



Student Code of Conduct 2026

Brighter Futures: Delivering Excellence for Every Student

Brighter Futures commits Queensland state schools to delivering excellence in every state school, for every student. Excellence is founded in equity, ensuring every student — regardless of background, ability or culture — is empowered to succeed. Through clear and consistent expectations, strong foundations across each phase of learning, and shared accountability, schools work together to improve outcomes for every student.

Purpose

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

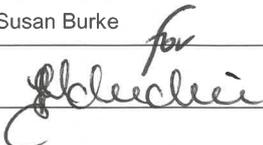
The Windaroo State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and effective whole school approach to discipline.

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

Contact Information

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Endorsement

Principal Name:	Danielle Roff	P & C President Name:	Susan Burke
Principal Signature:		P & C President Signature:	
Date:	23 February 2026		

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Principal's Foreword

Introduction

Windaroo State School has a long and proud tradition of providing high quality education to students in the Southeast Region of Queensland. We believe strong, positive and respectful relationships between all members of our school community are the foundation to support the success of all students.

Windaroo State School has three **Behaviour Expectations**:

Be Responsible:

Take responsibility for your own actions by:

- committing to learning
- following instructions
- being punctual
- displaying sensible behaviour at all times

Be Respectful:

Show respect for staff, fellow students, parents and visitors to our school by:

- speaking politely
- sharing and co-operating with others
- respecting teacher's right to teach
- respecting students right to learn

Be Safe:

Engage in safe practices by:

- acting safely towards others
- playing safely on the oval and in all play areas
- caring for the safety and well-being of others

These expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind caring young people. Our school staff believe that **communication and positive connections** with other people are the most valuable skills our communities need now and in the future.

At Windaroo State School, staff take a growth mindset approach to discipline, grounded in the belief that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

At Windaroo State School we recognise and celebrate students who consistently demonstrate our school expectations of being Safe, Respectful and Responsible. This document outlines a variety of methods through which this occurs.

I thank the school community for your support in working as a team to support students in meeting our expectations.

Learning and Behaviour Statement

All areas of Windaroo State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success on academic education programs.

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 **three** expectations that are in place for students:

Be Safe

Be Responsible

Be Respectful

Behaviour Expectations

At Windaroo State School expectations are characterised by...

- building positive relationships with students and staff
- providing a curriculum that promotes effective teaching and learning
- focusing on and reinforcing positive behaviours
- having high expectations
- communicating behavioural expectations and their consequences using age-appropriate language and instructional techniques
- having a systematic and organised plan for Behaviour Management
- encouraging all members of the school community to model appropriate behaviour

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

Parents and staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

Safe

Parents	Staff
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Respectful

Parents	Staff
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or Deputy Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You approach the class teacher, Deputy Principal or Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

Responsible

Parents	Staff
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your child/ren attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

Student Wellbeing and Support Network

Windaroo State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with a member of the leadership team if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Whole school social-emotional support occurs

The Resilience Project
Zones of Regulation
Smiling Minds
Respectful Relationships

Rock and Water Program
Lunch Time Clubs
Chaplaincy Programs
Bullying No Way

Mental Health

Windaroo State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a **Student Plan**.

Windaroo State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Windaroo State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact **our Guidance Officer**.

Role	What they do
Chaplain (Mon,Wed)	<ul style="list-style-type: none"> provides support to families with parental permission the Chaplain may support individual students support groups of students who may be experiencing friendship issues as directed by the Principal
Guidance Officer (Mon,Tue)	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment which may include counselling conduct assessments as required to determine further support and strategies for students liaises with parents, teachers, or other external health providers as needed as part of the counselling referral process
School Psychologist	<ul style="list-style-type: none"> registered health practitioners who work with student support teams to identify and support the mental health and wellbeing needs of students. main focus for school psychologists is providing one-to-one therapeutic counselling for students' mild to moderate mental health difficulties including anxiety, disordered eating, depression, personal relationships/social difficulties, and stress. support provided could also include assistance with referrals to external support services, providing advice on diagnoses provided by external professionals, implementing classroom support strategies, and liaising with external providers who are engaged with the student. referrals are assessed through the Social Emotional Committee (SEC) via a Deputy Principal.
Head of Inclusive Services (HOIS)	<ul style="list-style-type: none"> Coordinates and leads support needs for students leads the Student Welfare and Academic Performance (SWAP) process which meets weekly to discuss referrals from class teachers seeking further support and/or advice liaises with the GO, Chaplain, Speech Language Pathologist, Enhancement team and Principal to provide follow up for individual students including assessments, entry to programs, referrals to outside agencies and feedback to parents/carers. coordinates Personalised Learning Plans for identified students collects data for NCCD, and NDIS as appropriate liaises with parents requiring NDIS support as appropriate

Whole School Approach to Discipline

Windaroo State School uses the multi-levelled 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.

Our Whole School approach draws from research-based frameworks to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Windaroo State School we believe discipline is about more than consequences. 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 Windaroo State School Student Code of Conduct promotes a consistent approach to teaching behaviour. The language and expectations of our behaviour management approach can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Positive Reinforcement

Values Tokens

Values Tokens are issued to students who demonstrate our behaviour expectations at every opportunity to increase the likelihood of those behaviours occurring consistently in all settings.

At each assembly, 12 tokens are drawn at random and the students are able to choose a WSS behaviour expectations prize.

Positive Postcards

Positive postcards are sent home to recognised students each term. The message may refer to an effort made towards their work, other students or staff, a sporting team or school event. The personalised message is sent via the post to the student's address.

Quiet Achievers Morning Tea

Once a term, classroom teachers nominate a student who demonstrates persistence in academic achievement along with consistently meeting our behaviour expectations without reminders in the playground and classroom.

Students are invited to a morning tea with their parents or representative at school attended by the Principal and Deputy Principals. They are presented with certificate that contains a message from their class teacher about their 'quiet achievements'.

Assembly Awards

“Aussie of the Term”

Each term a nominee is chosen by each class. Each nominated student receives a certificate outlining their attributes. One student from Prep to Year 3, and Year 4 – 6 is announced as the “Aussie of the Term” and is presented with a pin and special certificate.

“Merit Certificate”

On alternate assemblies, two students from each class are selected by the class teacher to receive a certificate.

“G.E.M Awards”

At each assembly a student from each class will be awarded a GEM certificate. The certificates represent their accomplishments in one of the key areas of Gratitude, Empathy and Mindfulness.



ClassDojo

ClassDojo is used in the Junior School to send positive messages of achievements, progress and words of encouragement.

Consideration of Individual Circumstances

Staff at Windaroo 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 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 very seriously and will address them appropriately. We expect that parents 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

Windaroo 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.

Every classroom in our school discusses the behaviour expectations to Be Safe, Be Respectful and Be Responsible as the basis of their classroom rules. The class teacher brainstorms with students to develop an understanding of what each expectation looks like in their classroom and the school environment.

These expectations are revisited continuously through the year to address any new or persistent issues.

At Windaroo State School a team approach is utilised to support students who may need more targeted behaviour support. The Domain DP or HOIS is the case manager and monitors specific students at risk. Strategies are implemented utilising all necessary human resources to support identified students. All stakeholders are involved in this decision making process. Positive reinforcements, curriculum adjustments, direct human resource support and open communication are the key elements in supporting students' behaviour so that improved outcomes are achieved.

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.

Levelled Systems of Support

Windaroo State School uses levelled systems of support as the foundation for our integrated approach to learning and behaviour. This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, increasingly intensive interventions are matched to the identified needs of individual students.

Level 1: UNIVERSAL (100%) of students receive support for their academic and behavioural development.

Focus is on the whole-school implementation of both the Australian Curriculum and Behaviour Expectations. This involves:

- teaching/rehearsing the HIGH 5 strategies
- teaching/modelling behaviours in the setting they will be used
- co constructing behavioural expectations
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons at the commencement of the school year and each term
- targeted revision throughout the school year so skills are ready and likely to be used when students need them

Level 2: TARGETED Targeted instruction and support options for **some students** (10-15%) are more intense than Level 1, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Level 2 scaffolds and builds on the processes provided at Level 1, and may prevent the need for more intensive interventions. 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.

Focused teaching is aligned to our Behaviour 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.

If the school data indicates that more than 10-15% of students require targeted services, then a review of Level 1 is needed to address the basic implementation and quality of instruction.

Level 3: INTENSIVE Level 3 support options continue to build on the lessons and scaffolding provided at Levels 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful.

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

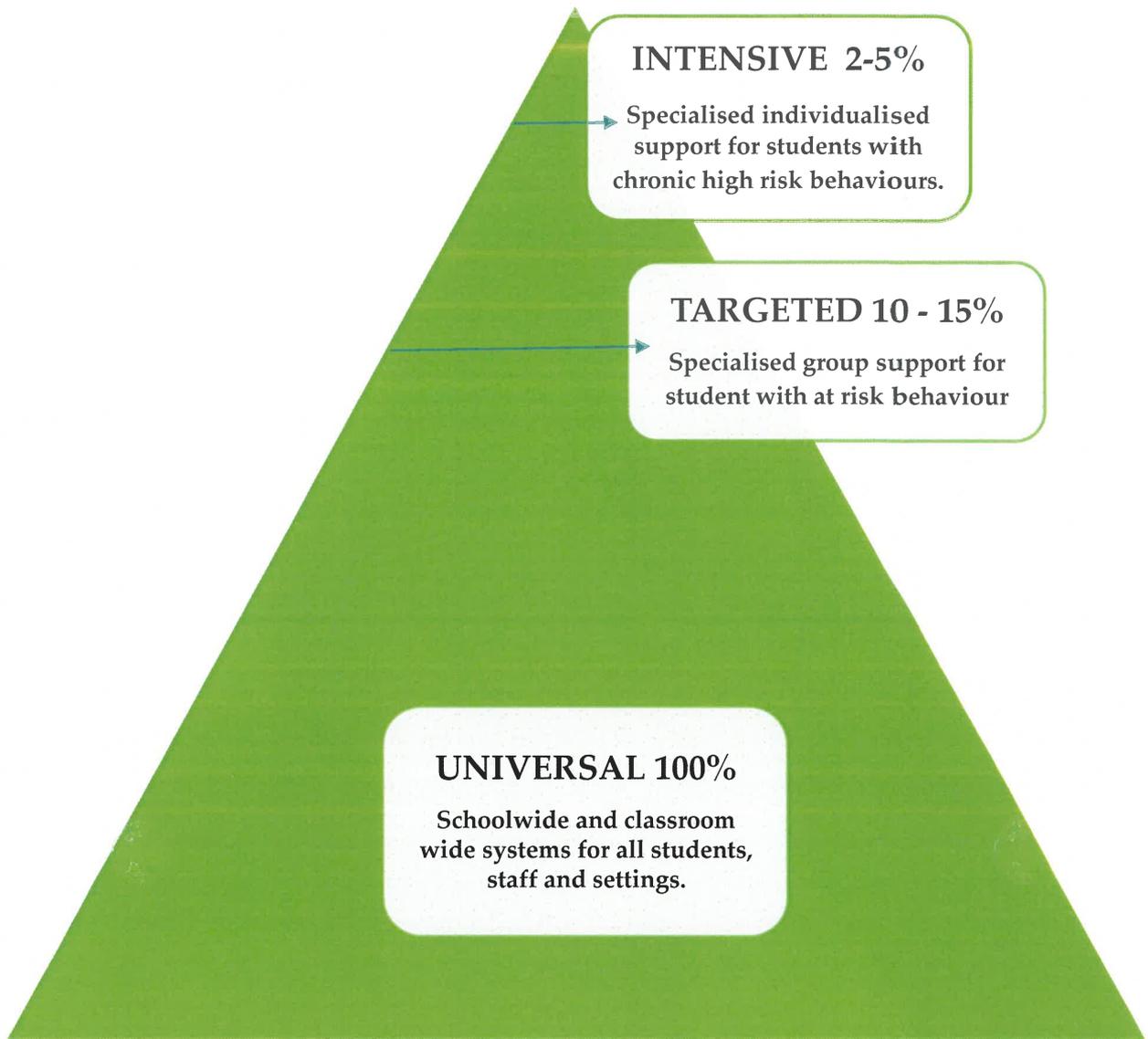
Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Level 3 supports are based on the underlying **function** of a student's behaviour (FBA) and should include strategies to:

- PREVENT problem behaviour (consideration of environmental/ interpersonal/ developmental/ experiential eg trauma factors)
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour

Students who require intensive support will be referred to Complex Case Management. The coordination of their program, communication with stakeholders and direct consultation with the student will be managed by the team leader. The team will be comprised of Principal, Sector Deputy Principal, HOIS, class teacher, and others as required. Students at this level will have a Student Improvement Behaviour Plan and possibly a Safety Plan. At this level, student participation in excursions, including camps, will be at the discretion of the Principal.



CONTINUUM OF LEVELLED SUPPORT

BEHAVIOUR MANAGEMENT RECORD

LEVELS ⇐ Minor Major SCHOOL RULES ⇓	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Be Safe 1. Work and play safely 2. Always be in the appropriate area	R1:L1 <ul style="list-style-type: none"> Not wearing hat / shoes Running on paved areas or around buildings Eating gum Sitting on port racks R2:L1 <ul style="list-style-type: none"> Not waiting outside tuckshop before 8.30am Playing (ball) games outside tuckshop before 8.30am 	R1:L2 <ul style="list-style-type: none"> Spitting on the ground Throwing objects at ground Carrying sticks Rough play Riding bike/skateboard/scooter/roller blades on school grounds R2:L2 <ul style="list-style-type: none"> Eating and/or playing outside of area Walking and eating Playing in and around toilets Leaving desk for inappropriate reason 	R1:L3 <ul style="list-style-type: none"> Physically intimidating Dangerous rough play Deliberately hurting or intending to hurt Damaging other student's clothing Throwing objects with potential to hurt R2:L3 <ul style="list-style-type: none"> Repeatedly being in an out of bounds area Leaving room without permission 	R1:L4 <ul style="list-style-type: none"> Possession of unlawful objects or substances Having dangerous objects at school eg. matches, knives, screwdrivers Violent acts causing injury Throwing objects causing injury R2:L4 <ul style="list-style-type: none"> Leaving school grounds

<p>Be Respectful</p>	<p>3. Follow supervisor's directions the first time</p>	<p>R3:L1</p>	<p>R3:L2</p> <ul style="list-style-type: none"> Ignoring a direction 	<p>R3:L3</p> <ul style="list-style-type: none"> Continual insolence / disobedience / defiance Giving misleading/false information to an adult Disrespectful towards staff <p>R4:L3</p> <ul style="list-style-type: none"> Offensive/threatening actions, verbal or written comments Encouraging someone to break a rule 	<p>R3:L4</p> <ul style="list-style-type: none"> Deliberate physical, verbal or written abuse to an adult <p>R4:L4</p> <ul style="list-style-type: none"> Deliberate / continuous physical (including spitting), verbal or written abuse including through technology. Creating/spreading malicious rumours <p>R5:L4</p> <ul style="list-style-type: none"> Stealing items Vandalising school or private property Misuse / fouling of toilets
<p>Be Responsible</p>	<p>4. Act respectfully to all</p>	<p>R4:L1</p>	<p>R4:L2</p> <ul style="list-style-type: none"> Disrespectful to others eg <i>pulling faces, laughing/pointing at, low level name calling</i> 	<p>R5:L3</p> <ul style="list-style-type: none"> Touching / using others' or school's property without permission or inappropriately Using multimedia inappropriately Misusing own property/equipment Misusing toilets – eg. <i>running, playing</i> 	<p>R6:L4</p> <ul style="list-style-type: none"> Continuous refusal to work Use of mobile phone, iPad, smart device during school hours
<p>5. Care for all personal and school property</p>	<p>R5:L1</p> <ul style="list-style-type: none"> Littering Inappropriate use of resources eg. <i>water, paper, paint</i> 	<p>R5:L2</p> <ul style="list-style-type: none"> Disrespectful of own/others' / school property 	<p>R6:L3</p> <ul style="list-style-type: none"> Work refusal Inappropriate use of toys / iPads etc Repeatedly not prepared for learning 	<p>R6:L4</p>	
<p>6. Be prepared for learning</p>	<p>R6:L1</p> <ul style="list-style-type: none"> Not wearing correct school uniform (<i>studs, sleepers, watch, signet ring are acceptable</i>) Bringing inappropriate toys to school 	<p>R6:L2</p> <ul style="list-style-type: none"> Not lined up ready for class Mobile phone or non-BYOD iPad not handed in to office Playing with toys in class Using class time inappropriately Loitering after school 			

Legislative Delegations (Optional)

Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at Windaroo 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 and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Three types of language are used in response to student behaviour:

- 1) Expectation
- 2) Acknowledgement
- 3) Correction

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 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 be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

At the end of each semester the Report Card will include Behaviour and Effort marks. Parents/carers will be kept informed about their child's behaviour through Behaviour Management Record Sheets, parent interviews and contact from the classroom teacher and Deputy Principal. Parents/carers are encouraged to keep in contact with their child's teacher throughout the semester via email or a face to face meeting.

Any student who receives an “**Unacceptable**” on their Report Card will not be able to attend upcoming events due to the safety and wellbeing of all.

Any student who receives a “**Needs Attention**” on their Report Card will be able to attend events at the Principal's discretion, due to the safety and wellbeing of all.

Consequences for Unacceptable Behaviour

Windaroo State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record all minor and major behaviour.

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to one or more of the following school expectations:

- Be Safe
- Be Respectful
- Be Responsible

Teacher Warning

Students are given reminders by their teacher regarding expected classroom behaviour.

- Teacher/student manipulates the behaviour chart/ladder to represent the warning.

Time Out

Students are removed from the class group, but are kept in the classroom/wet area. They are provided with the opportunity to reflect.

- Student moves to an allocated Time out location.
- Student completes Time Out activity

Buddy Class

Students are asked to leave their classroom and report to a pre-arranged buddy classroom. Students should take work with them. Class teacher records behaviour on OneSchool and refer's Line Manager for optional follow up. When returning from Buddy Class the teacher and student engage in a re-entry conversation focussing on the positives.

Time Out from Play

Students are withdrawn from play by either the Class teacher or Deputy Principal and spend time in the classroom or office.

Allocated/Supported Play

Students are allocated an area to play in by the Deputy Principal where they must play. Students report to the Duty Teacher who assesses their behaviour during the break.

Office Time Out

Students are withdrawn from class for less than a day and may not interact with other students.

Inschool Withdrawal

Students are withdrawn from class for a day and may not interact with other students. Students are withdrawn from school events including sports training on this day. Students may also forfeit the right to participate in upcoming events, schools camps or excursions. This will be the decision of the Principal. Inschool Withdrawals will be communicated to parents by the Deputy principal and recorded in OneSchool.

How are you feeling?

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

What happened? Who was affected?

What is the expectation?

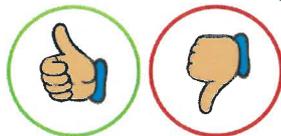
- Circle
- Be Safe
- Be respectful
- Be responsible

What will you do differently next time?

What zone are you in now?

Are you ready to return?

-  calm
-  focused



Teacher signature _____

Student signature _____

Strategies to address unacceptable behaviour may include:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out plan
- Teacher coaching and debriefing
- Referral for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

The school leadership team work in consultation to address persistent or ongoing serious inappropriate 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)
- 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)

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a school and any school-related activities for a set period of time. It can be applied by the Principal as a consequence to address inappropriate student behaviour. There are four types of SDA:

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

At Windaroo 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 such that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Process

- The incident and associated consequence are reported to the Parents/Carers
- The incident and consequence is recorded on OneSchool
- An education program should be provided for the student for the duration of their suspension. Parents/Carers to collect from the school office on the morning following the incident.
- The student may forfeit the right to participate in any future school events including extracurricular activities, school excursions and school camps. This will be at the Principal's discretion.

Re-entry following suspension

Students who are suspended from Windaroo State School will 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 or carer, 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, which may include Principal, Deputy Principal and/or class teacher, to set the student up for future success and strengthen home-school communication. Staff may use a Re-entry Reflection Sheet (below) to guide the conversation.

Re-entry Reflection Sheet

Name: _____ Date: _____

How are you feeling?

 BLUE ZONE Sad Sick Tired Bored Moving Slowly	 GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	 YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	 RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control
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What is your behaviour goal?

What is the expectation? Circle.

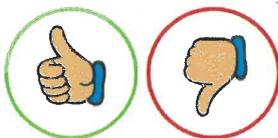
Be Respectful I will... Care for school property Listen when others speak Use kind words Care for and help others Trust others the way I want to be treated Put my hand up to speak Be honest Use my manners Follow the rules Co-operate with others and be fair	Be Responsible I will... Be prepared for school Care for my own and others property Try my best... Follow the rules Think about my choices Show self control Follow the directions Accept my consequences Do all my work Be dependable Be reliable Wear my uniform correctly	Be Safe I will... Use the toilets correctly Walk on paths and in the classroom Be in the correct play areas Use play equipment properly Keep my hands, feet and objects to myself Sit on my chair properly Wear a hat Play safely Use classroom equipment properly
--	--	---

How are you going to do this?

What zone are you in now?

Are you ready to return?

- calm
- focused



Not ready to be in class

Student signature _____ Leadership signature _____

School Policies

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope, lighters)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives
- flammable solids or liquids (e.g. fire starters, mothballs)
- 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 or any item that can be used as a weapon. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** 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

Staff at Windaroo State School:

- do not require the student's consent to search **school property** such as desks or laptops that are supplied to the student through the school;
- may temporarily remove 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;
- require consent from the parent 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;
- may search a student's property without the student's consent or the consent of the student's parents in an emergency situation (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the parent to search the person of a student (e.g. pockets or shoes). If a search is considered necessary, the police and the student's parents should be called to make a determination.

Parents of students at Windaroo 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 Windaroo 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 Windaroo 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 Windaroo 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 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.

Windaroo State School has determined that explicit teaching of responsible use of 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, school staff and students.

Smart Device Etiquette

Bringing smart devices to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, a parent consent form must be completed (see Appendix 1). They must be checked in on arrival at school then collected from the office when the student departs. Students are permitted to check their phone for messages on collection and then put them away in their bag. Disciplinary action will be taken against any student who is caught using a device during the school day without permission from the class teacher for a learning activity.

Recording Voice and Images

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

Educational Devices / Bring Your Own Device Policy

Students are able to bring to school personally owned digital devices to work with in their classrooms if approved or requested by the class teacher. Devices are to be used for learning purposes ONLY as directed by the teacher.

Students and Parents must sign an agreement to:

- ◆ use it for learning purposes as directed by their teacher;
- ◆ act responsibly and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to them or anyone else;
- ◆ respect others when they talk to, and work with them online, and never write or participate in online bullying;
- ◆ only use applications/games that have an appropriate age rating and that have been approved by their teacher;
- ◆ never access the internet through 4/5G, hotspots, or other independent network connection;
- ◆ never connect to another device via Bluetooth, Personal Hotspot or Pairing.
- ◆ only access the school wireless network for educational purposes;
- ◆ never download apps through the school network unless instructed by their teacher.
- ◆ never use their smart device to call people during the school day;
- ◆ never photograph or video any incidents at school, including behavioural incidents such as fights; and to always leave their device in the locked classroom during break times

- ◆ act in a responsible and ethical manner,
- ◆ not use cloud based storage services eg. icloud or dropbox to store, send, access or share information
- ◆ protect the privacy of others, never sharing images or messages via Messaging, Chat, Emails, Facebook, Facetime or any other social media application.

When using their device as a camera they will:

- ◆ only take photos and record sound or video when it is part of a class or lesson as directed by their teacher;
- ◆ seek permission from individuals (as per ICT User agreement and Media Release Form) before publishing photos, recorded sound or video to anyone else or to any online space. This includes uploading materials to the Learning Place, edStudio/edAlbum, blogs or the Windaroo SS website;
- ◆ seek teacher permission (as per ICT User agreement and Media Release Form) before uploading any content to any websites;
- ◆ protect the privacy of others and never post private information about another person, at home or at school.

It is also the responsibility of parent/carer to ensure that explicit content is not brought in on devices from home. If a student misuses their device a parent/carer MUST come to the School to collect the device. It will not be given back to the student.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by smart devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special Circumstances Arrangement

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

** Smart Devices **includes, but is not limited to**, game devices, laptop computers, cameras and/or voice recording devices, mobile telephones, Smart watches and devices of a similar nature.*

At all times, students using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Windaroo 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.

Preventing and responding to bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Windaroo 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 Windaroo 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

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 to report bullying:

Prep to Year 6 – Class Teacher



Appropriate use of social media

Cyberbullying is treated at Windaroo 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 who wish to make a report about cyberbullying should approach the Sector Deputy Principal.

Parents and students who have concerns about cyberbullying incidents occurring during school holidays and outside of school hours, should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Windaroo 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 may include behaviour such as cyberbullying or 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.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with valuable information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

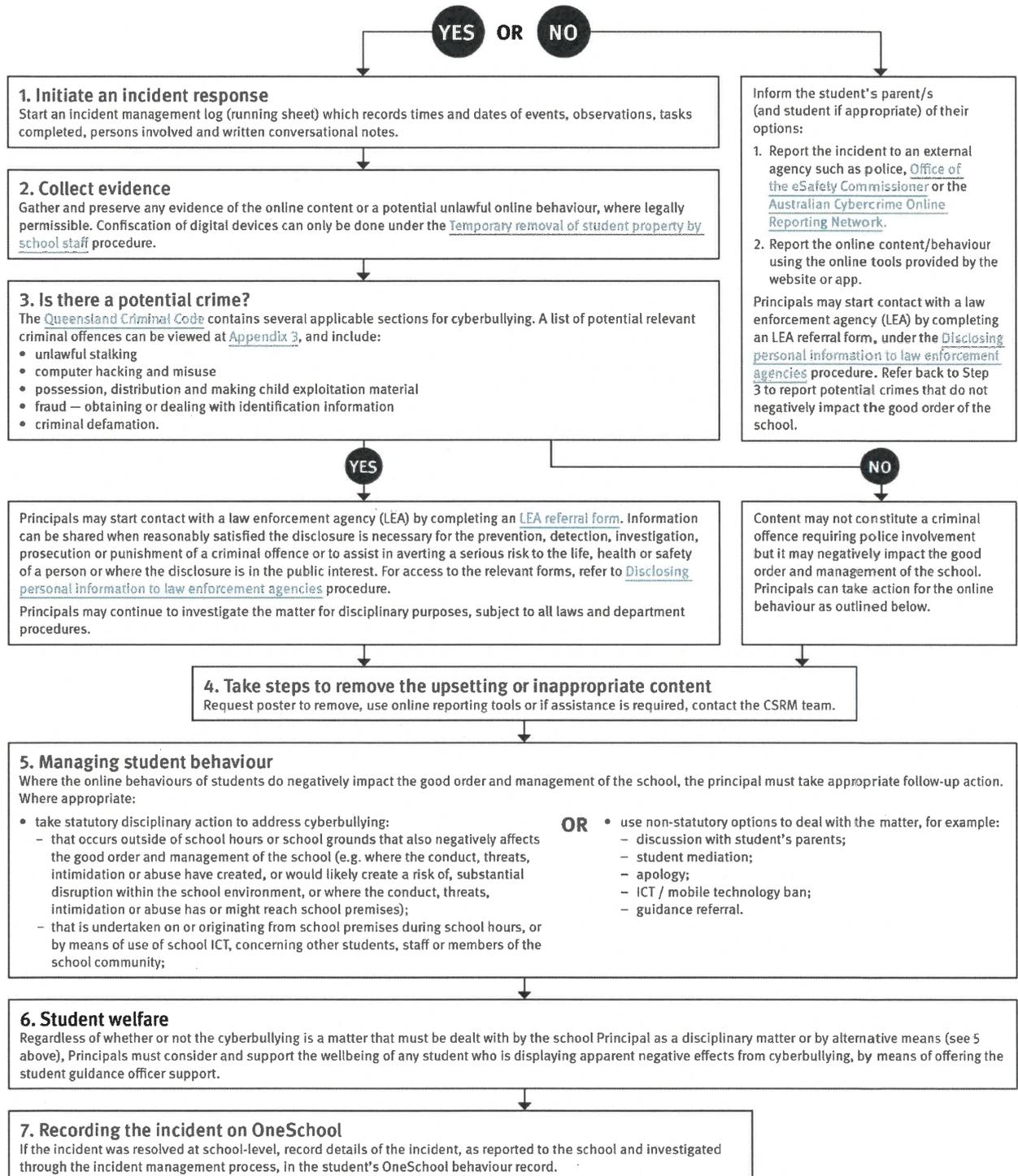
Explicit images

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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity 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?



Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, Principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting; try to keep comments general, and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school Principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students. Do not include images of others without their permission.

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.

School Uniform Policy

The way children dress has quite an influence on the way they behave and for this reason our students are expected to attend school clean and dressed in a manner that engenders pride. Our school community has endorsed a formal uniform policy under the guidelines of the Education Act 2006.

Our Parents' and Citizens' Association has designed a uniform that is very attractive and comfortable whilst affording good sun protection. Children can be proud to wear it and are expected to do so. A brief description is provided below.

Girls: Polo Shirt in green with purple inserts on the side. Basketball shorts in bottle green.

Dress in green check fabric. Culottes in bottle green.

Over Blouse with band in check green (must not be worn with basketball shorts).

Boys: Polo Shirt in green with purple inserts on the side.

Shorts in bottle green (Cargo or Stubbies). Basketball shorts in bottle green.

Pocketed Shirt in green check fabric with bottle green collar.

Winter: Bottle Green fleece zippered jacket or microfibre zippered jacket or pullover jumper (patterns and hoods NOT acceptable)

Girls may wear bottle green or black footed tights under their uniform during winter.

Boys & Girls: Full length bottle green microfibre trackpants / fleece pants

Footwear: Black shoes or joggers with black laces/Velcro and white socks.

Hats: Bucket hats in bottle Green reversible with sports house colour.

(Baseball caps and visors do not comply with sun safe Guidelines required under Government regulations.)

Backpack: Green backpacks suitably sized for primary students are available through School Locker. Any backpack is suitable.

No Hat, No Play

In view of the high incidence of sun cancer in our state, we have adopted a "no hat, no play" policy where children without a hat will be required to remain under cover for their own welfare. Children are encouraged to wear a "broad spectrum" sunscreen, particularly during sporting and swimming activities; this is to be applied at home. The wearing of sunglasses is permitted, however, children should not wear sunglasses for certain activities such as body contact sports.

General Appearance

It is essential that children wear shoes, not sandals or thongs for safety. Make-up or nail polish is not permitted. Hair is to be neat and tidy, with hair at shoulder length or longer to be tied or pinned up. Hair accessories are to be limited and in school colours. Sensible and appropriate hair styles are to be encouraged. Exotic haircuts / hairstyles such as strips, cut outs or any other hairstyle as deemed unacceptable by the Principal in consultation with the P&C are not allowed. Hair colour should be of natural colour. Jewellery should be kept to a minimum. A

watch, studs or sleepers are acceptable. For safety reasons, we ask that children not wear large earrings, necklaces, chains or bracelets except for school issued 'Value Token' bands. The uniform should be worn as a whole outfit without adding or deleting other pieces. On Free Dress Days, clothes must be sun safe and no midriff exposing tops are to be worn. The wearing of our school uniform encourages the belonging to our school family.

Uniforms

Uniforms can be purchased from The School Locker at Loganholme during their normal business hours.

Restrictive Practices

School staff at Windarao 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 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 through a student plan and staff will employ, when necessary, pre-arranged strategies and methods (eg. physical restraint) which are based upon a behaviour risk assessment or clinical health needs which 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 of a student 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

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.

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.
5. Debrief with student: 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.

Sometimes it may be necessary to evacuate students nearby the critical incident to ensure the safety of all and to assist in de-escalation of the situation.

Where possible, a debrief will also occur with those students who have been evacuated.

Resources

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

Conclusion

Windaroo State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions when parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).