Mount Warren Park State School

'Strive to Succeed'

Student Code of Conduct

2025 - 2028

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 2019-2023

Last Updated March 2025

Purpose

Mount Warrek Park State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Mount Warren Park Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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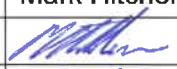
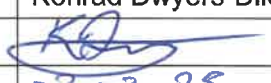
Endorsement

Principal Name:	Mark Hitchen
Principal Signature:	
Date:	03/03/2025
P&C President Name:	Konrad Dwyers-Dikmans
P/C President Signature:	
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Contents

Learning and Behaviour Statement.....4

Student Wellbeing and Support Network.....4

Whole School Approach to Discipline.....6

Differentiated and Explicit Teaching.....7

Focussed Teaching.....8

Intensive Teaching.....8

Disciplinary Consequences.....9

School Policies

Appropriate Use of Social Media Policy.....14

Dress Code and Personal Presentation Policy.....16

Excursion Policy.....19

Homework Policy.....20

Preventing and Responding to Bullying Policy.....21

Sun Safe Policy.....25

Temporary Removal of Student Property Policy.....27

Use of Mobile Phone and Other Devices.....29

Restrictive Practices.....31

Critical Incidents.....32

Resources

Individual Behaviour Support Plan.....33

Behaviour Management Process Flowchart (Major and Major Behaviours).....34

PBL At All Times Matrix.....38

High 5 Strategy for Positive Conflict Resolution.....39

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Learning and Behaviour Statement

Mt Warren Park State School is committed to providing a supportive school environment where everyone feels safe, respected and are able to teach and learn. We believe that we can inspire successful learning when:

- The whole school community feels safe and valued.
- Students have opportunities to engage in quality learning experiences.
- The school has high expectations for behaviour, with schoolwide rules and processes that support students to own their behaviour, display choices that demonstrate personal responsibility and provide opportunities for students to improve their behaviours as part of their lifelong learning journey.
- Partnerships between home and school are valued and supported.

Our Belief About Behaviour and Learning

We believe the following elements foster a supportive school environment:

- A shared understanding amongst all community members of their responsibilities.
- Effective teaching and learning which is engaging, relevant, challenging and differentiated.
- Consistent expectations and rules that are explicitly taught, implemented, acknowledged and rewarded across all settings.
- A team approach in which all staff take responsibility for all students.
- A shared acceptance and adoption of the school's collaboratively developed processes for the responsible behaviour of students.
- A belief that behaviour can be learned and active teaching assists student improvement.
- Staff are trained and skills developed to support students.
- Effective parent communication that allows for shared understanding and stronger reinforcement of school rules at home.
- Data collation, analysis and reporting assists effective decision making for student improvement.
- Success needs to be acknowledged, valued and celebrated and that all children need recognition for their positive behaviour.
- Mistakes are accepted as opportunities for learning and re-teaching.
- Consequences for not following the school rules are applied fairly and consistently.

Student Wellbeing and Support Network

The network for support at Mt Warren Park State School includes the involvement of a team of personnel (both school-based and external) and resources. This network includes, but is not limited to:

- Teaching and support staff
- Administration team (Principal, Deputy Principals, Head of Department Curriculum [HODC])
- Parents
- Student Support Services Committee (SSS Committee)
- Wellbeing Team (guidance officer, school-based social worker and school chaplain)
- External Departmental advisory teachers and personel (incluing senior guidance officer)
- Student Council
- Positive Behaviour for Learning (PBL) resources
- Accreditation as an eSmart school

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School Based Staff	What They Do
Administration Team	
Principal, Deputy Principals, HODC	▪ Responsible for the daily operations of the school ▪ Provide leadership to promote an inclusive, positive school culture ▪ Monitor attendance, behaviour and academic data to identify areas of additional needs
Wellbeing Team	
Guidance Officer	▪ Monitor and support the social-emotional wellbeing of students ▪ Liase with parents, teachers and other external agencies as needed as part of support process
School-based Social Worker	▪ Monitor and support the social-emotional wellbeing of students ▪ Liase with parents, teachers and other external agencies as needed as part of support process
School Chaplain	▪ Provide individual and group support to students to assist their engagement with education ▪ Provide pastoral care and social-emotional support for students and their families
Other	
Student Suport Services Committee	▪ Review student referrals, assess needs and recommend strategies to consider for student support ▪ Facilitate assessments and support from external providers

The Student Support Services Committee provides support to students who require more targeted or intensive support. A referral process is followed to access support. The committee consists of the following staff:

- Deputy Principal Learning Diversity
- Guidance Officer
- Speech Language Pathologist
- Classroom Teachers

The school also accesses Regional support staff including: Speech Language Pathologist, Occupational Therapist, and Hearing Impaired, Vision Impaired and Autistic Spectrum Disorder Advisory Visiting Teachers.

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

External local agencies are also available to provide support including the Benevolent Society and Wesley Mission.

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Whole School Approach to Discipline

Mount Warren Park State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline. 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.

Consideration of Individual Circumstances

Staff at Mount Warren Park State School consider students' individual circumstances when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation whilst 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 their personal 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 obliged by law to respect and protect the privacy of individual students, so whilst we understand the interest of other students, staff and parents 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, seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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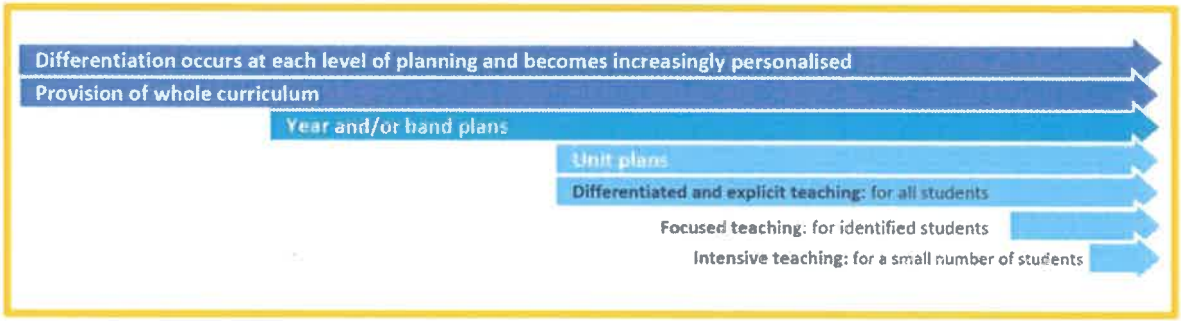
Differentiated and Explicit Teaching

Mount Warren Park State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students relating to both curriculum and behaviour. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and provide opportunities for practise.

Teachers at Mount Warren Park 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 discussed earlier in the Learning and Behaviour section. 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 At All Times Expectations Matrix (see page 38) as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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Focused Teaching

Some students at Mount Warren Park State School may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff work collaboratively with class teachers to provide focused teaching. Focused teaching is aligned to the PBL Expectations, and student progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing focussed teaching
- Require intensive teaching

Mount Warren Park State School has a range of staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the relevant Deputy Principal:

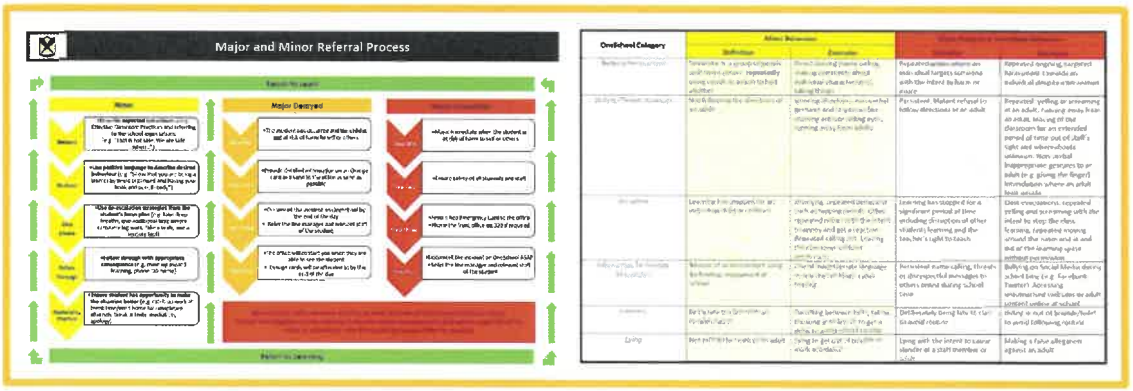
- Mrs Sarah Bennett (Prep to Year 6)
- Mrs Dawn Bennett (Learning Diversity)

Intensive Teaching

Some students at Mount Warren Park State School require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

The school has developed a classification of *minor and major behaviours* to assist staff and students to identify and treat such behaviours according to the Major and Minor Referral Process flowchart (see page 34).



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- Behaviours represented in yellow, while unacceptable and inappropriate, are deemed to be minor behaviours and can be successfully managed in situ by all staff.
- Behaviours indicated in red, are considered so serious that they require intervention from a school administrator.
- The safety of students is considered paramount in all circumstances.
- Students are generally accompanied to the office, but sometimes it may be necessary to deal with situations where they occur.
- Administrators will conference with students about their behaviour and refer to their behaviour record in OneSchool. Referrals to the office will generate a behaviour report for OneSchool.

These students are given in addition to the above support the following services:

- Regular monitoring by the school administration
- Access to the school Wellbeing Team (guidance officer, social worker, chaplain)
- Referral to Regional behaviour programs and advisory teams
- Referral to and liaise with external agencies

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. These plans are collaboratively developed by stakeholders and endorsed by teachers, the school administration and parents, and are typically created when students:

- Display persistent major behaviours;
- Experience multiple disciplinary suspensions;
- Are undertaking a flexible school arrangement;
- Participate in an externally run behaviour program; or
- Demonstrate sufficient cause for such a plan.

This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

The disciplinary consequences model used at Mount Warren Park State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Some of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level inappropriate behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the

whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give a 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
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment

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

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently)

At Mount Warren Park State School, the use of any SDA is considered a 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 Mount Warren Park 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/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a 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.

It is not mandatory for the student or their parents to attend a re-entry meeting. It will only be offered as a support for the student to assist in their successful re-engagement in school following suspension if deemed necessary.

Should a re-entry meeting be deemed necessary, the following will apply:

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

Mount Warren Park 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:

- Appropriate Use of Social Media Policy
- Dress Code and Personal Presentation Policy
- Excursion Policy
- Homework Policy
- Preventing and Responding to Bullying Policy
- Sun Safe Policy
- Temporary Removal of Student Property Procedure
- Use of Mobile Phones and Other Devices

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Appropriate Use of Social Media Policy

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

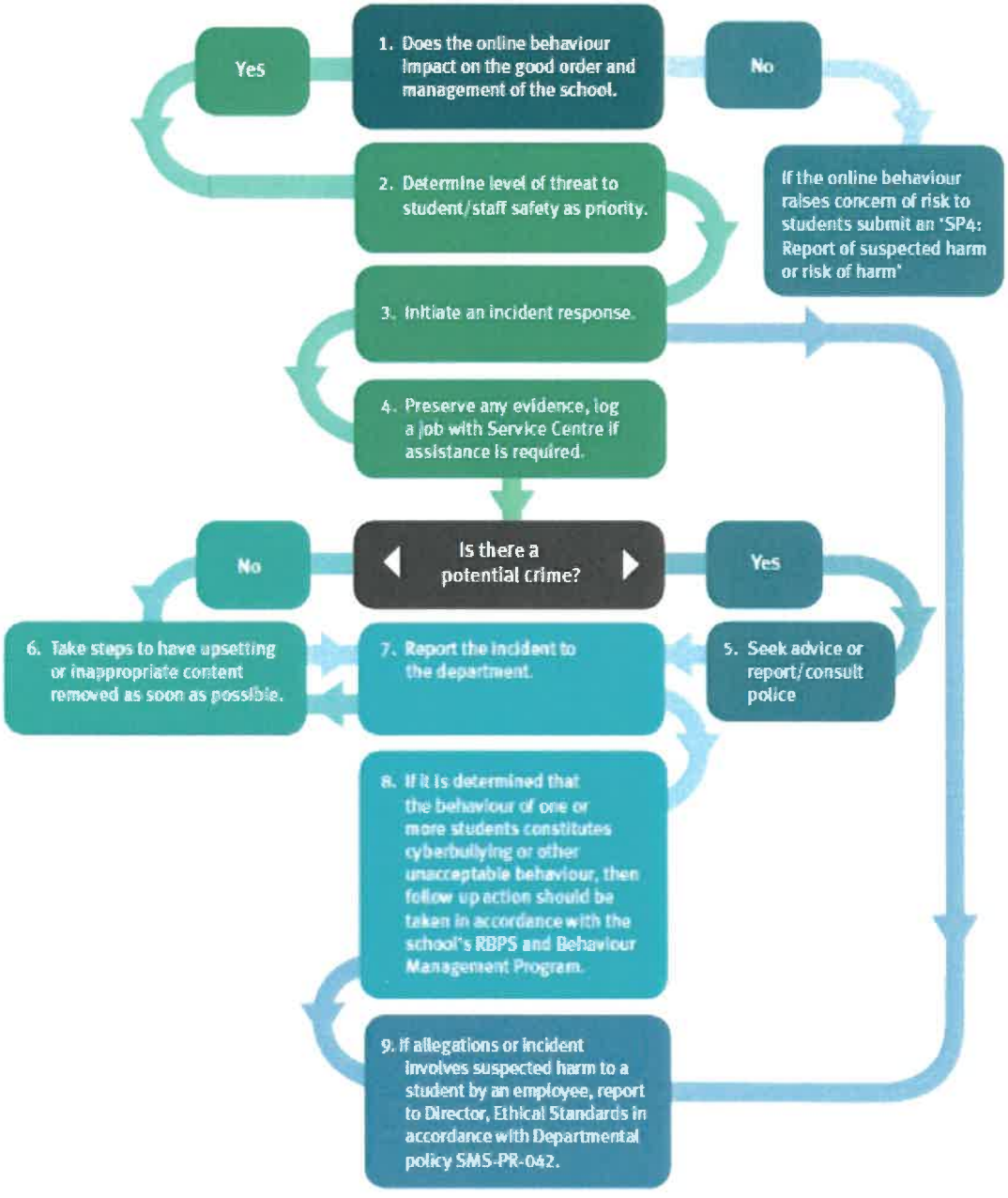
In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Deputy Principals can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

Incident management response flowchart



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Dress Code and Personal Presentation Policy

Rationale

At Mount Warren Park State School, we believe that every student can 'Strive to Succeed' and be the best version of themselves. By fostering high expectations in adhering to our Dress Code and Personal Presentation Policy, we aim to instil in our students that they belong to a strong community of learners.

The Mount Warren Park State School Dress Code and Personal Presentation Policy aims to foster a safe and supportive learning environment by:

- Establishing a welcoming culture of school pride and belonging, a positive learning environment and high expectations
- Promoting a positive image within our community with an identifiable uniform that is smart, tidy and worn appropriately
- Addressing health and safety policies by ensuring students are wearing appropriate footwear and sun safe clothing
- Promoting the shared belief that we are part of something special and great, developing mutual respect among students by minimising visible evidence of economic or social difference
- Improving student safety by enabling staff to identify people within the school grounds who are not associated with the school and identifying students at offsite activities such as excursions

Under the Education (General Provisions) Act 2006 (Qld) section 360, a Principal may develop a dress code to apply when students are attending or representing the school. As per the Act, this dress code outlines the acceptable standard of clothing to be worn by students and personal presentation. The Mount Warren Park State School Dress Code and Personal Presentation Policy reflects the community expectations and standards as determined by the Principal in consultation with school community representatives.

Our Dress Code and Personal Presentation Policy consists of an agreed standard and items of clothing. This includes a school uniform that all students will wear when:

- Attending or representing our school
- Travelling to and from school
- Engaging in school activities out of school hours

Dress Code and Personal Presentation Expectations

Cultural, Religious and Neurodiverse Modifications

The school understands and accepts that some cultures, religions and neurodiverse individuals have specific dress requirements. Visible modifications or additions to the Dress Code and Personal Presentation Policy that comply with recognised cultural and religious values or neurodiverse needs must be negotiated with the Principal or relevant Deputy Principal.

Hair

- Hair styles must be neat, clean, tidy and well-maintained
- All long hair (as defined by touching the shoulders) must be tied back by a hair tie or hair ribbon
- Extreme hairstyles or significant variations in hair length (including but not limited to mohawks) are not acceptable
- Natural toning only is permitted - unnatural hair colours are not acceptable

Jewellery

- Up to two pairs of plain sleeper or stud earrings may be worn
- No facial piercings (including but not limited to eyebrow, nose and lip) are permitted

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- One watch may be worn
- Necklaces are not to be worn (students wishing to wear a necklace of cultural or religious significance must seek permission from the Principal or relevant Deputy Principal prior to wearing to school)

Make-up and Nails
- Make-up (including but not limited to eyeliner, eye shadow, mascara and lipstick) is not permitted
- Artificial nails (including but not limited to acrylic and gel nails) are not permitted
- Only clear nail polish on natural nails is permitted

Tattoos
- Visible tattoos or body art, including temporary versions, are not permitted

Non-Uniform Days
- Clothing must adhere to sun safe guidelines
- Offensive language or graphics is not permitted
- Shoes must be enclosed – thongs and sandals are not permitted

Non-Compliance with Dress Code and Personal Presentation Policy
It is at the discretion of the Principal or relevant Deputy Principal to determine whether hair, make-up or jewellery comply with the Dress Code and Personal Presentation Policy.

If a student does not comply with the Dress Code and Personal Presentation Policy, the Principal or relevant Deputy Principal may impose one or more of the following sanctions:

(a) Prevention of the student attending, or participating in, any activity for which the student would have been representing the school
(b) Prevention of the student from attending, or participating in, any school activity that, in the reasonable opinion of the school's Principal, is not part of the essential educational program of the school

Non-Compliance Procedure
Students unable to wear an item of the correct uniform whether short or long term, and wish to wear a modification, must apply to the Principal or relevant Deputy Principal for permission.

Uniform Items

Footwear

All students must wear enclosed footwear. It is preferred that footwear is predominately black. White socks must be worn.

Clothing

Students may choose to wear the formal uniform or sports uniform daily. Year 6 students may wear a senior shirt each day. There are shorts and skorts options that can be worn with the shirt, blouse or sports polo shirt (red, blue, green or purple house colour). Dresses are also available.

Winter items include a school jacket, senior jacket or plain black jumper. Hoods are not permitted. Students may wear plain black pants.

Accessories

All students must have a sun safe hat. Hair ties and ribbons should be school colours (yellow, black or white) and discrete in size.

All school branded items are available for purchase from The School Locker.

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Excursion Policy

All school excursions are educationally based and are planned for all students for whom the activity is designed.

It should be acknowledged that when students leave the school grounds they vicariously represent the school and, as such, any behaviour that is inappropriate could jeopardise the reputation of the school. Often, the behaviour of students at school indicate how they will behave when they are away from school. Consequently, it is more than appropriate that students who exhibit behaviours that could bring the school into disrepute should lose such privileges to attend. Either single serious events or persistent behaviours will be considered when exercising this sanction. Of paramount importance is the safety of the student, the safety of others and their ability and willingness to comply with directions given to them by the adults on the excursion.

Process:
Some students who have an *Individual Behaviour Support Plan* will be considered for not taking part in school excursions. In some circumstances, short term excursions like that of school sport will be allowed. This will depend on the student and their willingness to cooperate. A decision not to take part will be negotiated with the school administration and communicated to the parent by the classroom teacher.

Individual Behaviour Support Plans:
These plans are developed by teachers and signed off by the school administration and the parents and are typically created when students:

- Display persistent major behaviours
- Experience school suspensions
- Undertaking a flexible school arrangement
- Participate in an externally run behaviour program
- Demonstrate sufficient cause for such a plan

Individual Behaviour Support Plans should be reviewed regularly, but at a minimum of once per school term. If students have made sufficient progress, the condition to not attend school excursions could be renegotiated.

Courtesy to Parents:
If teachers are considering removing students from excursions, sufficient time should be given to implement an Individual Behaviour Support Plan and to contact the school administration and the parents. A request to prevent a student from attending a school excursion within a fortnight of the event will only be considered under pressing and exceptional circumstances.

Process:

Step 1:	Draft an Individual Behaviour Support Plan
Step 2:	Negotiate conditions of the plan with school administration
Step 3:	Contact parents to get sign off of the plan and explain any loss of excursion privileges
Step 4:	Work with the student to improve their behaviour
Step 5:	Do not hand out excursion permission notes to the student unless their plan has been successfully renegotiated
Step 6:	Review the Individual Behaviour Support Plan

Homework Policy

At Mount Warren Park State School we recognise the importance of providing students with opportunities to consolidate their classroom learning and involve family members in their learning.

We believe that homework is beneficial when it:

- is effective in supporting learning with alignment to current in class work.
- allows sufficient time for family, recreation, and community and cultural activities.
- does not disadvantage students due to a lack of access to resources.

Implementation

What Will Homework Consist Of?

Reading

When first learning to read, all students will be provided with decodable strips and passages to practise at home with their families.

Students will have the opportunity to borrow a range of books from their classroom (junior school) and the school library (junior and upper school). Parents and carers are encouraged to read these books to, and with their children as they develop their reading skills.

Other

Occasionally, students may be asked to do additional activities such as, practise for speaking tasks, gather information and materials or complete tasks to consolidate their learning. Your classroom teacher will advise when additional tasks are required.

Time Spent on Homework

Prep to Year 2 - up to but no more than 15 minutes per day (60 minutes per week)

Year 3 to Year 6 - up to but no more than 25 minutes per day (100 minutes per week)

Instrumental Music Homework

Please note that students who have instrumental music lessons at school will be required to undertake instrument music practice in addition to their class homework.

Frequently Asked Questions

When and where should my child do homework?

It is helpful for students to establish routines for homework such as:

- setting a time to complete homework
- finding a space that is quiet and free of distractions.

What else can we do to support our child?

You can help your child by:

- reading to them daily; listening to stories and non-fiction books read by experienced readers can help children to develop a greater vocabulary, an understanding of sentence structure and grammar as well as developing background knowledge on a range of topics.
- encouraging them to take responsibility for their learning including completing tasks and remembering to return books on the due date
- playing games with them; board games can help develop personal skills such as turn taking and fair play as well as consolidating numeracy skills including counting, subitising and problem solving
- involving them in tasks; including shopping and cooking
- encouraging them to read a range of sources and to take an interest in and discuss local, national and international events
- discussing any homework concerns with your child's teacher.

Queensland Government

Preventing and Responding to Bullying Policy

Mount Warren Park State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

We aim to address the core elements of the Australian Student Wellbeing Framework as follows:

1. **Leadership**
   Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Queensland Government

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

The following flowchart explains the actions Mount Warren Park 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.

Bullying response flowchart for teachers

Key contact for students and parents to report bullying:

Prep to Year 6 - Class Teacher
Prep to Year 2 Deputy Principal - Steve Massey
Year 3 to Year 6 Deputy Principal - Sarah Bennett
Learning and Diversity Principal - Dawn Bennett

Listen

- Provide a safe, quiet space to talk, reassure the student that you will
- Let them share their experience and feelings without interruption

If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day 1
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day 2
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Meet with the student to discuss next steps including what may help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow Up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Queensland Government

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

YES

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

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

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

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

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

Sun Safe Policy

Our school aims to educate our students about being sun safe in order to develop important, life-long, healthy habits. We acknowledge the important role adults play during and outside school hours to reinforce sun safety with children and young people.

In implementing this policy, our school and community recognise that:

- the policy applies to all school and school-related activities and events;
- the strategies are to be implemented during the school day and year-round; and
- a combination of sun safe strategies is more effective than a single approach.

ELEMENT	STRATEGIES
Clothing Requirements	Students are required to wear uniforms and clothing that provide protection from the sun when outdoors, both on school site and when offsite at school-based activities. This includes: ▪ Full brim hat: o Students are required to wear the school uniform full brim bucket hat when outdoors. Exceptions may be made if the hat prevents religious headwear from being worn or if when playing sport the hat reduces visibility, interferes with activity skills or prevents safety headwear fitting appropriately. Under these circumstances, students may remove their hat for the duration of the activity, ensuring they have applied sunscreen to uncovered skin prior to participating. o Staff remind students to wear hats before and during lunch breaks, and to and from outdoor activities. ▪ Swim shirt: o Students are required to wear swim shirts/rash vests during all water-based activities occurring at outdoor venues, except when competing in a competitive race at a carnival.
Shade Provision	MWPSS maximises the use of available shade for outdoor activities by: ▪ Ensuring sport activities are rotated during the week between the hall and the oval. ▪ Utilising temporary shade structures as necessary for outdoor events to provide additional shade.
Education	MWPSS provides educational programs to students on sun safety and preventative measures through the following strategies: ▪ Curriculum, teaching and learning o Sun safety is formally taught as part of the implementation of the Australian Curriculum through the learning area of Health and Physical Education o Staff consider the risk of extended exposure to the sun in their curriculum activity risk assessments for outdoor activities. This includes ensuring that, where possible, adequate shade is available for outdoor activities (e.g. use of temporary shade structures). o Incidental teaching and promoting sun safe behaviours o Incidental teaching of personal sun safety strategies occurs in all year levels as part of our normal school routine on a regular basis (e.g. to play outside students require a sun safe hat). ▪ Staff professional development o Staff are informed about the school's sun safety policy and the requirements as part of our staff induction process.
Sunscreen provision	MWPSS recognises the importance of sunscreen use as a sun safe measure and implements the following strategies: ▪ MWPSS supplies SPF 50+ or higher broad-spectrum, water-resistant sunscreen for student use at school events. ▪ Parents and caregivers are encouraged to have their children apply sunscreen before school.

ELEMENT	STRATEGIES
	▪ Parents and caregivers are encouraged to provide sunscreen for their child if they don't wish their child to use the type provided by the school.
Modelling Sun Safe Behaviours	MWPSS promotes the importance of parents and caregivers, teachers, ancillary staff, volunteers and other adult supervisors as role models for students using the following strategies: ▪ Staff and P&C members are encouraged to consider the use of shade, sun safe hats and clothing, sunglasses and sunscreen when doing their duties, coordinating outside activities, and when on excursions and camps. ▪ Parents and caregivers are encouraged to have their children apply sunscreen before they come to school and provide personal sunscreen for their children to use at school.

Cost Considerations	The Department of Education provides funding for sun safety using the following strategies: ▪ School funding is allocated annually to enable the purchase of sunscreen for each class for the whole school year. ▪ The P&C is annually invited to financially contribute towards this expenditure.
Additional Strategies	Other strategies implemented to support sun safe practices include: ▪ Sunscreen stations are available for student access at athletics carnivals, gala sport days and swimming carnivals.

Queensland Government

Temporary Removal of Student Property Policy

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 Policy 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 Mount Warren Park 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 Mount Warren Park 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 or calling the police

- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency)
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Mount Warren Park State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Mount Warren Park 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 Mount Warren Park State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Mount Warren Park 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 Phone and Other Devices Policy

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

The decision to implement a consistent, statewide approach to putting mobile phones away during the school day is based on the advice of Ms Cheryl Vardon AO, former Queensland Family and Children's Commissioner, who completed an independent review of Queensland's approach to mobile phones. Ms Vardon AO's review included consultation with key education stakeholders, such as principals, school staff, students and families from each education region, as well as a review of recent research on student use of mobile phones and personal devices in schools.

'Away for the day' supports schools to maintain a strong focus on student educational achievement, wellbeing and engagement by:

- Providing optimal learning and teaching environments
- Encouraging increased face-to-face social interactions between students
- Promoting the health and wellbeing of students through increased social interaction and physical activity
- Reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

Students must not use their cellular device (e.g. mobile phone, smartwatch) when on school site or at a school event. This applies to before and after school activites, camps, and excursions. Also included is drop off and pick up zones such as the bus stop.

The following process should be followed by students if bringing a cellular device to school:

- Upon arrival at school, sign mobile phone into school office and collect at end of school day (ensure phone is turned off and a name label is visible on the device).
- If wearing a smartwatch, all cellular functions must be turned off.

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 Mount Warren Park State School Student Code of Conduct. In addition, students and their parents should:

- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities;
- Ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email;
- 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.

When using school devices (i.e. laptops, iPads), the following student behaviours and actions are prohibited:

- Use a device in an unlawful manner
- Upload or install unauthorised programs and applications
- 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, email and internet chat
- Knowingly download viruses or any other programs capable of breaching the department's network security
- Use camera anywhere a normal camera would be considered inappropriate (e.g. in change rooms or toilets) or in manner considered inappropriate (e.g. photographing another person without their consent).
- 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 device to cheat during exams or assessments

Restrictive Practices

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

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

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

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

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

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

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

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

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

Queensland Government

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 should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Resources

Individual Behaviour Support Plan (IBSP)

These plans are developed by teachers and are endorsed by stakeholders involved in supporting the student including (but not limited to) parents or caregivers, Wellbeing Team, Deputy Principal and external support agencies. IBSPs are created when students:

- Display persistent major behaviours
- Experience school suspensions
- Undertake a flexible school arrangement or part time plan
- Participate in an externally run behaviour program (i.e. attend a PLC)
- Demonstrate sufficient cause for such a plan

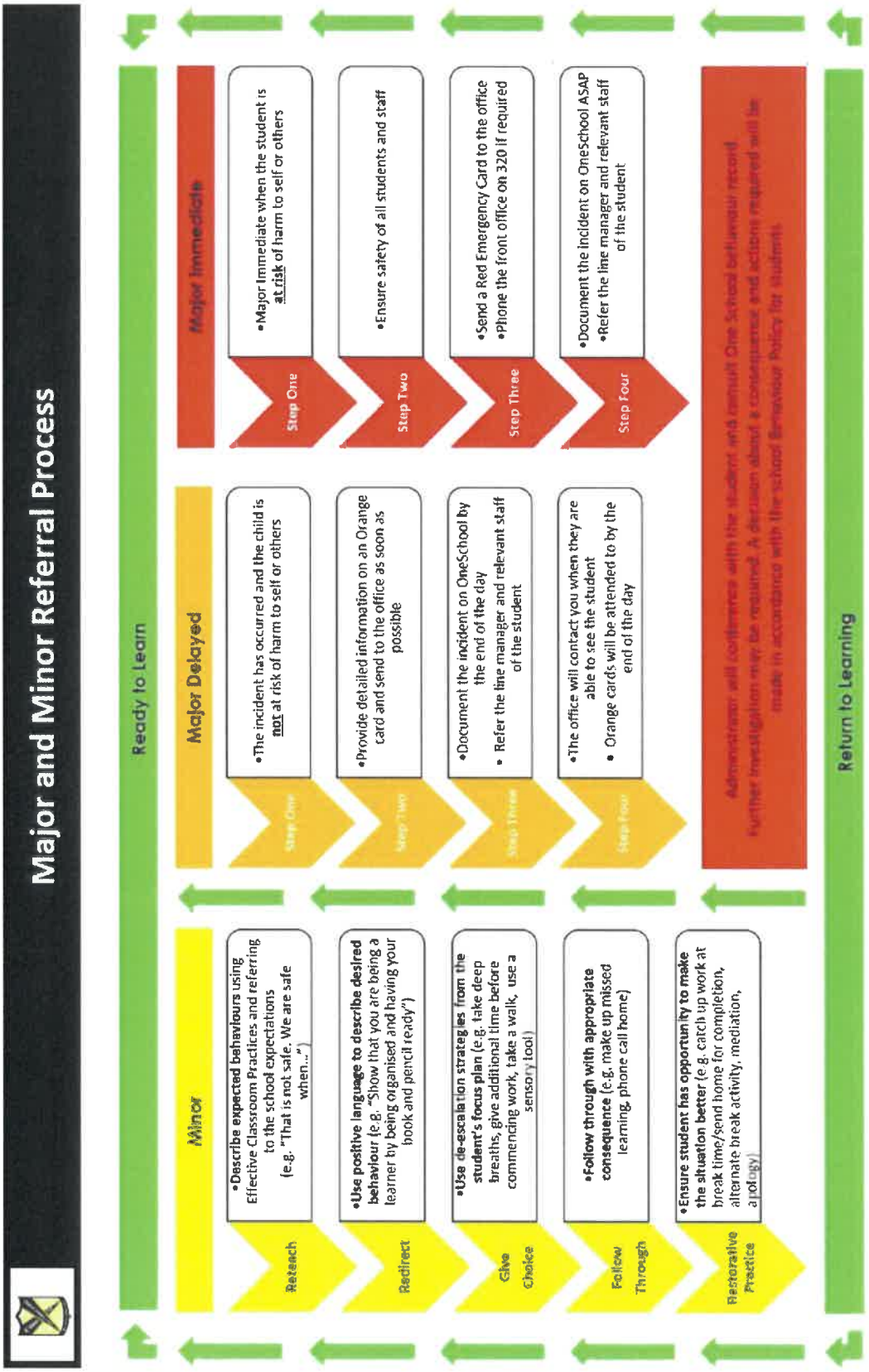
Template option for IBSPs (other formats may be used):

Individual Behaviour Support Plan

Student Name:	Start Date:	Review Date:	Stakeholders:
Class Teacher:		Year Level:	
Identified Triggers (antecedents):			
Observed Problem Behaviours:			
Long Term Goals:	Safe:		
	Respectful:		
	Learner:		
Short Term Goals:	Safe:		
	Respectful:		
	Learner:		

Proactive Strategies (prevent problem behaviours and promote desired/alternate behaviour)		Reactive Strategies (Functional Management)	
ENVIRONMENTAL STRATEGIES (manipulation of antecedent)	POSITIVE PLANNING (explicit alternate/desired behaviour teaching)	SITUATIONAL TEACHING (reinforce alternate/ desired behaviour, extinguish problem behaviour)	SITUATIONAL MANAGEMENT
Classrooms: ▪ Play ground: ▪ Wider School Environment: ▪ Specific Event: ▪	Daily: ▪ Weekly ▪ Situational ▪ Use Interests ▪ Build on Strengths: ▪	1. Response for Low Risk Behaviour ▪ 2. Response for Medium Risk Behaviour ▪	3. Teacher Crisis Management ▪ 4. Administration Crisis Management: ▪
Parent	Class Teacher	Support Staff	Deputy Principal

Behaviour Management Process Flowchart (Major and Minor Behaviours)



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OneSchool Category	Minor Behaviour		Major Delayed or Immediate Behaviour	
	Definition	Examples	Definition	Examples
Bullying/Harassment	Someone or a group of people with more power, **repeatedly**, using words or action to hurt another	Direct teasing (name calling, making comments about individual characteristics), taking things	Repeated action where an individual targets someone with the intent to harm or injure	Repeated ongoing, targeted harassment towards an individual despite intervention
Defiant/Threats to adults	Not following the directions of an adult	Ignoring directions, non-verbal gestures and responses like crossing arms or rolling eyes, running away from adults	Persistent, blatant refusal to follow directions of an adult	Repeated: yelling or screaming at an adult; running away from an adult; leaving of the classroom for an extended period of time out of staff's sight and whereabouts unknown. Non-verbal inappropriate gestures to an adult (e.g. giving the finger). Intimidation where an adult feels unsafe
Disruptive	Learning has stopped for an individual child or children	Annoying, repeated behaviour such as tapping pencils. Other repeated noises with the intent to annoy and get a reaction. Repeated calling out. Leaving the classroom without permission	Learning has stopped for a significant period of time including disruption of other students learning and the teacher's right to teach	Class evacuations, repeated yelling and screaming with the intent to stop the class learning, repeated moving around the room and in and out of the learning space without permission
Information Technology Misconduct	Misuse of or misconduct using technology equipment at school	Use of inappropriate language in searches or blogs, cyber teasing	Persistent name calling, threats or disrespectful messages to others online during school time	Bullying on Social Media during school time (e.g. Facebook, Twitter). Accessing unauthorised websites or adult content online at school
Lateness	Being late to class with an invalid reason	Dawdling between bells, taking too long at toilets or to get a drink to avoid school routine	Deliberately being late to class to avoid routine	Hiding in out of bounds/toilet to avoid following routine
Lying	Not telling the truth to an adult	Lying to get out of trouble or work avoidance	Lying with the intent to cause slander of a staff member or adult	Making a false allegation against an adult

Queensland Government

OneSchool Category	Minor Behaviour		Major Delayed or Immediate Behaviour	
	Definition	Examples	Definition	Examples
Misconduct involving an object	Not using equipment and/or furniture for its intended purpose	Moving chairs or tables. Using tubes to spit objects. Throwing objects in the classroom such as cushions. Throwing rocks or sticks without the intent to harm. Drawing pictures of a sexual and inappropriate nature	Dangerous or inappropriate use of objects. Using objects with the intent to offend	Dangerous movement of furniture, dangerous object throwing with intent to injure, sharing of adult content including sexual images or materials
Non-compliant with routine	Refusal to follow the established expectations and school/class routines set in place	Refusal to comply with transitions and daily routines, not following bells or transitions	Repeated refusal to follow expected rules and procedures	Repeated refusal to participate in expected and communicated routines and timetables resulting in significant missed learning or participation
Other conduct prejudicial to the good order and management of the school	Playing or walking through areas out of bounds	Playing in the wrong play area, repeatedly walking through an out of bounds area	Leaving the school grounds within school hours without permission	Running away from class/play area and leaving the school grounds
Physical misconduct	Aggression (non-serious but inappropriate), physical contact towards another child that does not result in injury	Pushing, hitting, kicking (not resulting in injury), play fighting, tripping, spitting towards someone or spitting on the ground	Aggressive physical contact with the intent to cause or having the outcome result in injury, intentional inappropriate physical contact or invitations of a sexual nature	Intent to cause harm by punching, hitting, spitting on people, kicking, pushing down, hitting with object or biting. Instigating or promoting a fight that results in significant disruption to school routines or injury. Touching of another person's private parts with intent of a sexual natural. Showing genitals to others, invitations of a sexual nature to others
Possess prohibited items	Bringing items not allowed at school	Chewing gum, mobile phones (not placed in the office), trading cards, electronic games or trading of objects	Bringing objects that could be used as weapons and illegal chemical substances to school, (as well as implements to use)	Sharp knives, guns, dangerous weapons or chemicals (e.g. drugs, cigarettes, alcohol, lighters, matches)

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OneSchool Category	Minor Behaviour		Major Delayed or Immediate Behaviour	
	Definition	Examples	Definition	Examples
Property misconduct	Maltreatment of property belonging to others or the school, taking the possession(s) of another (insignificant monetary value) person's property without their expressed consent	Misuse of school equipment or objects, or the belongings of others, taking another person's property	Deliberate attempts to harm or destroy the property of the person or others. Taking the possession(s) of another (significant monetary or personal value) without their consent with intent to permanently deprive	Destruction of another person's belongings, graffiti, breakage of school ecuipment or school facilities. Stealing of items like electronic devices, sporting equipment or school bags. Theft of large sums of money or school equipment
Refusal to participate in a program of instruction	Refusing to begin or complete a set learning task	Refusing to attempt tasks even with support, refusing the directions of the teacher	Ongoing refusal to begin or complete set learning tasks	Constant and ongoing refusal to begin and complete tasks and to work with the support plans in place
Substance misconduct involving illicit substance	Not applicable	Not applicable	Bringing illegal chemical substances or drugs to school (including implements to use)	
Substance misconduct involving tobacco and other legal substances	Not applicable	Not applicable	Bringing cigarettes, lighters, matches or alcoholic substances to school. Misuse or sharing of products (supermarket products)	
Threat/s to others	Threat to another student	Verbally threatening another student/s, physically threatening with fist or weapon without follow through, writing threatening messages	Intimidation or verbal or non-verbal threat to an adult	Repeated physical threats with fists or weapon without follow through. Writing threatening messages. Instigating or promoting a fight
Truant/skip class	Refusing to participate in a specialist lesson or whole school learning session	Hiding in toilets or out of bounds	Not attending a full day of school without parent permission	Parent states that they believe the student to be at school and they are unable to be located on the grounds
Verbal misconduct	Speaking inappropriately or disrespectfully to others	Argumentative towards adults, unkind and hurtful remarks to others, swearing, name calling, using sexualised language	Severe verbal misconduct (e.g. swearing, threatening, abusive language directed at an adult). Offensive language towards others based on race or gender	Swearing at an adult, threatening others with violence, serious and offensive name calling

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AT ALL TIMES

Be Safe	✓ I think first before acting. ✓ I keep my whole body to myself. ✓ I am in the right place at the right time. ✓ I walk safely while moving around The school. ✓ I use the High 5 to solve problem.
Be Respectful	✓ I am kind to others. ✓ I treat all property with respect. ✓ I wear my school uniform with pride. ✓ I am truthful and honest. ✓ I take care of our school environment. ✓ I use a listening body.
Be a Learner	✓ I participate in all activities positively. ✓ I follow school routines. ✓ I follow all instructions the first time. ✓ I am responsible for my own choices and actions. ✓ I am a positive role model for others. ✓ I seek help when needed.

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DO THE HIGH FIVE
IGNORE
TALK FRIENDLY
Please stop
WALK AWAY
TALK FIRMLY
Stop it! I don't like it
REPORT