



Student Code of Conduct 2022-2025

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement


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Principal Signature: 

Community Advisory Group Representative Name: Jenny Burns

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Community Advisory Group Representative Name: Lisa De Caluwe

Community Advisory Group Representative Signature: 

Community Advisory Group Representative Name: Melissa Barclay

Community Advisory Group Representative Signature: 

Date: 13th October 2022

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Purpose

Woogaroo Creek State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/ carers and visitors.

The Woogaroo Creek 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 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.

Whole School Approach to Discipline

Woogaroo Creek State 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 Woogaroo Creek State School we believe discipline is about more than consequence. 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 Woogaroo Creek State School Student Code of Conduct is an opportunity to explain the PBL framework with parents/ carers 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/ carer and school staff member.

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

At Woogaroo Creek State School, we have taken a holistic approach to collaboratively developing a Whole School Approach to Discipline which is underpinned by evidence based supports to set students up for success to REACH each day. This will be visible throughout the school and on classroom Behaviour Learning Walls.

Appendix One: WCSS Whole School Approach to Discipline


WHOLE SCHOOL APPROACH TO DISCIPLINE		Underpinned by strong, respectful relationships founded in unconditional positive regard			
WOOGAROO CREEK STATE SCHOOL		Teacher Commitment: ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT			
SETTING STUDENTS UP FOR SUCCESS: A. Respectful: Through our words, attitudes and actions, we respect, SAIT, Ourselves, the Environment. B. Empowered: Empowered students are ready to learn, risk, try, So, Push Through the At, Feedback and Give. C. Accepting: <ul style="list-style-type: none"> • Accept yourself, others to be different, strive to be unique • Accept others, already enriches our world. D. Collaborative: We work with others to succeed. E. Responsible: We have the courage to do the right thing and we have the courage to apologise.	Establishing expectations: Create articles and demonstrate the boundaries of acceptable behaviour. Encourage students to share their own ideas of acceptable behaviour.	Clear instructions: Give clear directions about what students are to do.	Waiting and naming: Wait and look at students for 5-10 seconds after instructions to give.	Going with positive acknowledgment: Acknowledge students or task behaviour with the words of encouragement and praise.	Being language encouraging: Encourage the use of positive, generous and clear responses to encourage maximum success.
	Descriptive encouraging: Encourage students to share their own ideas of acceptable behaviour.	Selective attending: Demonstrate interest in students with a task in appropriate behaviour.	Redirecting to the learning: Redirect students to the task with a redirect or the learning, rather than a consequence.	Giving a choice: Offer choices to students when it is desirable, when the available choices are their social consequences.	Following through: Follow through with the consequences of behaviour, or a consequence that is not a social, but a learning consequence.
SUPPORTED BY: <ul style="list-style-type: none"> • Pedagogical Approaches: Visible, Explicit, Collaborative • Differentiated teaching and learning • Instructional and flexible learning spaces • Visual Timetables in each classroom • Rocky's Rules - explicit taught • REACH targeted acknowledgment - free and frequent • Weekly Social Emotional Lessons (SEL) with a REACH focus • Clear and consistent whole school processes • Maximised use of our school timetable • Consistent signage throughout the school • Classroom Behaviour Vids • First Past, Not and Rocky's Reminders each morning • Consistent Communication with the school community, Parents, Newsletter, Social Media • Buddy Beaters across play areas • Zones of Regulation lessons in every Zone's Check in with students • Consistent Vids for Classroom Management by all staff members • Active supervision - walk around, look around, talk around REWARDED BY: <ul style="list-style-type: none"> • REACH targeted praise/recognition - free and frequent • Rocky's Reward Rock art • Classroom Rewards • Administration Rewards 	Learning Areas ROCKY'S BIG ROCKS: When we are REACHING: Room Doors: No 2 to Support Me. Student self-regulates with a support person. • Preschool: sitting with • Working with Rocky Returns... to the robot space. Move to the green bench.	REFLECT & RECONSTRUCT: ROCKY'S REDDOT: In the Learning Area Rocky Rewind... using our strategies: • Get the line: 5-10 lines • Use your strategies • Drinking inward • Breathing patterns: Six steps and 7 finger challenges (Thumb to finger and hand being)	REFRESH ROUTINE: Refresh Routine: Complete a set of physical challenges that are included outside the classroom. Return and Re-Connect.	CLAN KUPU TIME TABLES: ROCKY'S REDDOT: In the playground area Rocky Returns... to the robot space. Move to the green bench.	ROCKY'S REFRESH ROUTINE: Move to ROCKY'S REFRESH Sign and complete routine. TWO: TWO MINUTE TIME OUT OF PLAY. Two minute time out of play, issued at discretion of adult. REINFORCE: Student placed in front of the current play area where stated by the adult. Adult to move to an alternative play area. Adult forms via Visible Talker, student is on REINFORCE, acknowledging to move. REACT: To administration by adult. Record Water Force on One, Social and Water to DP and P.
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PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Respectful, Empowered, Accepting, Collaborative and Honourable (REACH).

Students, Staff, Families and Visitors

The table below explains the PBL expectations for students, staff and families and visitors.

Students	Staff	Families and Visitors
 <p style="text-align: center;">Unpacking our REACH Expectations...</p> <p>R: Respectful: Through our words, attitudes and actions, we respect: Self, Others, Property, the Environment.</p> <p>E: Empowered: Empowered students are ready to learn, Have a Go, Push Through the Pit, Feedback and Grow.</p> <p>A: Accepting:</p> <ul style="list-style-type: none"> • Accept yourself: dare to be different, dare to be unique. • Accept others: diversity enriches our world. <p>C: Collaborative: We work with others to succeed.</p> <p>H: Honourable: We have the courage to do the right thing and we have the courage to encourage.</p>	<p>R: Respectful: Through our words, attitudes and actions, we respect: Self, Others, Property, the Environment.</p> <p>E: Empowered: We empower students so they are ready to learn, Have a Go, Push Through the Pit, Feedback and Grow. We empower each other to support collective staff efficacy and meet the expectations of our roles and responsibilities.</p> <p>A: Accepting: We embrace and celebrate difference and diversity, and differentiate and support through our pedagogical approaches.</p> <p>C: Collaborative: We work purposefully with others to set every student up for success—stronger together.</p> <p>H: Honourable: We work and interact with integrity, lead by example, uphold the school's Expectations and hold each other accountable to this.</p>	<p>R: Respectful: Through our words, attitudes and actions, we respect: Self, Others, Property, the Environment.</p> <p>E: Empowered: We empower students to ensure they are ready, supported and encouraged to learn, grow and succeed.</p> <p>A: Accepting: We embrace and celebrate difference and diversity.</p> <p>C: Collaborative: We work purposefully with the school to set our children up for success. We are stronger together.</p> <p>H: Honourable: We work and interact with integrity, uphold the school's Expectations and hold each other accountable to this.</p>

Consideration of Individual Circumstances

Staff at Woogaroo Creek State 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 equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. 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/ carers to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents/ carers and students will respect the privacy of other students and families.

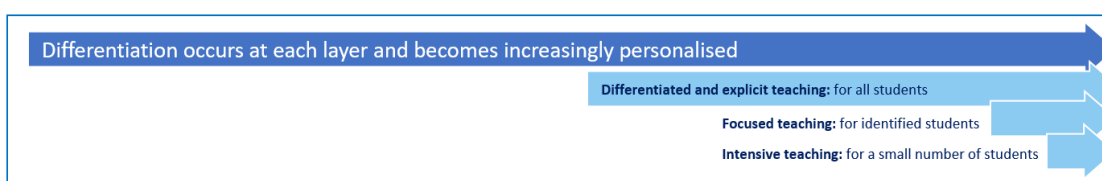
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Woogaroo Creek State 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 Woogaroo Creek State 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. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

Appendix Two: Behaviour Expectations Teaching Matrix

In all Areas		Play Time	Eating Time	Toilets	Transitions	Learning Areas	Discovery Centre	Office
RESPECTFUL	Wear my full school uniform follow adult instructions keep hands, feet and objects to myself walk away and report unsafe behaviour am in the right place at the right time greet adults by saying hello Use my manners walk on hard surfaces, stairs and verandahs give people space and stay in my own bubble speak calmly and politely to others Use all equipment appropriately	Wear my hat to play stay away from out of bounds areas play in my designated area pack up and move when the bell goes Use equipment safely and appropriately I keep hands and feet to myself I walk on hard surfaces I listen and follow adult instructions ask for help calmly Use my strategies	ask permission to leave the eating area I eat for the eating time bell before collecting my lunch box and wash table I put my rubbish in the bin straight away I tie up my lunch box at the end of eating time I carry my lunch box and order table neatly and appropriately I have my name on my lunch box I touch my own lunch box only I walk quietly from the eating area on the cart I speak in a calm way	I wash my hands I use the toilet correctly I leave the toilet clean and tidy I flush the toilet I give others privacy (one person at a time)	I line up and walk in Romy's Rows I go to the office immediately if called I walk through the school quietly	I ask permission to leave the classroom I use equipment, ICTs and furniture correctly I look after my belongings I keep toys and special items at home I keep my classroom neat and tidy I use my strategies I use an indoor voice I stop, turn and listen when I hear the canteen	I use the Walk and Return to the seat when reading books I sit on furniture correctly I return all equipment to the correct space I load an indoor voice I use my manners	I walk into the office and wait at the counter I sit and wait on the seats if called I turn my voice off when walking into the office I use my manners, including greeting adults I hand mobile phones to the office at the start of the day
	EMPOWERED	I have a go at all times (Have a Go PBL) I seek and use feedback to grow (Feedback and Grow) I have a go at new/unfamiliar areas, games or equipment	I lead by example try to be active ask for help from peers or adults I have a go at new/unfamiliar areas, games or equipment	I eat my Share Food First I Share a Snack for second break I make sure I have enough food in my lunch box I eat enough food till I am full by the time the bell goes	I use the toilet during break, eating time and before or after school I go to the toilet when I need to	I take the quickest route to and from the area I walk quietly and calmly past learning areas	I take action to Push Through the PIT I seek and use feedback to improve my learning (Feedback and Grow) I am ready to learn with all the correct equipment	need books to learn new things I know I can trust adults to listen to my concerns I know I can report my concerns if something isn't right
	ACCEPTING	I look for ways to include others ask questions in an effort to understand I understand people are different in the ways they think, speak and act I have turns, share and listen to others work together to learn new things work with others to resolve conflict	ask and encourage others to join in I teach and encourage others to join in cultural/games play with others follow the rules of the games encourage others to play a game encourage others to play a game	ask others to sit with me I respect other students (like to eat or have in their lunch boxes don't make comments) celebrate cultural food choices	I use the appropriate toilet I give others time when using the toilet	I walk calmly in my spot in Romy's Rows I follow adult instructions I wait and allow adults, younger students to pass on the pathway	I can agree to disagree with others I listen and share ideas with others I support others in their learning	help others to read books I read a variety of books about different people and cultures I accept adults want what is best for me and want me to succeed
COLLABORATIVE	Do the right thing the first time even when others are not watching encourage others to do the right thing I speak up and stand up for others report non-REACHing behaviour to adults	encourage others to be in the right place at the right time play where I can see an adult on duty	eat my own food throw rubbish only in the bin I take home any food I do not eat let an adult know I don't have any food or if others don't have food	I report non-REACHing behaviour to an adult I go to the toilet only when I need to	I walk quietly and calmly in a buddy or adult I ask for help if I am unsure of where to go	I listen to the ideas of others I take turns and put my hand up to speak I support others to learn and learn from others I walk with others to Push Through the PIT	I read a book with a friend I work with a friend or group on a game or large activity	
HONOURABLE					I do the right thing I encourage others to REACH	I leave all library equipment in the library unless it is borrowed out in my name I tell the truth the first time I have something and accountability for my actions I accept and complete consequences		



Rocky's Routines are also explicitly taught to our students to set them up for success. There is no guessing at Woogaroo Creek State School.



Rocky's Routines



Premise:

There are consistent whole school routines which are part of every school day. Routines and consistency set students up for success. By explicitly teaching, practising, prompting and acknowledging achievement of these routines, students will be set up for success. There is no guessing at Woogaroo Creek State School.

Routine	When is this routine used?	What is the routine?	Metalinguage for the routine
Attention Grabber: Castanet Clicks	Any time an adult wants the attention of students in all areas of the school	Castanet is clicked three times and adult raises their hand and waits. Students: Hear clicks, stop, turn, listen. <ul style="list-style-type: none"> Stop what you are doing Turn your attention to the person who clicked (who has their hand up) Listen for their message 	Stop, turn, listen. <i>Good stop, turn and listen, Team!</i>
Entering a space/ room.	When entering any room/ office	Student will knock and wait for adult acknowledgement. Student will enter.	Knock, wait, acknowledge (adult), enter. <i>I like the way you knocked and waited!</i>
Rocky's Rows: Lining Up and Transitioning	Lining up Moving around school	Students line up in two straight rows. Allocated leaders at the front of each row. Teacher at the back of the rows to see the whole class. Class moves around the school, staying together, with quiet voices.	Two rows Leaders at the front Teacher at the back Keep together Quiet voices
Morning Arrival	When gates open: students enter school at 8.15am	Walk straight to your classroom Water bottle on trolley, zip up bag, bag on bag racks Go to the toilet Line up in Rocky's Rows	Walk straight to classroom Unpack, Zip and Rack Toilet Rocky's Rows
End of Day	2.25pm	Class ensures floor is clear of litter. Areas of the room are neat, tidy and organised. Chairs are stacked. Bags are packed and zipped up ready for departure. <i>Check: The bag rack is empty</i>	Floor clear Room tidy Chairs stacked Bags packed
Zones Check In	When entering learning space	(Hat in bag and zip up bag) Student line up in Rocky's Rows. Teacher greets each student at the door and: <ul style="list-style-type: none"> Watches/ listens to check in Encourages students to check in Follows up with students who identify as blue, yellow or red 	(Hats away) Line Up Enter respectfully Check in
Play Time (Exiting and Playing)	When students exit learning area and during play at both breaks	Hats on heads Walking on hard surfaces to chosen play area Playing respectfully with each other First Bell will signal for students to pack up and start moving to Eating Area Second Bell will signal start of Eating Time	Hat on head Walking on hard surfaces Respectful interactions First Bell: Pack up and move to Eating Second Bell: Eating time
Eating Time	During eating time for both breaks	Collect lunch box and water bottle Choose a spot to sit calmly in the Eating Area Eat your own brain food first. Save a snack for second break. Rubbish in the bin, as we go. Find help (with manners) when you need it	Lunchboxes and water bottles Sitting calmly with friends Brain food first Save a snack Rubbish in the bin Move on the bell
Discovery Centre Visit	During Discovery Centre lessons and play times	Rocky's Rows Enter respectfully: hats off Mark and return to spot: <ul style="list-style-type: none"> Students take a marker from the marker cards, slot into shelf where book is, take book and read quietly Students take book back to marker, slot book back in, remove marker and take marker back to the marker box 	Rocky's Rows Enter respectfully Mark and return to spot Inside voices Return your book Choose your new book Line up to borrow Books in borrowing bags
Parade Time	Weekly parades or events in school hall	Enter in Rocky's Rows Sit in our area Quiet voices until we hear the castanets Stop, turn and listen when we hear the castanets Voices off Stand up when asked Clap with respect: in time with others, same volume, same length of clapping, no cheering	Rocky's Rows Sit in our area Quiet voices Stop, turn and listen Voices off Stand up when asked Clap with respect

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: Tier 1

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

- Essential Skills for Classroom Management
- 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: Rocky’s Rock Jar
- Behaviour Learning Wall
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed: Tier 2

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- 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: Tier 3

School leadership team work in consultation with the REACH Team 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.

Disciplinary Consequences

At Woogaroo Creek State School, we focus on explicitly teaching both the possible positive and negative consequences of REACH.

Appendix Three: Possible Positive and Negative REACH Consequences

 WOOGAROO CREEK STATE SCHOOL <i>Reaching new heights...</i>						
		Possible Positive Consequences		Possible Negative Consequences		
R: Respectful <i>Through our words, attitudes and actions, we respect:</i> <ul style="list-style-type: none"> • Self • Others • Property • The Environment 	If I am respectful of myself: <ul style="list-style-type: none"> • I will feel proud wearing my correct full school uniform • Other people will smile and greet me by my first name when they see me • I will walk with confidence 	If I am not respectful of myself: <ul style="list-style-type: none"> • I will have an adult talk to me about my uniform and need to borrow a spare uniform from the office • I will feel disappointed I didn't meet expectations 	If I am respectful of others: <ul style="list-style-type: none"> • I make other people feel good when I talk to them using positive and polite language • I will be respected and feel good about myself • I will make new friends and feel included • I will smile and greet people by their first name when I see them 	If I am not respectful of others: <ul style="list-style-type: none"> • Others will not want to play with me at break times • Others will not want to sit with me during eating time • Others will not want to collaboratively learn with me 	If I am respectful of property: <ul style="list-style-type: none"> • My belongings will last a long time • I will be ready to learn with everything I need • Others will trust me to borrow their equipment • School property will last a long time 	If I am not respectful of property: <ul style="list-style-type: none"> • I can't complete my work because I can't find my belongings • I lose or break my own property • I need to replace others or school property that I have lost or broken • I am not trusted by others to borrow their equipment • School property will not be available to use
	If I am respectful of the environment: <ul style="list-style-type: none"> • My school environment will be clean and tidy • I will be able to choose which areas of the school I play in • I will get extra roles and responsibilities to sustain our school environment • Visitors to the school will comment on how amazing our school environment is • Plants and trees will blossom and grow 	If I am not respectful of the environment: <ul style="list-style-type: none"> • My school environment will look unclean and will not be sustainable • I will not be allowed to play in all play areas • I will be expected to fix areas I left untidy or damaged • Areas of the school will need to be closed for repair 	If I am empowered: <ul style="list-style-type: none"> • I will attend school every day and be on time • I will be ready to learn and complete all my tasks • I will feel proud because I had a go even when I was in the Learning Pit • Others will be proud of me when I had a go even when I was in the Learning Pit • I will feel good when I push through the pit • I will know what strategies to use to push through the pit • Other people will want to celebrate my success • I will use feedback to improve on my learning and achieve my learning goals • I will be excited and keen to learn new things • I learn from my mistakes or misunderstandings • I will celebrate my success • I will be in the right place and the right time • I will support others to succeed • I am willing to take risks and know that I might get things wrong and may need to try again 	If I am not empowered: <ul style="list-style-type: none"> • I will not be motivated to come to school or will arrive late • I will have to catch up on incomplete work during play times • I won't achieve my learning goals • I will have to redo my assessment task • I will get stuck in the Learning Pit • I will keep making the same mistakes and not learn from them • I won't apply feedback • I won't be motivated to engage in my learning 	If I am accepting of myself: <ul style="list-style-type: none"> • I will feel proud of who I am and want to share who I am • I will know my own strengths and celebrate them • I will know my next steps and how to achieve them • I will celebrate my differences and uniqueness 	If I am not accepting of myself: <ul style="list-style-type: none"> • I will feel sad and not proud of who I am • I will not want to share who I am with others • I will not get to celebrate all of my strengths • I will only focus on my weaknesses and get stuck in the pit • I will be disappointed that I didn't make more effort • I will feel like others don't accept me
A: Accepting <ul style="list-style-type: none"> • Accept yourself: dare to be different, dare to be unique • Accept others: diversity enriches our world 	If I am accepting of others: <ul style="list-style-type: none"> • I will learn about other people and their cultures • Others will want to learn about me and my culture • I will be accepted for who I am because I accept others for who they are • Others will want to include me 	If I am not accepting of others: <ul style="list-style-type: none"> • Others will not be as accepting of me • I will be excluded from events, groups etc • I will not get to learn new things about other people and their cultures • I will make other people feel sad or embarrassed about who they are 	If I am collaborative: <ul style="list-style-type: none"> • I will know how to work with others by listening, taking turns and sharing ideas • I get to share my ideas, stories and experiences with others • Other students will want to work with me • I will learn from others by listening to their ideas, stories and experiences • I will enjoy taking on different roles within groups • I will celebrate success with the group • I will celebrate the success of others • It will feel good to share, take turns and listen to others 	If I am not collaborative: <ul style="list-style-type: none"> • Other people will not want to work with me in a group • I will find it hard to share and take turns • I will not learn from others • I will not be given roles and responsibilities within a group 	If I am honourable: <ul style="list-style-type: none"> • I will be trusted by others because I tell the truth the first time • Others will come to me for help or advice • I will be given extra roles and responsibilities • Others will listen to me when I try to encourage them • I will know that I did the right thing at the right time • I will speak to an adult if I need to report something 	If I am not honourable: <ul style="list-style-type: none"> • I won't be trusted by others • I will not be given extra roles or responsibilities • I will need to rebuild broken relationships • I will lose friends
C: Collaborative <i>We work with others to succeed</i>	If I am not collaborative: <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major) 	If I am not collaborative: <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major) 	If I am not collaborative: <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major) 	If I am not collaborative: <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major) 	If I am not collaborative: <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major) 	
H: Honourable <i>We have the courage to do the right thing and we have the courage to encourage</i>	If I am not collaborative: <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major) 	If I am not collaborative: <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major) 	If I am not collaborative: <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major) 	If I am not collaborative: <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major) 	If I am not collaborative: <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major) 	

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate.



and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Woogaroo Creek State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/ carers, back to the school. It is not a time to review the student's behaviour or the decision to suspend, as the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. This meeting is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Review individualised student plans/strategies
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student and the parent/carer, including 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.

School Policies

Woogaroo Creek State 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 below:

- 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 Woogaroo Creek 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.

Responsibilities

State school staff at Woogaroo Creek State 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/ carer or calling the police;
- require the student's consent from the student or parent/carers 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/ carers (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent/ carer 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/ carers should be called to make such a determination.

Parents/ Carers of students at Woogaroo Creek State School will:

- ensure 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 Woogaroo Creek State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Woogaroo Creek State School will:

- not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Woogaroo Creek State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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.

In consultation with the broader school community, Woogaroo Creek State School has determined that explicit teaching of the 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 parents/ carers, school staff and students.

Responsibilities

It is **unacceptable** for students at Woogaroo Creek State School to:

- use personal mobile phones or transmitting devices on school grounds

Students are required to hand all transmittable devices into the school office at the start of the school day. These can be collected from the school office at the end of the school day.

It is **unacceptable** for students at Woogaroo Creek State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 Woogaroo Creek State School Student Code of Conduct. In addition, students and their parents/ carers 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.

Preventing and responding to bullying

Woogaroo Creek State School uses the Student Learning and Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community.



Parents/ carers who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

This framework is taught through the Australian Curriculum.

The approach to student learning and wellbeing across the school centres on:

- creating safe, supportive and inclusive environments
- building capability of staff students and the community
- developing strong systems for early intervention

For more information, please access the framework at:

<https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf>

Respectful Relationships Education

At Woogaroo Creek State School, we will embed the Respectful Relationships Framework into our weekly Social Emotional Lessons. Pastoral Care providers will also support the school in embedding this framework.

Respectful Relationships education is a primary prevention approach that aims to stop violence before it starts, by changing people's attitudes about respect and equality.

It involves the explicit teaching of the skills and knowledge needed to develop positive and respectful relationships.

Effective respectful relationships education addresses the drivers of domestic, family and sexual violence. It looks at gender inequality, gender roles and stereotypes and challenges disrespectful attitudes and tolerance of violence, in an age-appropriate way.

Respectful relationships education is required learning of the Prep to Year 10 [Australian Curriculum: Health and Physical Education](#) which includes focus areas such as relationships and sexuality, mental health and wellbeing, and safety. These focus areas ensure students develop an understanding about the rights and ethical responsibilities of individuals in respectful relationships.

For more information, please access: <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>



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.

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

At Woogaroo Creek State School, we REACH and;

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

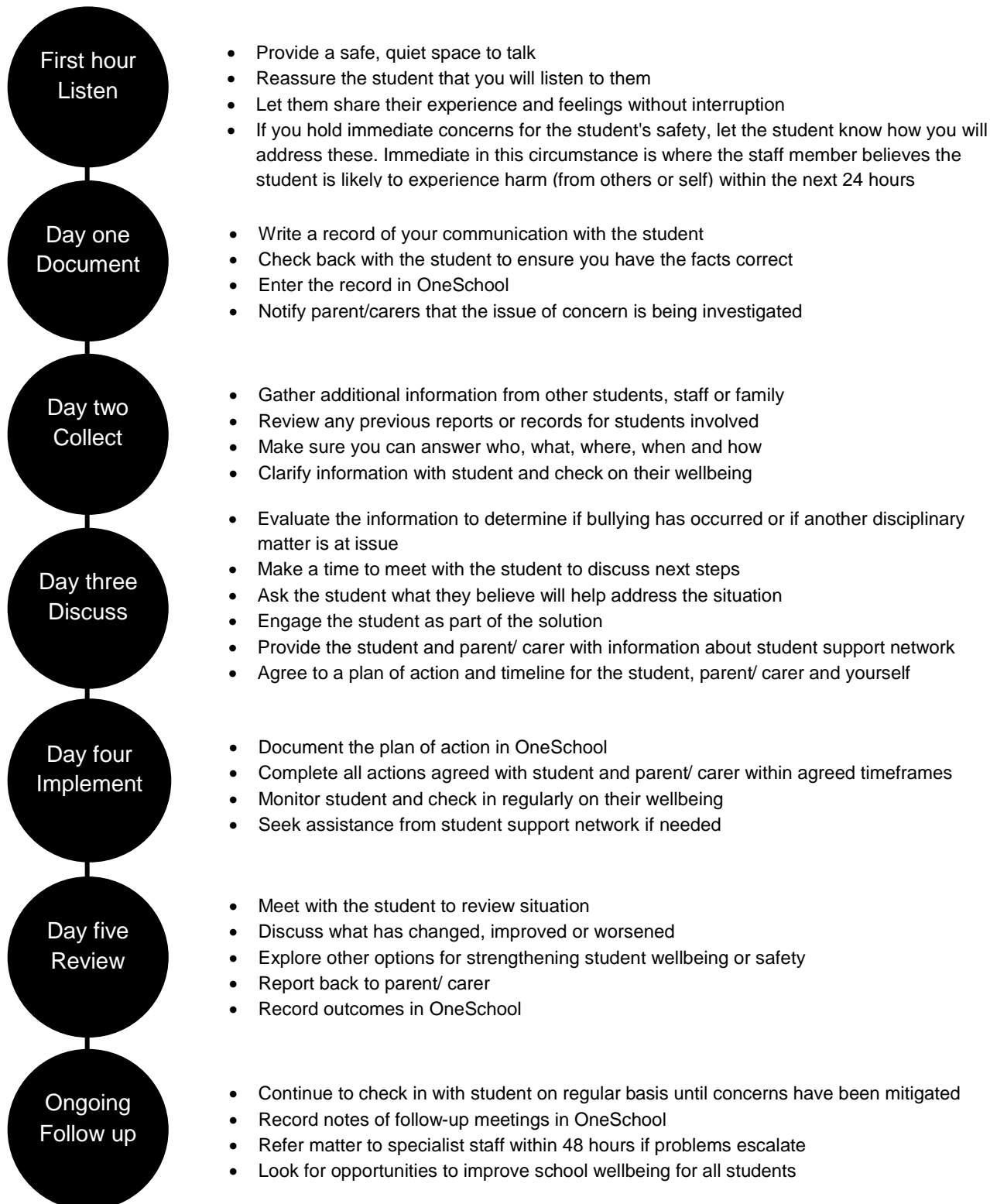
However, these conflicts are still considered serious and need to be addressed and resolved. At Woogaroo Creek State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents/ carers.

The following flowchart explains the actions Woogaroo Creek State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents/ carers to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

Cyberbullying is treated at Woogaroo Creek 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.

In the first instance, students or parents/ carers who wish to make a report about cyberbullying should approach their teacher or staff member.

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

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](#).

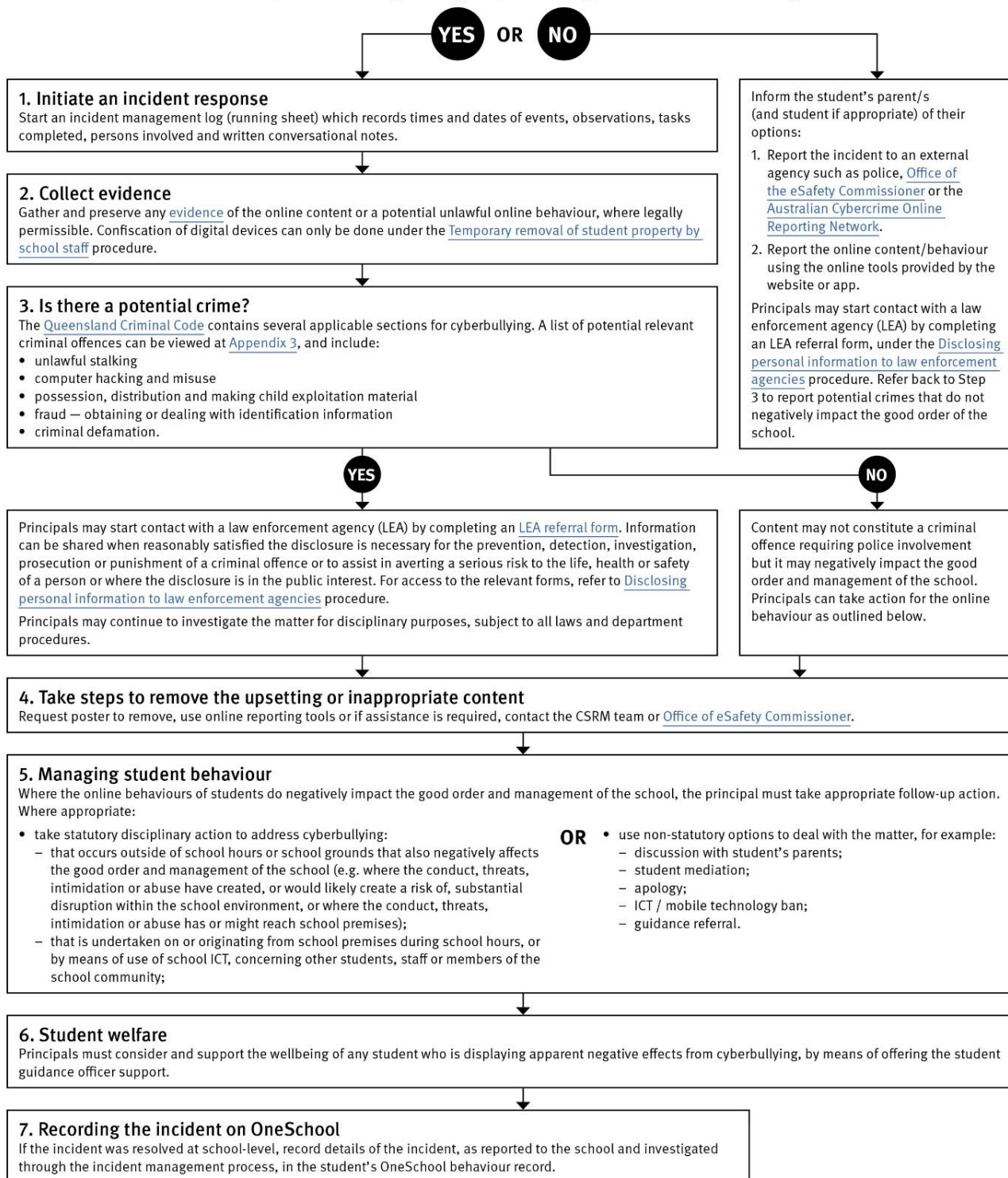
Explicit images

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 Cybersecurity and Reputation Management (CSR) 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.

Student Intervention and Support Services

Woogaroo Creek State 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. 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 Woogaroo Creek State 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 consequences 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/ carers 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/ carers 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/ carer 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/ carers 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/ carers of school notices, the department prefers that parents/ carers 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 'posting a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwlth) 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/ carers are not. If you are tagging or naming students, consider that other parents/ carers may not want their child's name attached to images online. Due to privacy laws, we ask parents/ carers not to share images with other children in the photograph or background of photograph.

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 Woogaroo Creek State School may 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 escalation 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 consequence or as a disciplinary measure.

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

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

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

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

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

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

Critical Incidents

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

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

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

For unexpected critical incidents, staff will use basic defusing techniques in line with the Whole School Approach to Discipline and school metalanguage, including:

1. Avoid escalating the problem behaviour
2. Maintain calmness, respect and detachment
3. Approach the student in a non-threatening manner
4. Follow through
5. Debrief

WHOLE SCHOOL APPROACH TO DISCIPLINE

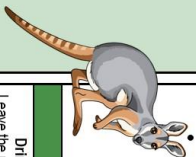


Underpinned by strong, respectful relationships founded in unconditional positive regard

Teacher Commitment: ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT	
Establishing expectations: Clearly articulate and demonstrate the boundaries of pro-social behaviour	Giving instructions: Give clear directions about what students are to do
Descriptive encouraging: Encourage students to become more aware of their competence by describing exactly what we see or hear from them, to encourage this behaviour	Selective attending: Deliberately give minimal attention to safe, off-task or inappropriate behaviour
	Waiting and scanning: Wait and look at students for 3-10 seconds after instructions are given
	Redirecting to the learning: Respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning, verbal or non-verbal
	Cueing with parallel acknowledgment: Acknowledge students' on-task behaviour with the intention of encouraging others to copy
	Giving a choice: Respectfully provide the student who is disrupting or on-going disruptive behaviour with the available choices and their logical consequences
	Body language encouraging: Intentionally use proximity, gestures and facial expressions to encourage students to REACH
	Following through: Planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disrupting the learning environment

SETTING STUDENTS UP FOR SUCCESS:

- R: Respectful:** Through our words, attitudes and actions, we respect: Self, Others, Property, The Environment.
 - E: Empowered:** Empowered students are ready to learn, Have a Go, Push Through the Pit, Feedback and Grow.
 - A: Accepting:**
 - Accept yourself, dare to be different, dare to be unique
 - Accept others, diversity enriches our world.
 - C: Collaborative:** We work with others to succeed.
 - H: Honourable:** We have the courage to do the right thing and we have the courage to encourage.
- SUPPORTED BY:**
- Pedagogical Approaches: Visible, Experiential, Collaborative
 - Differentiated teaching and learning
 - Transitional and flexible learning spaces
 - Visual Timetable in each classroom
 - Rocky's Routines—explicitly taught
 - REACH targeted acknowledgement—free and frequent
 - Weekly Social Emotional Lessons (SEL) with a REACH focus
 - Clear and consistent whole school processes
 - Relentless use of our school metalanguage
 - Consistent behaviour throughout the school
 - Classroom Behaviour Walls
 - First Five: Roll and Rocky's Reminder each morning
 - Consistent communication with the school community: Parades, Newsletters, Social Media
 - Buddy Benches across play areas
 - Zones of Regulation including on entry/ Zones Check in with students
 - Essential Skills for Classroom Management by all staff members
 - Active supervision—walk around, look around, talk around
- REWARDED BY:**
- REACH targeted praise/ recognition—free and frequent
 - Rocky's Rockstar Rock Jar:
 - Classroom Rewards
 - Administration Celebration
 - Administration Rewards



LEARNING AREAS

ROCKY'S BIG ROCKS: When we are not REACHing...

Room Zoom	My 3 to Support Me	Movement Break	Rocky Returns...
Student moves to a new spot in the learning area	Student self regulates with a supportive peer:	Teacher leads movement breaks based on whether students require calming or activating	Student feels they need to connect with the teacher. They put their name on Rocky's ROCK IT Card so the teacher knows they need to connect at the next possible opportunity during learning
<ul style="list-style-type: none"> Proximity: sitting with Asking for help Working with 	<ul style="list-style-type: none"> Breathing patterns Six slides and figure of eight Finger challenges (Thumb to finger and hand tracing) 	<ul style="list-style-type: none"> Rocky Resets... using our strategies Set the timer: 5 minutes Use your strategies 	<ul style="list-style-type: none"> Reconnect with the adult Return to the learning, ready to REACH

ROCKY'S REBOOT: In the Learning Area

Rocky Retreats... to the reboot space	Rocky Resets... using our strategies	Rocky Returns... to the learning
Move to the green hearing bag	<ul style="list-style-type: none"> Breathing patterns Six slides and figure of eight Finger challenges (Thumb to finger and hand tracing) 	<ul style="list-style-type: none"> Reconnect with the adult Return to the learning, ready to REACH

ROCKY'S REFRESH: Out of the learning area (have a break from the area)

Drink Break Walk	Toilet Break Walk	Responsibility Walk	REFRESH ROUTINE
Leave the room to get a drink and fresh air	Leave the room to go to the toilet and get fresh air	Leave the room to do a job/ run an errand and get fresh air	Complete a set of physical challenges that are marked outside the classroom
Return and Re-Connect	Return and Re-Connect	Return and Re-Connect	Return and Re-Connect

REFLECT: Administration

Walk and Reflect with an Administration member	Could include:	Return to the learning area	Re-Connect, Rebuild and Restore
<ul style="list-style-type: none"> How are you feeling? What ZONE are you in? What were you doing that doesn't meet expectations? What did that look like/ sound like? How did it make others feel? What do you need to do now? What do you need to be able to turn this around? Why is it important to turn this around? 	<ul style="list-style-type: none"> Relationship connection with home Turn around conversation with home Space for quiet/ calm down time 	<ul style="list-style-type: none"> Low level/ repeated behaviours: A reconnect conversation with the adult High level behaviours: A restorative conversation with the adult 	<ul style="list-style-type: none"> Request for parent support on school grounds Consequence—time out, missed play, suspension

REFER

Administration	Parent Conversation	Parent and Child conversation:	Could include:
REACH conversation with student by administration team representative	Administration informs parent. Requests a REACH conversation at home to support child to REACH.	Administration facilitates telephone conversation between parent and student to support student to turn their behaviour around and REACH.	<ul style="list-style-type: none"> Request for parent support on school grounds Consequence—time out, missed play, suspension

REVIEW

Teacher telephone call	Teacher family meeting	Student support family meeting	Outcomes of meeting could include:
For repeated patterns of behaviour that do not meet our REACH Expectations, the teacher will contact the family via telephone	If the patterns of behaviour continue, the teacher will request a meeting with a parent to discuss behaviours and strategies to support the student to REACH.	If the patterns of behaviour continue, a meeting will be requested with a parent's with administration team representative present to discuss behaviours and strategies to support the student to REACH.	<ul style="list-style-type: none"> Playground Support Plan Behaviour Support Plan Individual Support Plan Risk Management Plan Referral to support services

REVISE

Ongoing Case Management led by administration team representative with regular review intervals.	Regular Student Support Family Meetings to set student up to REACH.

PLAY AND EATING AREAS

Rocky Retreats... to the reboot space	Rocky Resets... using our strategies	Rocky Returns... to the area
Move to the green reboot space	<ul style="list-style-type: none"> Set the timer: 2 minutes Use your strategies Breathing patterns Finger challenges 	<ul style="list-style-type: none"> Reconnect with the adult Return to the area, ready to REACH

ROCKY'S REFRESH ROUTINE:

Move to ROCKY'S REFRESH Sign and complete routine	TWO-TWO MINUTE TIME OUT OF PLAY:	BELINQUISH:
	Two minute time out of play seated at direction of adult	Student trusted to move out of the current play area when asked by an adult
		Adult informs via Walkie Talkie student is on BELINQUISH and moving to area

REFER: To administration for action

Record Refer Form on One School and Refer to DP and P.
<p>Could look like:</p> <ul style="list-style-type: none"> Direct administration support in area Telephone contact with family Turn around telephone contact with family Request for family support at school Consequence eg. Time out next play time, play area allocation Support plan eg. Playground area plan for break times Next step conversation with family

ROCKY'S ROUTINES

Consistent whole school routines which are part of every school day

Attention Grabber: Castanet Clicks
Entering a Space/ Room
Morning Arrival
End of Day
Zones Check In
Play Time (Exiting & Playing)
Eating Time
Discovery Centre Visit
Parade Time

Behaviour Expectations Teaching Matrix



In all Areas	Play Time	Eating Time	Toilets	Transitions	Learning Areas	Discovery Centre	Office
RESPECTFUL I wear my full school uniform I follow adult instructions I keep hands, feet and objects to myself I walk away and report unsafe behaviour I am in the right place at the right time I greet adults by saying hello I use my manners I walk on hard surfaces, stairs and verandahs I give people space and stay in my own bubble I speak calmly and politely to others I use all equipment appropriately	I wear my hat to play I stay away from out of bounds areas I play in my designated area I pack up and move when the bell goes I use equipment safely and appropriately I keep hands and feet to myself I walk on hard surfaces I listen and follow adult instructions I ask for help calmly I use my strategies	I ask permission to leave the eating area I wait for the eating time bell before collecting my lunch box and water bottle I put my rubbish in the bin straight away I zip up my lunch box at the end of eating time I carry my lunch box and water bottle safely and appropriately I have my name on my lunch box I touch my own lunch box only I walk quietly from the eating area on the bell I speak in a calm way	I wash my hands I use the toilet correctly I leave the toilet clean and tidy I flush the toilet I give others privacy (one person at a time)	I line up and walk in Rocky's Rows I go to the office immediately if called I walk through the school quietly	I ask permission to leave the classroom I use equipment, ICTs and furniture correctly I look after my belongings I keep toys and special items at home I keep my classroom neat and tidy I use my strategies I use an indoor voice I stop, turn and listen where I hear the castanets	I use the Mark and Return to the spot place holder when reading books I sit on furniture correctly I return all equipment to the correct space I used an indoor voice I use my manners	I walk into the office and wait at the counter I sit and wait on the seats if asked I turn my voice off when walking into the office I use my manners including greeting adults I hand mobile phones to the office at the start of the day
EMPOWERED I have a go at all times (Have a Go Hero) I seek and use feedback to grow (Feedback and Grow) I use all equipment appropriately	I lead by example I try to be active I ask for help from peers or adults I have a go at new/unfamiliar areas, games or equipment	I eat my Brain Food First I Save a Snack for second break I make sure I have enough food in my lunch box I eat enough food till I am full by the time the bell goes	I use the toilet during break, eating times and before or after school I go to the toilet when I need to	I take the quickest route to and from the area I walk quietly and calmly past learning areas	I take action to Push Through the Pit I seek and use feedback to improve my learning (Feedback and Grow) I am ready to learn with all the correct equipment	I read books to learn new things	I know I can trust adults to listen to my concerns I know I can report my concerns if something isn't right I am ready to learn with all the correct equipment
ACCEPTING I look for ways to include others I ask questions in an effort to understand I understand people are different in the ways they think, speak and act	I ask and encourage others to join in I teach and encourage others to join in cultural games	I ask others to sit with me I respect what other students like to eat or have in their lunch boxes (don't make comments) I celebrate cultural food choices	I use the appropriate toilet I give others time when using the toilet	I walk calmly in my spot in Rocky's Rows I follow adult instructions I wait and allow adults, younger students to pass on the pathway	I can agree to disagree with others I listen and share ideas with others I support others in their learning	I help others to read books I read a variety of books about different people and cultures	I accept adults want what is best for me and want me to succeed
COLLABORATIVE I take turns, share and listen to others I work together to learn new things I work with others to resolve conflict	I play with others I follow the rules of the games I encourage others to play a team game	I sit and talk calmly with my friends I help others seek support I encourage others to eat enough food before the bell goes	I walk to the toilet with a buddy I wait for others calmly in designated area	I walk quietly and calmly in Rocky's Rows when with my whole class I walk quietly and calmly with a buddy or adult I ask for help if I am unsure of where to go	I listen to the ideas of others I take turns and put my hand up to speak I support others to learn and learn from others I work with others to Push Through the Pit	I read a book with a friend I work with a friend or group on a game or Lego activity	I wait my turn if office staff are busy
HONOURABLE I do the right thing the first time even when others are not watching I encourage others to do the right thing I speak up and stand up for others I report non-REACHing behaviour to adults	I encourage others to be in the right place at the right time I play where I can see an adult on duty	I eat my own food I throw rubbish only in the bin I take home any food I do not eat I let an adult know if I don't have any food or if others don't have food	I report non-REACHing behaviour to an adult I go to the toilet only when I need to	I explain where I am going if asked by an adult I report non-REACHing behaviour to an adult	I do the right thing I encourage others to REACH	I leave all library equipment in the library unless it is borrowed out in my name	I tell the truth the first time I take ownership and accountability for my actions I accept and complete consequences



Why should I REACH?



	Possible Positive Consequences	Possible Negative Consequences
<p>R: Respectful</p> <p><i>Through our words, attitudes and actions, we respect:</i></p> <ul style="list-style-type: none"> • Self • Others • Property • The Environment 	<p>If I am respectful of myself:</p> <ul style="list-style-type: none"> • I will feel proud wearing my correct full school uniform • Other people will smile and greet me by my first name when they see me • I will walk with confidence <p>If I am respectful of others:</p> <ul style="list-style-type: none"> • I make other people feel good when I talk to them using positive and polite language • I will be respected and feel good about myself • I will make new friends and feel included • I will smile and greet people by their first name when I see them <p>If I am respectful of property:</p> <ul style="list-style-type: none"> • My belongings will last a long time • I will be ready to learn with everything I need • Others will trust me to borrow their equipment • School property will last a long time <p>If I am respectful of the environment:</p> <ul style="list-style-type: none"> • My school environment will be clean and tidy • I will be able to choose which areas of the school I play in • I will get extra roles and responsibilities to sustain our school environment • Visitors to the school will comment on how amazing our school environment is • Plants and trees will blossom and grow 	<p>If I am not respectful of myself:</p> <ul style="list-style-type: none"> • I will have an adult talk to me about my uniform and need to borrow a spare uniform from the office • I will feel disappointed I didn't meet expectations <p>If I am not respectful of others:</p> <ul style="list-style-type: none"> • Others will not want to play with me at break times • Others will not want to sit with me during eating time • Others will not want to collaboratively learn with me <p>If I am not respectful of property:</p> <ul style="list-style-type: none"> • I can't complete my work because I can't find my belongings • I lose or break my own property • I need to replace others or school property that I have lost or broken • I am not trusted by others to borrow their equipment • School property will not be available to use <p>If I am not respectful of the environment:</p> <ul style="list-style-type: none"> • My school environment will look unclean and will not be sustainable • I will not be allowed to play in all play areas • I will be expected to fix areas I left untidy or damaged • Areas of the school will need to be closed for repair <ul style="list-style-type: none"> • My teacher or administration will have to have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or Major)
<p>E: Empowered</p> <p><i>Empowered students are ready to learn, Have a Go, Push Through The Pit, Feedback and Grow</i></p>	<p>If I am empowered:</p> <ul style="list-style-type: none"> • I will attend school every day and be on time • I will be ready to learn and complete all my tasks • I will feel proud because I had a go even when I was in the Learning Pit • Others will be proud of me when I had a go even when I was in the Learning Pit • I will feel good when I push through the pit • I will know what strategies to use to push through the pit • Other people will want to celebrate my success • I will use feedback to improve on my learning and achieve my learning goals • I will be excited and keen to learn new things • I learn from my mistakes or misunderstandings • I will celebrate my success • I will be in the right place and the right time • I will support others to succeed • I am willing to take risks and know that I might get things wrong and may need to try again 	<p>If I am not empowered:</p> <ul style="list-style-type: none"> • I will not be motivated to come to school or will arrive late • I will have to catch up on incomplete work during play times • I won't achieve my learning goals • I will have to redo my assessment task • I will get stuck in the Learning Pit • I will keep making the same mistakes and not learn from them • I won't apply feedback • I won't be motivated to engage in my learning <ul style="list-style-type: none"> • My teacher or administration will need to have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major)
<p>A: Accepting</p> <ul style="list-style-type: none"> • Accept yourself: dare to be different, dare to be unique • Accept others: diversity enriches our world 	<p>If I am accepting of myself:</p> <ul style="list-style-type: none"> • I will feel proud of who I am and want to share who I am • I will know my own strengths and celebrate them • I will know my next steps and how to achieve them • I will celebrate my differences and uniqueness <p>If I am accepting of others:</p> <ul style="list-style-type: none"> • I will learn about other people and their cultures • Others will want to learn about me and my culture • I will be accepted for who I am because I accept others for who they are • Others will want to include me 	<p>If I am not accepting of myself:</p> <ul style="list-style-type: none"> • I will feel sad and not proud of who I am • I will not want to share who I am with others • I will not get to celebrate all of my strengths • I will only focus on my weaknesses and get stuck in the pit • I will be disappointed that I didn't make more effort • I will feel like others don't accept me <p>If I am not accepting of others:</p> <ul style="list-style-type: none"> • Others will not be as accepting of me • I will be excluded from events, groups etc • I will not get to learn new things about other people and their cultures • I will make other people feel sad or embarrassed about who they are <ul style="list-style-type: none"> • My teacher or administration will need to meet with my family • I will receive a time out of play, detention or suspension (Repeated minor or major)
<p>C: Collaborative</p> <p><i>We work with others to succeed</i></p>	<p>If I am collaborative:</p> <ul style="list-style-type: none"> • I will know how to work with others by listening, taking turns and sharing ideas • I get to share my ideas, stories and experiences with others • Other students will want to work with me • I will learn from others by listening to their ideas, stories and experiences • I will enjoy taking on different roles within groups • I will celebrate success with the group • I will celebrate the success of others • It will feel good to share, take turns and listen to others 	<p>If I am not collaborative:</p> <ul style="list-style-type: none"> • Other people will not want to work with me in a group • I will find it hard to share and take turns • I will not learn from others • I will not be given roles and responsibilities within a group <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major)
<p>H: Honourable</p> <p><i>We have the courage to do the right thing and we have the courage to encourage</i></p>	<p>If I am honourable:</p> <ul style="list-style-type: none"> • I will be trusted by others because I tell the truth the first time • Others will come to me for help or advice • I will be given extra roles and responsibilities • Others will listen to me when I try to encourage them • I will know that I did the right thing at the right time • I will speak to an adult if I need to report something 	<p>If I am not honourable:</p> <ul style="list-style-type: none"> • I won't be trusted by others • I will not be given extra roles or responsibilities • I will need to rebuild broken relationships • I will lose friends <ul style="list-style-type: none"> • My teacher or administration will have a meeting with my family • I will receive a time out of play, detention or suspension (Repeated minor or major)