initiate actions that could include: • monitoring program • resolution meeting between teacher/student/aggrieved party • referral for assessment and specialist support • recess detention • restitution • parent / carer contact • interagency referral • referral to Principal • suspension
4	Inappropriate student behaviours to be dealt with at this level include: • continued level 3 behaviours • stealing • truancy • unprovoked physical aggression • smoking • pornography • intimidation of staff • vandalism • sexual harassment/misconduct	Principal-initiated actions in consultation with GO, AVT/BM and class teacher could include: • parent / carer contacted for interview • detention • referral to outside agency • consultation with Principal • recommend suspension (minimum 5 days for unprovoked physical aggression) • restorative conferences on return from suspension, including conditions for re-entry • police notification

	Inappropriate student behaviours to be dealt with at this level include: • extreme or repeated incidence of level four behaviours • repeated acts of unprovoked physical aggression or bullying • possession of drugs • possession of a weapon • supply of drugs • use of a weapon • violent assault	Principal, in consultation with GO, AVT/BM, class teacher, determines the most appropriate course of action that include the following: • parent / carer interview • suspension in line with Education Qld Policy for Student Disciplinary Absences (6-20 days for repeated acts of physical aggression) • Behaviour Improvement Condition in line with Education QLD Policy for Student Disciplinary Absences • Recommendation for exclusion in line with Education Qld Policy for Student Disciplinary Absences • Police Notification (if illegal-behaviour)
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NB: Student Disciplinary Absences are used after consideration has been given to all other responses.

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

Ensuring consistent responses to problem behaviour

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

Students 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.

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

Disciplinary Decision Making and Consequences

In managing a student disciplinary matter, principals and other school staff will:

- interact with students, families and staff in a friendly, courteous and professional way
- protect student and staff confidentiality and privacy as much as possible
- act independently, impartially and in the public interest
- act fairly and observe the rules of natural justice and principles of restorative justice.
- conduct investigations into reported behaviour incidents in a timely manner without undue delays in the investigation process
- inform any person who is the subject of an investigation (at an appropriate time) of the substance of any allegations against them, and provide them with a reasonable opportunity to respond to the allegations
- inform any other person whose interests or legitimate expectations are, or are likely to be, adversely affected by an investigation finding, and provide them with a reasonable opportunity to respond before a report is issued
- gather all relevant evidence and information to establish the facts of the matter under investigation
- apply an objective investigation standard equitably to all parties
- evaluate the effectiveness of processes established within the department and at educational institutions
- base investigation findings on sound reasoning and relevant evidence.

Source: [Principal Student Discipline Guidelines](#)

According to the departmental [student discipline procedure](#), prior to making a decision about disciplinary consequences, including detention, removal of privileges, suspension or exclusion, we will:

- assess the student's behaviour and the level of risk the behaviour presents
- undertake an assessment of the human rights that may be impacted by any decision and consider whether the limit placed on those human rights is reasonable and justified. The assessment must be documented appropriately.
- take into account:
 - a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
 - procedural fairness in all decision making
 - that the grounds for suspending or excluding a student **apply to all students**, including mature aged students
 - the conduct of a student may include an omission to perform an act by the student
 - that action can be taken to address behaviour occurring outside school premises or school hours
 - that an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
- apply a school disciplinary absence, such suspension or exclusion, as a strategy of **last resort**.

All contact and decisions pertaining to a behavioural incident will be recorded and stored in the student's record in the Department's OneSchool data base.

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).

Families/Carers and students may appeal a long suspension, charge-related suspension or exclusion decision. The Director-General or their delegate will conduct a review, and a decision made within 40 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 Meeting

There is no legislative requirement for a re-entry meeting. We will utilise the period to suspension to:

- Assess and provide support for the student and their family to return to the school in a safe and supported manner
- Consult with Department of Education specialists, the student's external specialists (if applicable) and the staff to develop behavioural support plans to meet the student's safety and wellbeing needs.
- If a safety and risk to the general student population is identified, develop risk management plans to be implemented whole of school
- Ensure that the health and wellbeing of all school stakeholders is being met.

Department of Education Policies

The Department of Education has school behaviour policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please refer to the following policies for detailed information:

- [Student Discipline](#)
- [Refusal to enrol – risk to safety or wellbeing](#)
- [Cancellation of enrolment](#)

Temporary removal of student property

Under certain circumstances, the removal of 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, students and visitors.

Power to remove property from students As per the Education (General Provisions) Regulation 2017, the principal or state school staff member may remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary:

- to promote the caring, safe and supportive learning environment of the school; or
- to maintain and foster mutual respect between staff members and students at the school; or

- to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or
- to provide for the effective administration of matters relating to students of the school.

Key Information

- **Consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- If student property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the property or the bag it is in should be seized immediately and retained for handing to police.
- Under normal circumstances state school staff are not permitted to search student property unless they have the consent of the student or parent.
- In emergency circumstances it may be necessary to search a student's property without the appropriate consent (e.g. to access an EpiPen for an anaphylactic emergency).
- State school staff do not have the authority to search the person of a student. If a search is considered necessary, the police should be contacted to make such a determination.

Principals:

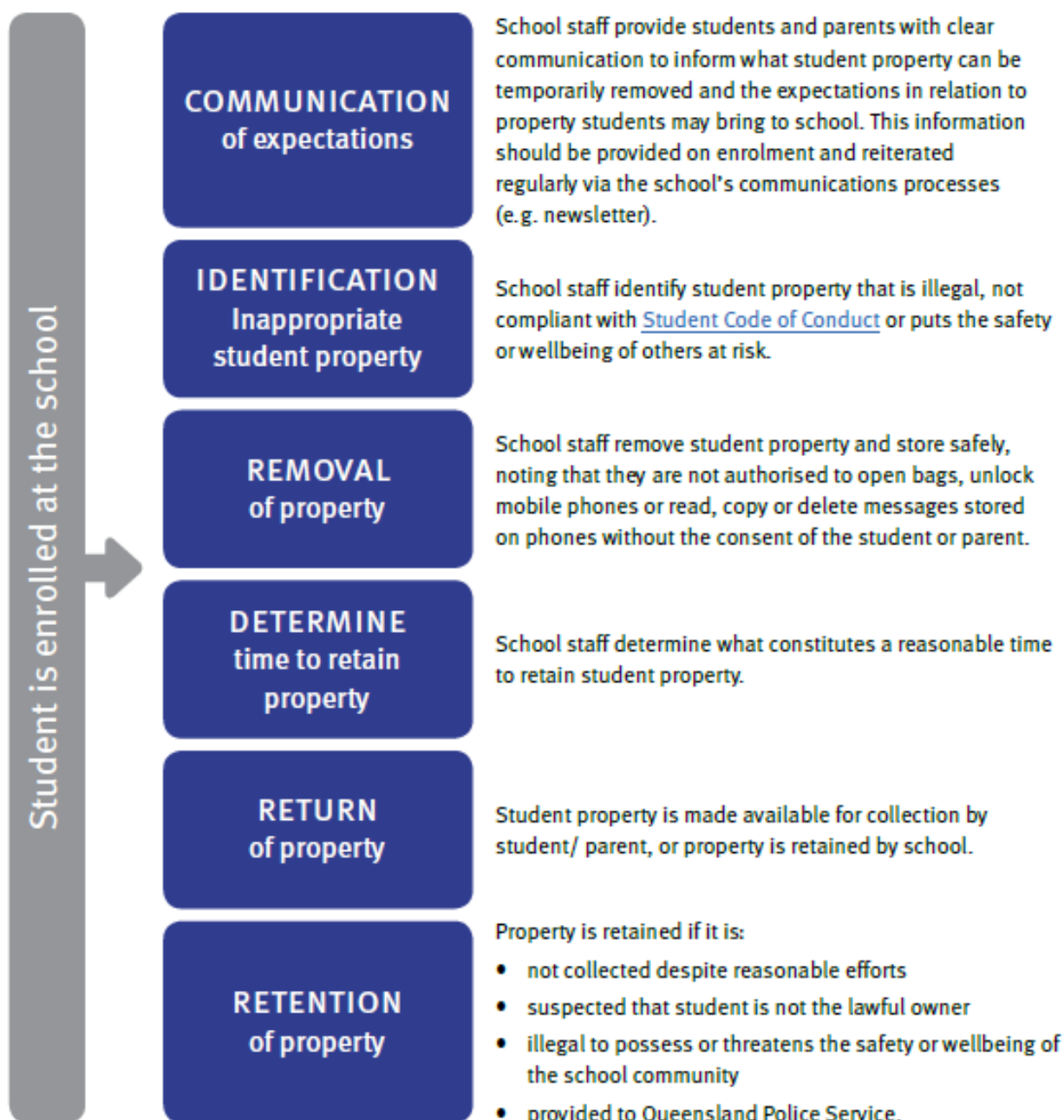
- Ensure school staff are aware of the responsibilities outlined in the Temporary removal of student property by school staff procedure that must be followed when temporarily removing property from students
- Ensure parents and students are:
 - informed of the procedure which enables state school staff to temporarily remove student property
 - aware of the right to refuse permission for school staff to search student property, and that police may be called if consent is not provided.
- Include within their Student Code of Conduct:
 - that state school staff may remove property without the consent of parents or students
 - the limits on state school staff accessing information from temporarily removed property, such as mobile phones
 - examples of property that may be temporarily removed
 - examples of the amount of time certain property may be temporarily removed
 - that student property may be seized by the police.
- State school staff (including principals):
 - Where there is suspicion that the student has a dangerous item in their possession, seize student property immediately and remove from the student's access prior to seeking consent or contacting Queensland Police Service.
 - Follow appropriate processes outlined in the Student Code of Conduct regarding:
 - temporary removal of property
 - access to information on temporarily removed property
 - return of temporary removal of property
 - circumstances where temporary removal of property need not be made available for collection
 - deciding a reasonable time to make temporary removed property available for collection.
- Students and parents:
 - Ensure they/their children do not bring property onto school grounds or other settings used by school that:
 - is prohibited according to the school's Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment

- does not maintain and foster mutual respect.
- Collect their/their child's property as soon as possible after they have been notified the property is available for collection.

Source: [Temporary removal of student property by school staff](#)

Temporary removal of student property by school staff flowchart

Refer to the [Temporary removal of student property by school staff](#) procedure for detailed process.



The Principal or staff member will 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 Wowan State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol

- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Wowan State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between families, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

Students should not bring personal technology devices like cameras, digital video cameras, MP3 players, phones or iPads to school as there is a risk of damage or theft. Such devices if required, will be placed in the office by the student and may be collected at the end of the day from the school office.

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

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

- use school devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a digital device
- seek teacher's approval where they wish to use a digital device under special circumstances.

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

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

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

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

Special circumstances

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

Preventing and addressing bullying and cyberbullying

The national definition of bullying for Australian schools is:

Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/ or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Cyberbullying is covered by this definition even when there is only a single instance of abuse, because the fact that it occurs online means it may be 'repeated' through sharing. (Source: [eSafety Commissioner cyberbullying factsheet](#))

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Cyberbullying is treated at Wowan State 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.

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.

Such occurrences may still be serious and require intervention or management, however they do not (as single incidents) meet the threshold of a behaviour that can be described as bullying.

The impact of bullying

Bullying can impact on student engagement, learning and attendance. Concerns about bullying will be taken seriously and receive a satisfactory response from the school. The impact of bullying behaviour may affect everyone in a school community.

Responsibilities

All incidents that directly impact the good order and management of a school will be managed in line with the school's Student Code of Conduct. Principals and school staff have a responsibility to respond to allegations of bullying.

Principals:

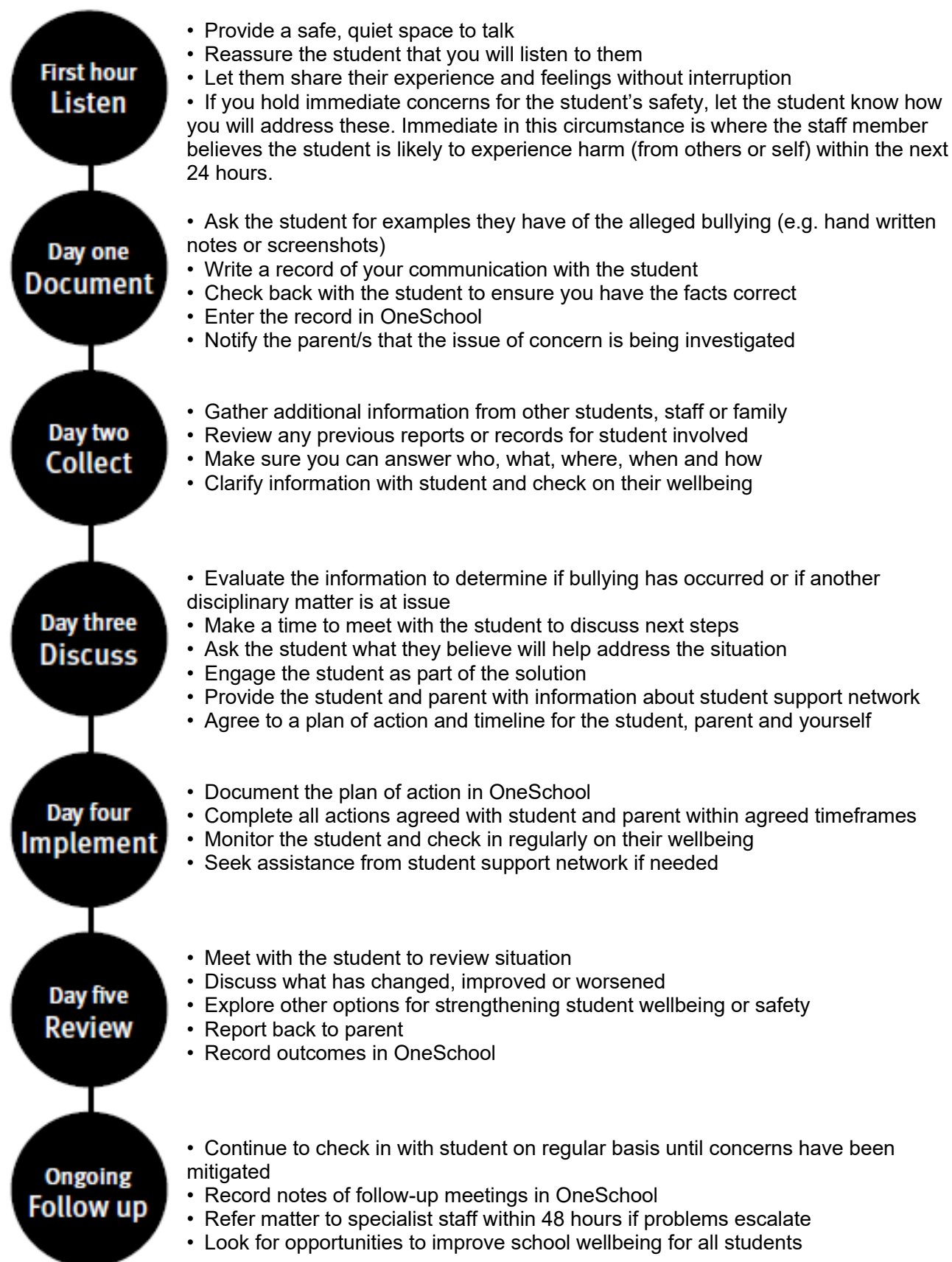
- ensure that their school's Student Code of Conduct clearly articulates the approach for responding to allegations of bullying and includes the bullying response flowchart
- ensure the school community is aware of the school's approach for responding to and managing allegations of bullying
- have the authority to take disciplinary action to address student behaviours (such as bullying) that occur outside of school hours or school grounds if the conduct adversely affects, or is likely to adversely affect, other students and/or the good order and management of the school
- share information appropriately and as necessary with staff about any incidents of alleged bullying • encourage and model appropriate behaviour from staff, parents and the school community
- act to highlight or manage any concerns of bullying.

State school staff (including principals):

- promote positive student behaviours
- follow appropriate processes outlined in the school's Student Code of Conduct when responding to allegations and incidents of bullying
- immediate action must address the physical and emotional safety of the student, for example providing a safe place for the student, redirecting students engaging in bullying behaviours or interrupting and addressing verbal abuse in situ
- respond to allegations and incidents of bullying
- take reasonable steps to prevent bullying and respond to complaints to help bring the bullying to an end
- ensure records in OneSchool are maintained accurately in relation to any allegations of bullying. Students
- who wish to make a report about bullying should approach a teacher with whom they feel most comfortable or trust, which may be their regular class teacher, a guidance officer or deputy principal for example
- who engage in bullying behaviour may face disciplinary action whether behaviour
 - occurs at school
 - occurs outside of school hours or settings (including school camps and excursions)
 - is directed towards other community members or students from other school sites.

Resources

- [Positive Behaviour for Learning \(PBL\)](#)
- [Inclusive education policy](#)
- [Supporting students' mental health and wellbeing procedure](#)
- [Bullying. No Way!](#)
- [Be You Bullying and school aged students](#)
- [Australian Human Right Commission Fact Sheet](#)
- [eSafety Commissioner](#)



Educational Programs

It is important that student's staff and families understand what bullying behaviour is, how it impacts on people and how we respond to bullying behaviour. At our school we use the following educational strategies to combat bullying:

- Relationships Education
- The Social Skills Program facilitated by the school Chaplain (when available)
- Providing families with information regarding bullying.
- Use of our Parent, Student, Teacher communication.
- Swift and considered responses by staff to complaints from students about bullying. (Refer to Flowchart)
- Using technology safely education programs including respectful online relationships delivered as part of the Health and Physical Education and Technologies curriculum.

Prevention Programs

Effective social skill education and positive relationships act to prevent bullying behaviour. We promote effective social skilling and positive relationships by:

- Having an 'open door' policy with families and students which encourages full and frank discussions regarding issues such as bullying behaviour.
- Treating all stakeholders with respect and attending to the needs of others.
- Making use of our student meetings as an appropriate means of communicating student concerns and issues to staff.

Responses to bullying behaviour.

Reports of bullying behaviour will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences for Students.

We support those involved in incidents of bullying by;

- Providing counselling support
- Conducting bully behaviour interviews (e.g. method of shared concern)
- Increased supervision of 'at risk' areas
- Social skills programs for those involved in incidents of bullying
- De-briefing bullying behaviour incidents in an open and frank manner.
- Supporting those targeted by bullying behaviour and providing them with strategies to empower and resist bullies.
- In cases of serious bullying behaviour informing outside agencies e.g. Department of Children's Services and the Queensland Police Service.

Reporting and monitoring bullying behaviour

We take reports of bullying behaviour seriously. Students and families may report bullying behaviour in the following ways.

- Directly to a member of staff.
- A report from a parent to a staff member.
- Making use of the parent communication.
- A referral from a teacher to the Principal using the OneSchool application.

Reports of bullying behaviour will be collated and monitored to inform the school community about the extent of bullying behaviours and to identify particular areas of concern for future action and to inform the teaching and learning required.

Responding to Incidents of Bullying

At Wowan State School, we are committed to providing a safe, respectful, and inclusive learning environment for every student. Bullying is not tolerated at our school in any form, and we take a proactive, educative, and structured approach to prevention and response.

- Provide private and secure opportunities for students to disclose bullying incidents
- Ensure that student check-ins are provided daily
- Ensure responses are provided by a staff member who has appropriate training, and who is in a position to respond to the situation effectively
- Ensure students know they will be listened to in a supportive way by a staff member that they trust and are prepared to talk to.
- Ensure that all staff accept they are responsible for bullying in the school even if they do not teach or are directly responsible for the students involved
- Ensure all staff are familiar with the school's commonly accepted definition of bullying
- Follow departmental discipline guidelines and procedures as detailed in this document

Source: [National Centre Against Bullying](#)

Responsibilities

Students

To help prevent cybersafety incidents, students are taught how to use technology appropriately and responsibly behave in ways to enhance their own safety. This Student Code of Conduct details the school's behaviour policy including the appropriate use of technology, and the consequences and processes for addressing bullying (including cyberbullying).

School staff, teachers and principals

Wowan State School staff are responsible for providing a safe and supportive learning environment, where children feel protected, comfortable and accepted.

Families and parents/carers

Parents and carers are a child's first teachers. They play a critical role supporting their children to engage safely online and avoid harmful experiences. Educating children from a young age is especially important, with technology accessible to children of all ages. Parents and carers can access a range of support, information and guidance through esafety.gov.au and can talk to their child's school if they have concerns about their child's online safety or cyberbullying.

Adapted from www.esafety.gov.au/parents/skills-advice/good-habits-start-young

Guidance officers

Guidance officers provide a broad range of proactive and preventative services including psychoeducational assessments, advice and counselling on educational, behavioural, personal, social, career and mental health and wellbeing issues. Guidance officers also play an important role in supporting responses to critical incidents

Preventing Incidents of Cyberbullying

The school community of Wowan State School believe that cyberbullying can best be provided by employing pro-active measures in regards to this issue. Such measures include:

- Encouraging and teaching the correct use of technology.
- Having students sign our School Internet Policy on an annual basis.
- Including education on Cyber-bullying on a regular basis.
- Monitoring student and staff usage of e-mail and the internet in line with Education Queensland policies.
- Having an 'open door policy' with families regarding all issues at school including cyber-bullying.
- Treating a cyber-bullying incident with the same gravity as a 'traditional' physical or emotional treat to a child.

Responses to Incidents of Cyberbullying

Reports of cyber-bullying will be investigated and acted upon.

It is important for students, families 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. Families 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.

Refer to the [guide for families](#). It contains 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

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 under the [Student protection procedure](#).

Explicit images

If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into OneSchool records). Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online incident management guidelines](#).

Help

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

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

YES

or

NO

1. Initiate an incident response

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

2. Collect evidence

Gather and preserve evidence of the online content or a potential unlawful online behaviour, where legally permissible. Note the exemption about explicit images above. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

3. Is there a potential crime? (See Appendix 3 of the [Online incident management guidelines](#).)

YES

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

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

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

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cyber Security Centre](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

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

NO

Content may not constitute a criminal offence requiring police involvement, but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour in line with the Student Code of Conduct.

4. Take steps to remove the upsetting or inappropriate content

If the poster of the content is known, request removal. Alternatively use online reporting tools. If assistance is required, contact the CSRM team.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school community, the principal can take appropriate follow-up action according to the Student Code of Conduct.

6. Recording the incident on OneSchool

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



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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you see negative or derogatory content online which involves the school, hinders a child's learning 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 families are not. If you are tagging or naming students, consider that other families 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

We are committed to providing high quality, inclusive education and a safe, supportive and discipline school environment for all students, staff and visitors. Additionally, it is not acceptable for any school employee to face physical harm in the workplace or to expect they might be harmed during the course of their work.

The use of restrictive practices will always be a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices will not be used for punishment or as a disciplinary measure. Any proposed use of restrictive practices will be planned with departmental specialist support and in consultation with the student's family. This Individual Student Safety Plan will be supported by an Individual Behaviour Support Plan, a Functional behaviour Assessment which details the positive and practice strategies that will be implemented prior to the use of any planned restrictive practices.

State school staff have a non-delegable duty of care to take reasonable actions to prevent the risk of foreseeable harm to students, themselves and other persons.

Generally, the restrictive practices permitted under the [restrictive practices procedure](#) must only be used where:

- a) the restrictive practice is reasonable in all the circumstances; and
- b) there is no less restrictive measure available to respond to the behaviour in the circumstances.

Restrictive practices are the use of interventions and practices that have the effect of restricting the rights or freedom of movement of a person. Restrictive practices include:

- a) seclusion
- b) containment
- c) physical restraint
- d) mechanical restraint
- e) clinical holding
- f) chemical restraint

Where possible, our staff will work in such a way that we will optimise approaches of positive behaviour support, for responding to behaviour of students that poses an immediate foreseeable risk of harm and will implement procedural advice so as to reduce reliance on restrictive practices

The practice principles are:



Regard to the human rights of students by ensuring that restrictive practices are not used to punish a student or to force their compliance. The use of any restrictive practice will occur only when there is no less restrictive measure available to respond to the behaviour and is reasonable in the circumstances.



Safeguarding students, staff and others from harm will be achieved by ensuring that schools are safe places to be educated and work. That the best interests of students and wellbeing of staff is supported through procedure, policy and practice.



Transparency and accountability will be actioned through the development of the school Student Code of Conduct. Every Queensland school that intends to make provisions for staff to use restrictive practices must clearly state this intention in their Student Code of Conduct.



Consultation and communication will be encouraged and parents will be consulted as part of the development of the school's Student Code of Conduct. Parents will be consulted about plans that likely affect their child and informed if their child is subject to a restrictive practice.



Maximise the opportunity for positive outcomes through the adoption of evidence based positive behaviour support and providing staff with appropriate training and development.



Aim to reduce or eliminate the use of restrictive practices through adopting evidence based positive and proactive behaviour support approaches and ensuring that restrictive practices are only used when no other less restrictive option is available in the circumstances.

If there is a known risk that requires the use of physical restraint, the principal will consider arranging training (from a specialist training provider) that includes physical restraint techniques. The training will be delivered with consideration for the behaviour, the known risk, and be appropriate for responding to the risk presented by individual students or the behaviour risk profile of the school.

Training will include:

- the implementation of this procedure
- the legal obligations of staff (i.e. the duty of care)
- evidence based positive and proactive behaviour support strategies
- circumstances where the use of restrictive practices may be required to discharge a staff member's duty of care
- strategies that assist in preventing and de-escalating behaviour
- strategies to manage individual students' behaviour in accordance with any plans related to that student
- strategies that assist in preventing behaviour that may require the use of restrictive practices
- the risks associated with the use of restrictive practices, including seclusion and physical restraint techniques
- reporting and oversight procedures following any use of restrictive practices.

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

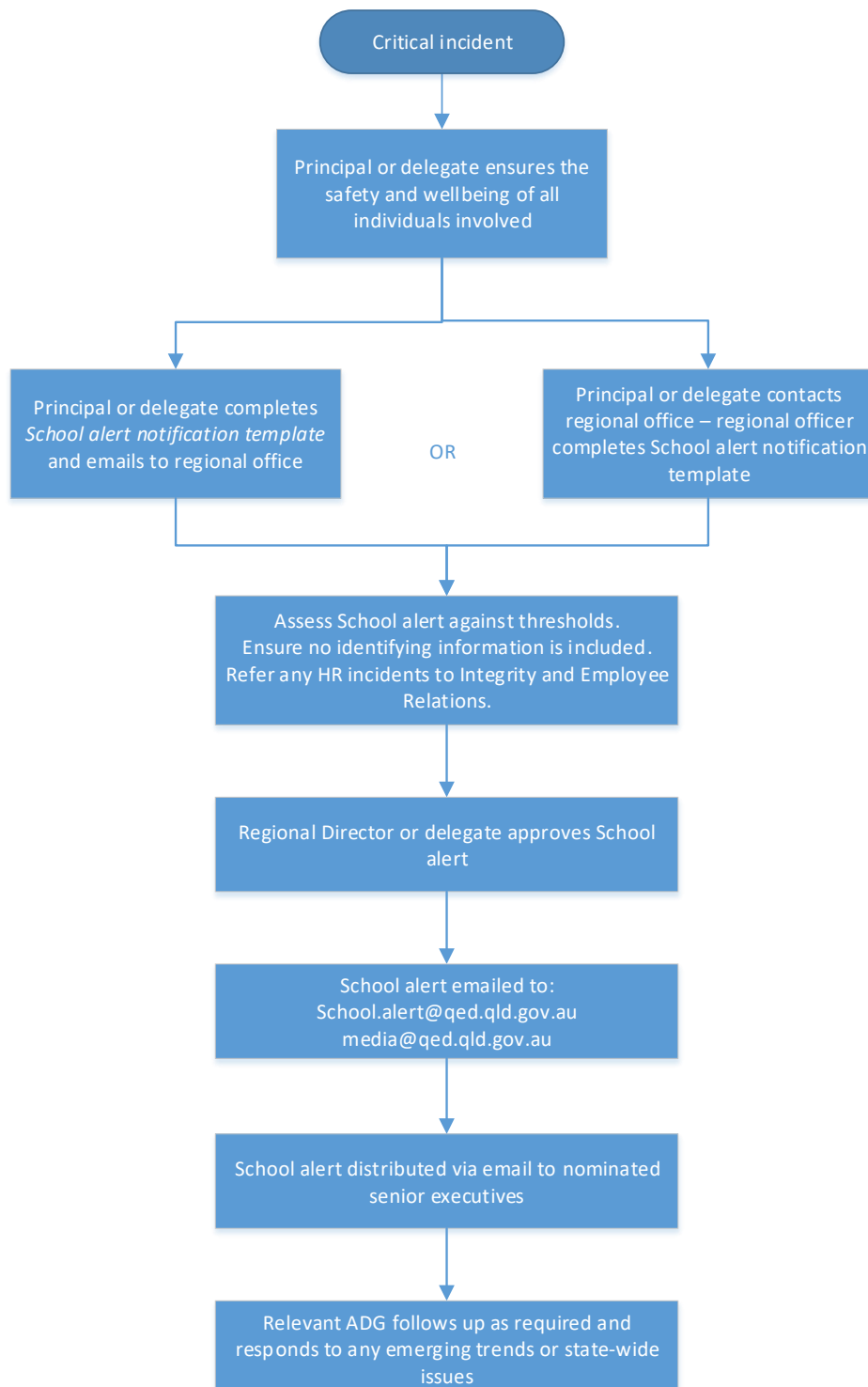
Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy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

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

Critical Incidents

We recognise the importance of all staff having a consistent understanding of how to respond to critical incidents involving. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. A critical incident can be defined as an event that poses a risk to the health, safety or wellbeing of one or more individuals in the school community and impacts on the operation, educational program, environment and/or reputation of the school. Student behavioural dysregulation is included in this definition. A critical incident requires a school alert.

School alert notifications - flowchart



Staff should follow documented behaviour support plans in place for identified students which details risk management plans, behavioural triggers, signs of escalation and de-escalation strategies.

When a student becomes dysregulated, the intent is for all staff to transfer their sense of calm to the student and show their genuine interest and care for what they are experiencing. We want to show students that we are listening and caring as our objective is to

- reduce the level of emotional arousal
- build rapport
- establish connection and
- build trust

For unexpected critical incidents, staff should use **basic de-escalation techniques**:

1. Immediately:

- a. Remove spectators (additional staff and all students)
- b. Give the student more space
- c. Take a non-threatening physical stance e.g. body at angle to student, empty hands, remain in students line of sight

2. Maintain calmness, respect and detachment:

- a. Adopt a calm demeanour
- b. Speak with a steady, low and soft voice
- c. Do not show reaction to intense verbal disrespect or threats from student
- d. Speak respectfully to the student
- e. Try to see the situation from the student's perspective

3. During the de-escalation:

- a. Make sure the student feels heard
- b. Repeat statements student says and ask for clarification
- c. Identify points of agreement (e.g. This happened and I would feel that way too)
- d. Walk and talk (side-by-side)
- e. Ask open-ended questions about incident
- f. Acknowledge student's emotional condition empathetically (You look really angry and I want to understand why)
- g. Validate student's responses to show that you understand – this is different to agreeing with the student
- h. Allow the student time to process information
- i. Start to set gentle limits
- j. Reassure the student that you are wanting to understand their perspective so that you can provide them with support to remedy the situation causing their distress

4. Observe signs of de-escalation: This will be unique and specific for each individual student.

5. Co-design and Plan:

- a. If possible, develop and action plan with the student and their family
- b. At the earliest opportunity, facilitate immediate access to school guidance officer
- c. De-brief with other staff that should know about the incident and the consequent plans
- d. Provide support to all students involved in the incident
- e. Notify parents of critical incident if necessary
- f. Ensure OneSchool and required Workplace Health and Safety records are completed and entered in a timely manner

Appendix A

Behaviour Expectations matrix

Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX – Developmentally appropriate application								
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRS	TOILETS	WAITING IN LINES	Home time/Bus
RESPECTFUL	- Use equipment appropriately - Keep hands, feet and objects to yourself - Use polite language - Respect others'	- Walk - Sit still - Enter and exit room in an orderly manner - Raise your hand to speak	- Participate in use of approved online sites and educational games - Be courteous and polite in all online communications	- Participate in school approved games - Share equipment. - Allow others to play.	- Keep passage ways clear at all times - Move around quietly.	Respect privacy of others	- Sit or stand quietly as directed by the teacher - Keep your hands and feet to yourself while waiting	- Sit or stand quietly as directed by the teacher - Keep your hands and feet to yourself while waiting
RESPONSIBLE	- Ask permission to leave the classroom - Be on time - Be in the right place at the right time - Follow instructions straight away - Complete set task to the best of your ability.	- Be prepared - Complete set tasks - Take an active role in classroom activities - Keep work space tidy - Be honest - Respect others' right to learn - Talk in turns - Be a good listener	- Report any unacceptable behaviour to a teacher - Post only appropriate content online - Use equipment correctly. - Keep headphones clean and in packets.	- Be a problem solver - Return equipment to appropriate place at the sports shed. - Use equipment correctly.	- Move peacefully in single file - Walk one-step at a time.	Use toilets during breaks	Be quiet	- Leave school promptly - Take your belongings - Go to known adult.
SAFE	- personal space and property - use equipment correctly. - Clean up after yourself - Wait your turn - Walk on hard surfaces.	- Push chair in - Use resources correctly. - Follow classroom rules. - Walk - Keep area clean and tidy.	- Respect others' right to use online resources free from interference or bullying - Keep any usernames or passwords private - Follow all teacher instructions about keeping private information off online sites	- Play safe and fairly – take turns, invite others to join in and follow rules - Care for the environment - Wear shoes and socks at all times - Be sun safe; wear a broad brimmed hat	- Walk quietly and in an orderly way so that others are not disturbed. - Hold the stair rail. - Rails are for hands only. - Walk one step at a time - Carry items - Step on each step one at a time.	- Wash hands after using the toilet and before eating food - Walk	- Wait your turn - Keep your belongings nearby	- Follow adult instructions. - Walk quietly in line. - Walk on path - Be alert around vehicles.

Resources

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



Wowan State School



The Behaviour Process

Minor Behaviour Learning

Non-Verbal cue
Verbal warning
Re-direct
Move seats

↓
Go to buddy class
Time out
↓
Refer to Principal

Yes



No

Minor Behaviour Playtime

Calm down
Ask them to stop
Ignore don't react
Take turns
Talk and listen
Be kind
Make agreement
Apologise
Let it go

No

Repeated Minor Behaviours

3 times in one week

OneSchool Incident
Lunchtime time out
↓
Phone call home
↓
Parent Meeting

Major Behaviour

Learning or Playtime

Contact Principal
U-Turn process and
referral



WOWAN STATE SCHOOL

Behaviour Expectations

Be Safe – Be Respectful – Be Responsible



All Locations

Be Safe

We keep ourselves and others from harm. Hands and feet to ourselves. We use equipment properly.

- Make friendly choices
- Use your Bridge Builders to resolve issues.
- Be in the right place at the right time
- Move safely around the room - walking.
- Use equipment and resources as intended.

Be Respectful

We use kind words and actions. We listen when others are speaking. We treat others the way we want to be treated. We care for all people in our school.

- Wear uniform with pride
- Move through school quietly
- Respect others right to learn in classrooms
- Be a good listener
- Respect others and their feelings.
- Use kind words and be polite
- Talk it out and be honest.

Be Responsible

We do the right thing all the time. We follow instructions first time every time. We take care of our belongings and school equipment. We are honest and try our best every day

- Use the toilets responsibly and wash our hands.
- Keep our desk area and classroom tidy
- Follow all instructions from a teacher, first time, every time.
- Try our best in all that we do
- If we can't do something, we can't do it 'yet'!

Playground

- We play safe games and follow the rules
- Use playground properly and look out for others.
- Be sun safe! No Hat! No Play!
- Play fair and take care!

- Care for the environment
- Leave eating area clean
- Put rubbish in the bin
- Put away play equipment
- Be mindful of other students when playing games

- Take care of younger students
- Be inclusive in our games
- Follow the rules of the game
- Use our bridge builders to solve problems.