



**Warwick Central State
School**

Student Code of Conduct 2025-2028

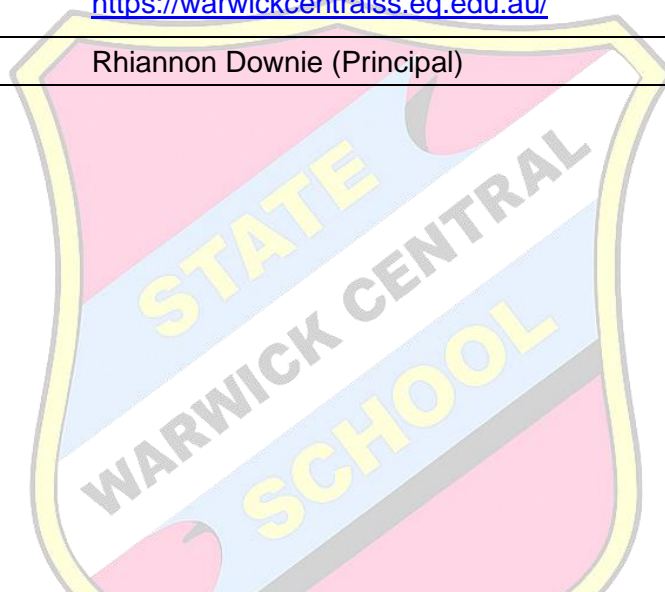
Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education


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Endorsement

Principal Name:	Rhiannon Downie
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Principal Signature:	
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Date:	5/08/2025
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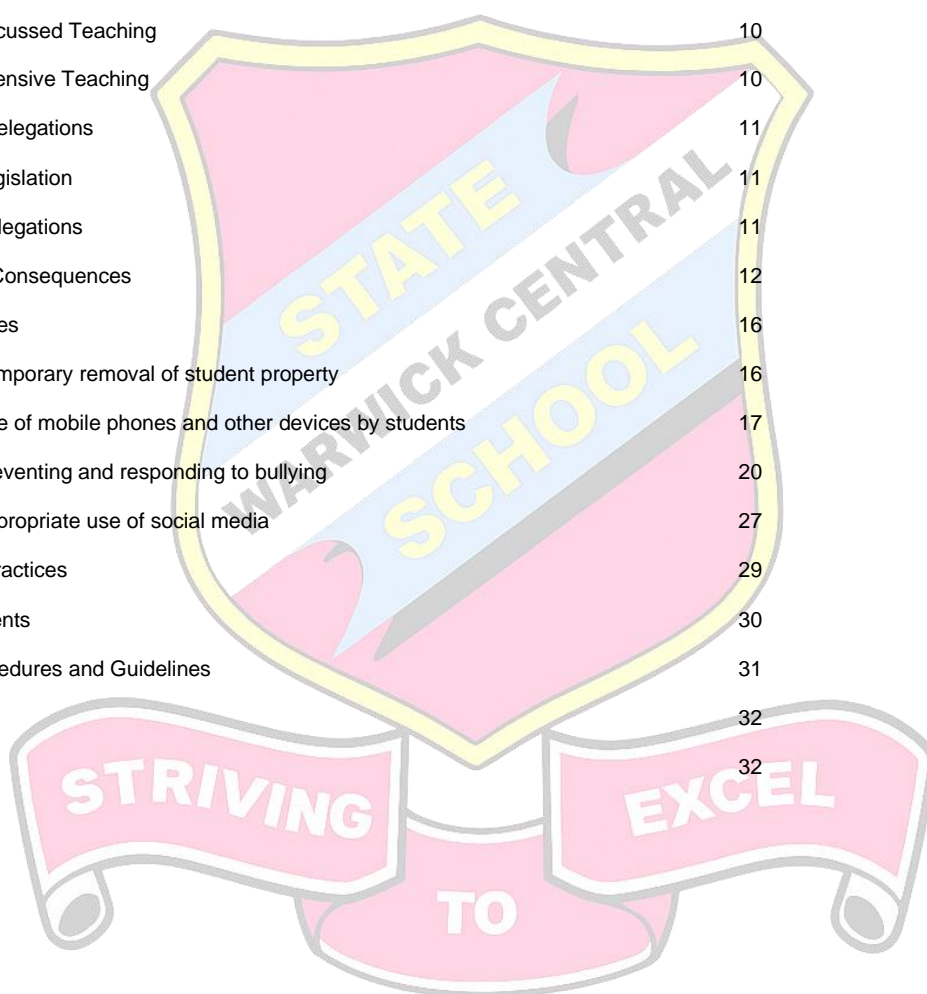
P/C President and-or School Council Chair Name:	
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P/C President and-or School Council Chair Signature:	
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Date:	
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Contents

Purpose	4
Principal's Foreword	5
P&C Statement of Support	6
Whole School Approach to Discipline	7
PBL Expectations	7
Consideration of Individual Circumstances	8
Differentiated and Explicit Teaching	9
Focussed Teaching	10
Intensive Teaching	10
Legislative Delegations	11
Legislation	11
Delegations	11
Disciplinary Consequences	12
School Policies	16
Temporary removal of student property	16
Use of mobile phones and other devices by students	17
Preventing and responding to bullying	20
Appropriate use of social media	27
Restrictive Practices	29
Critical Incidents	30
Related Procedures and Guidelines	31
Resources	32
Conclusion	32



Purpose

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

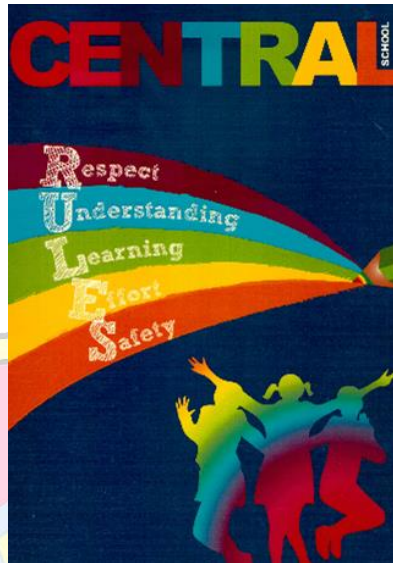
The Warwick Central State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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



Principal's Foreword

Respect
Understanding
Learning
Effort
Safety



Warwick Central State School is committed to providing a safe, respectful, inclusive and disciplined learning environment where every student can engage in quality education and reach their full potential.

This *Student Code of Conduct 2025–2028* outlines our whole-school approach to supporting positive behaviour and student wellbeing. Grounded in the principles of Positive Behaviour for Learning (PBL), our school-wide expectations – **Respect, Understanding, Learning, Effort and Safety (RULES)** – are explicitly taught, modelled and reinforced to ensure a consistent, safe and supportive learning environment for all students.

Our approach to behaviour is educative, preventative and responsive. We recognise that behaviour can be taught, just like literacy and numeracy, and that mistakes are opportunities for learning and growth. The Code of Conduct outlines how we support students through differentiated practices, provide focused and intensive interventions when needed, and apply fair, transparent and proportionate consequences.

Included in this document are our school's procedures for preventing and responding to bullying, the use of personal devices, and ensuring the safe use of school spaces and resources. These policies reflect our commitment to uphold the values of Queensland state schools and the responsibilities we share as a community to promote high standards of behaviour and wellbeing.

I thank our students, staff, families and community members for their continued partnership in fostering a learning culture where every child is known, valued and supported.

Miss Rhiannon Downie
Principal
Warwick Central State School

Whole School Approach to Discipline

At Warwick Central State School, we implement a whole-school approach to behaviour that promotes high standards of personal conduct and a supportive environment for learning. Our behaviour processes are aligned with the Department of Education's commitment to safe, inclusive and disciplined learning environments for all students.

Our school utilises the **Positive Behaviour for Learning (PBL)** framework as a multi-tiered system of support to promote positive behaviours and prevent inappropriate conduct. PBL provides a consistent and evidence-informed foundation for behaviour teaching and learning across all school settings.

Behaviour is not seen as separate from teaching and learning – it is a key component of the curriculum. Staff explicitly teach behavioural expectations and social-emotional skills, and reinforce these through daily routines, positive reinforcement and corrective feedback. Misbehaviour is addressed using an educative approach, and behaviour incidents are treated as opportunities to reteach and re-engage students in the expected behaviours.

Our five clearly defined school-wide expectations – **Respect, Understanding, Learning, Effort and Safety (RULES)** – underpin all aspects of school life. These expectations are:

- explicitly taught in classrooms and non-classroom settings,
- reinforced through consistent language and practices, and
- modelled by staff and community members.

All students and staff are supported through **tiered systems of intervention**:

- **Tier 1 (Differentiated)**: School-wide teaching and reinforcement of positive behaviours for all students.
- **Tier 2 (Focused)**: Additional focused teaching and support for students requiring more assistance to meet behaviour expectations.
- **Tier 3 (Intensive)**: Individualised support for students with complex and persistent behaviour needs.

Staff use data to monitor behaviour trends, inform decision-making, and evaluate the effectiveness of support strategies. Professional development and collaborative practices ensure that staff maintain consistency and alignment with departmental expectations.

Parents and carers are encouraged to partner with the school in supporting student behaviour. Open communication and shared understanding of expectations across school and home environments strengthen student outcomes.

By embedding a whole-school approach to behaviour, Warwick Central State School fosters a positive, inclusive and high-performing culture where all students can learn, feel safe, and belong.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Respect, Understanding, Learning, Effort and Safety (RULES).

Students

Below are examples of what these PBL expectations look like for students across the school. The comprehensive expectation matrix is attached in this document.

Respect

- Respect our school
- Follow teacher directions.
- Respect others' space and belongings.
- Wear your school uniform with pride.

Understanding

- Use kind words.
- Listen to and consider others' opinions.
- Look for opportunities to include others.
- Look for opportunities to help others.

Learning

- Be prepared for class.
- Complete your homework and assignments on time.
- Ask for help when you need.
- Work quietly so that others have the same opportunities to learn.

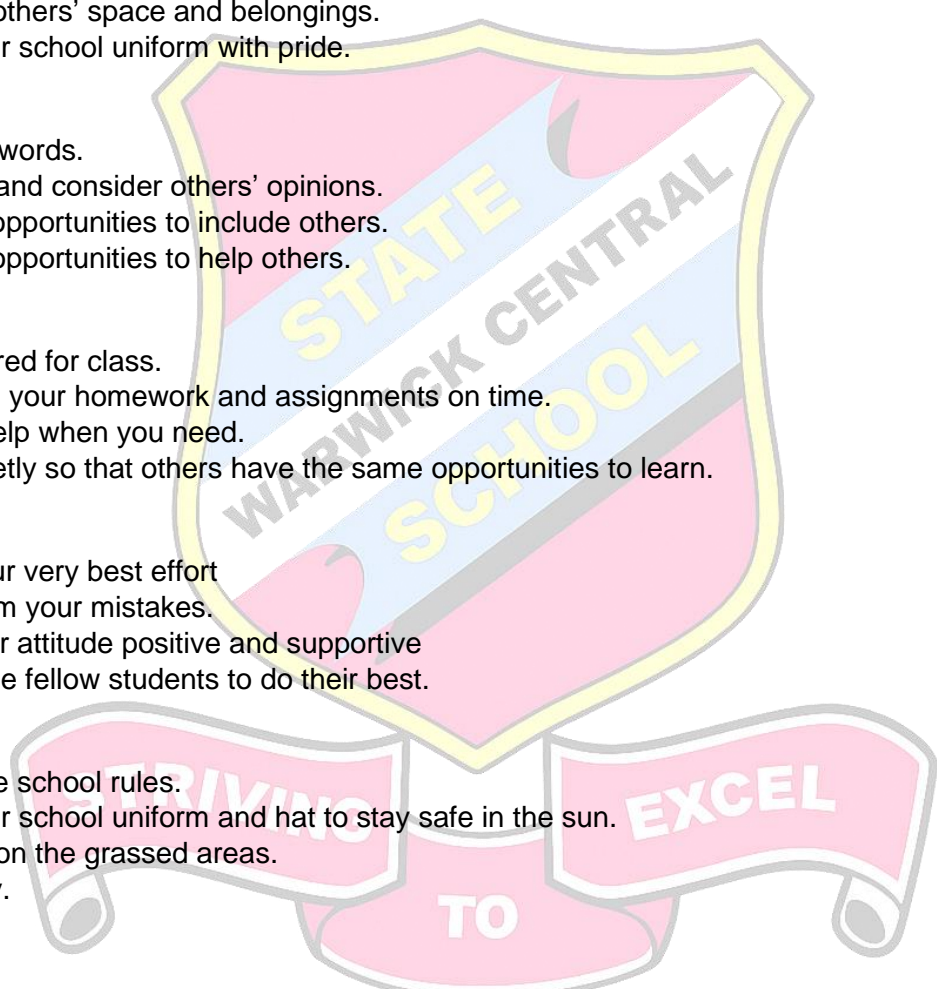
Effort

- Put in your very best effort
- Learn from your mistakes.
- Keep your attitude positive and supportive
- Encourage fellow students to do their best.

Safety

- Follow the school rules.
- Wear your school uniform and hat to stay safe in the sun.
- Only run on the grassed areas.
- Play fairly.

(SEE APPENDIX B)



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

Respect

<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 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 respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

Understanding

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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 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 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 notice when others (parents, staff and students) need help, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Learning

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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 ensure your children attend school every day and are prepared for learning activities.	We will create a safe, supportive and inclusive environment for every student.
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.

Effort

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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 encourage your child to achieve the best they can.	We will reward effort through our PBL strategies.

Safety

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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.
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 ensure your children 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 approach the class teacher 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 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.

Consideration of Individual Circumstances

Staff at Warwick Central 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 practice a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

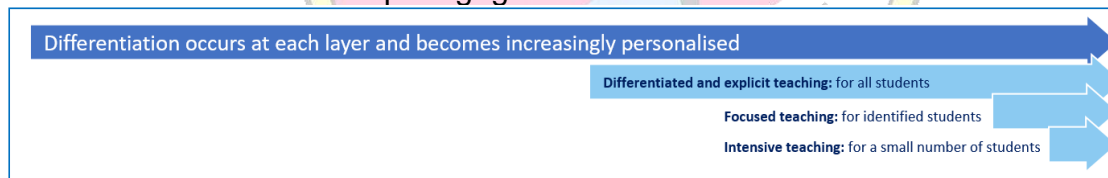
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Warwick Central 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 practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

Teachers at Warwick Central 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. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused 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.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Warwick Central State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations, and student progress is monitored by the classroom teachers to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

Warwick Central State School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

the school invests in the following evidence-informed programs to address specific skill development for some students:

- Zones of Regulation
- Functional Behaviour Assessment
- UR Strong Friendology program
- JUMP and SPARC wellbeing program

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Warwick Central State School Student Code of Conduct are links to relevant legislation which inform the overall content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [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 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)

- [Workplace Health and Safety Regulation 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 Warwick Central 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 problem behaviours. (**Refer to APPENDIX A: MINOR AND MAJOR BEHAVIOUR**).

Some students will need additional support, time and opportunities to practice expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

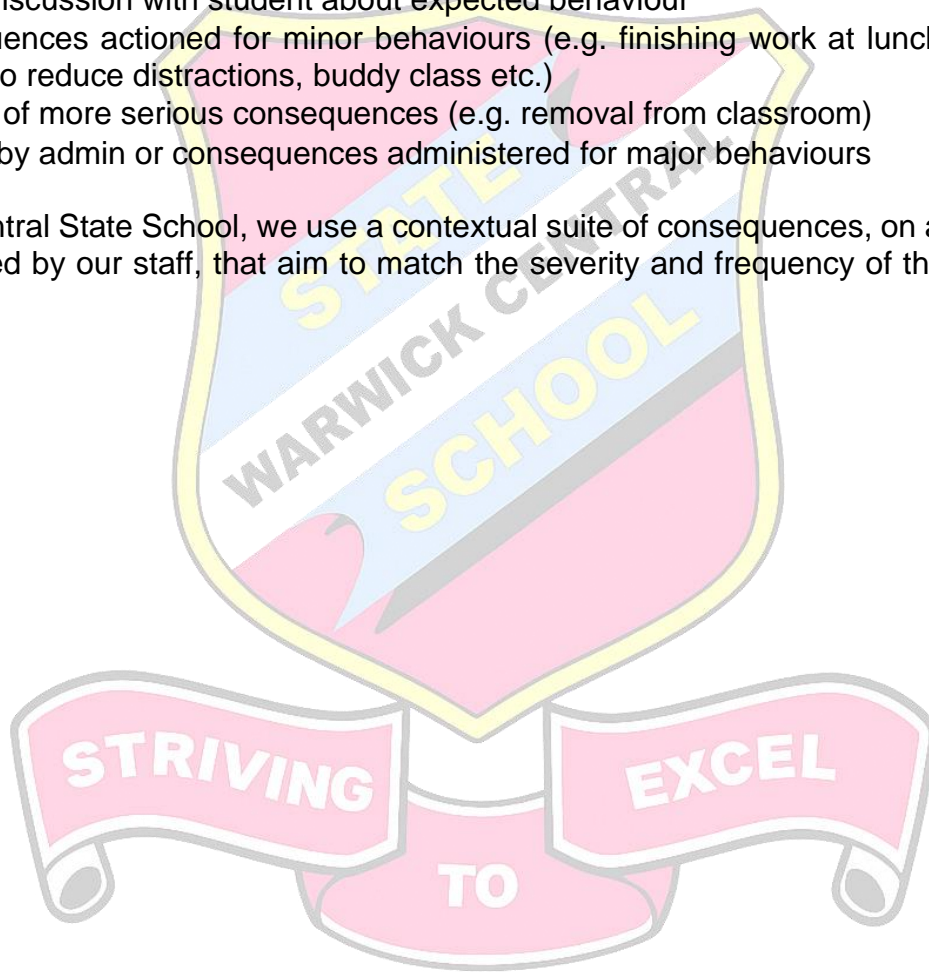
Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of students
- Individual positive reinforcement for appropriate behaviour
- Class- wide incentive

- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for students to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Consequences actioned for minor behaviours (e.g. finishing work at lunch, moved to another space to reduce distractions, buddy class etc.)
- Warning of more serious consequences (e.g. removal from classroom)
- Support by admin or consequences administered for major behaviours

At Warwick Central State School, we use a contextual suite of consequences, on a continuum scale, developed by our staff, that aim to match the severity and frequency of the behaviour incident/s.



Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Lunch time alternative play plan
- Reflection time (Play time loss to make up for lost time)
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- 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)

(REFER TO APPENDIX C: REFERRAL & CONSEQUENCE CONTINUUM)

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 Warwick Central state School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been

exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

Students who are suspended from Warwick Central 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 punishment 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 may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

The structure of the re-entry 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 focused 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

Warwick Central 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:

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Warwick Central 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 Warwick Central 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.

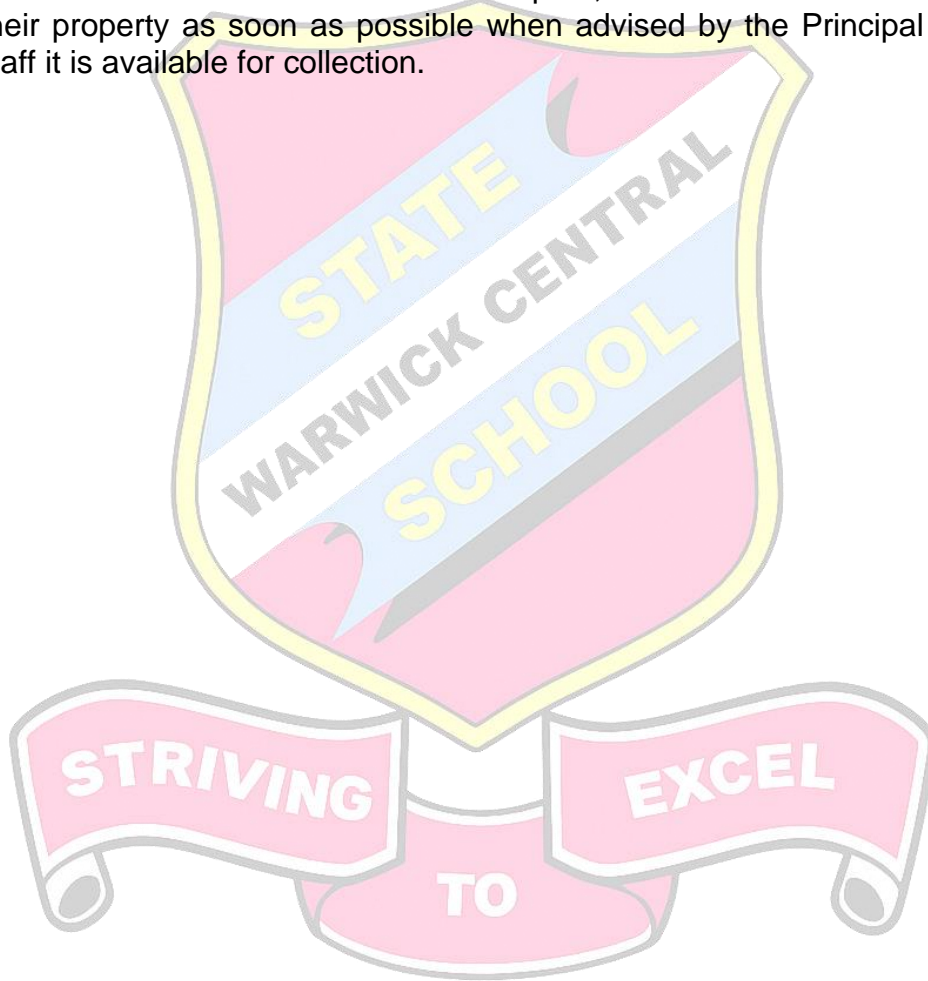
Parents of students at Warwick Central State School

- ensure your children 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 Warwick Central 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 Warwick Central 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 Warwick Central State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.



Use of mobile phones and other devices by students

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or music players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline. Mobile phones, if being used for parent/carer communication on the travel to/from school, are to be turned off and handed in to the office daily, and collected at 3pm.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

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.

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.

We uphold the value of trust and the right to privacy at Warwick Central State School. Students using personal technology 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 personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter 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 personal technology 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).

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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, should ensure they keep the message as evidence and bring the matter to the attention of the principal.

Assumption of cheating

Technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a technology device to cheat during exams or assessments.

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

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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 Warwick Central 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

Purpose

1. Warwick Central State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Warwick Central State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Warwick Central State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Warwick Central State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not

bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Warwick Central State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 5 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. Lessons which focus on one of the bullying behaviours that the school has identified and defined through our school-wide PBL system. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

11. Complementary to this, all students in Year 3-6 receive weekly social wellbeing and anti-bullying lessons and messages through our school program, supported by our Guidance Officer, in "Friendology"- by URSTRONG (more information can be found at: <https://urstrong.com/>)
12. Students can self-nominate, or be nominated by staff or parents/carers, to be a part of the "JUMP" and "SPARC" programs termly, facilitated by our school Wellbeing Officer. These programs focus on healthy relationship building, emotions and feelings, self-esteem, self-confidence and ways to ask for help.
13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Warwick Central State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
14. Warwick Central State School uses behavioural data for decision-making. This data is entered into our database regularly and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Warwick Central State School is guided by the Department of Education's [Student Learning and Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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 Warwick Central 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 Warwick Central 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, regarding a school related



matter. 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 students.

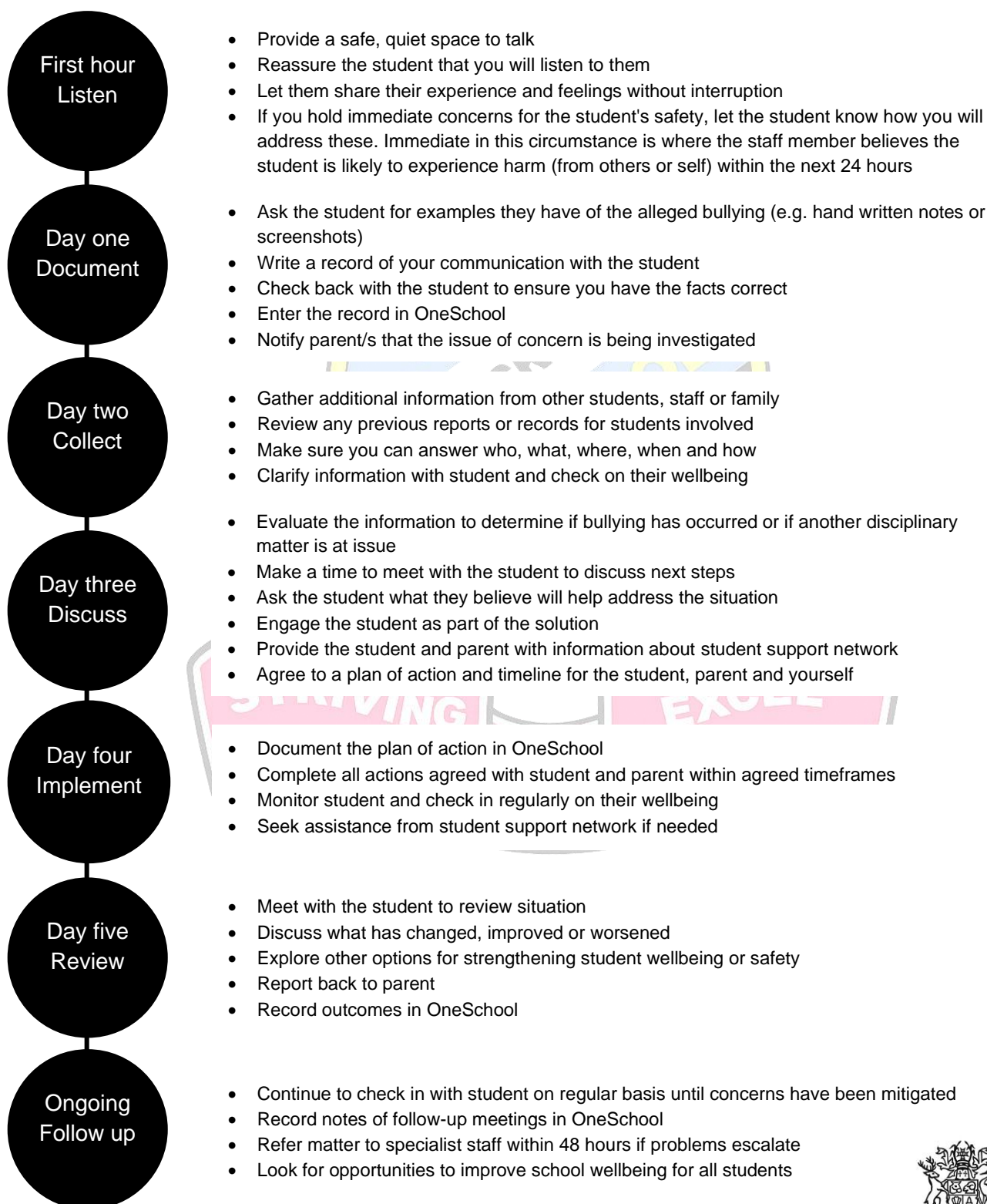


Warwick Central State School - Bullying response flowchart for staff

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



Cyberbullying

Cyberbullying is treated at Warwick Central 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 regular class teacher or the Principal.

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 Warwick Central State School may face in-school disciplinary action, such as play-time loss 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.

Warwick Central State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

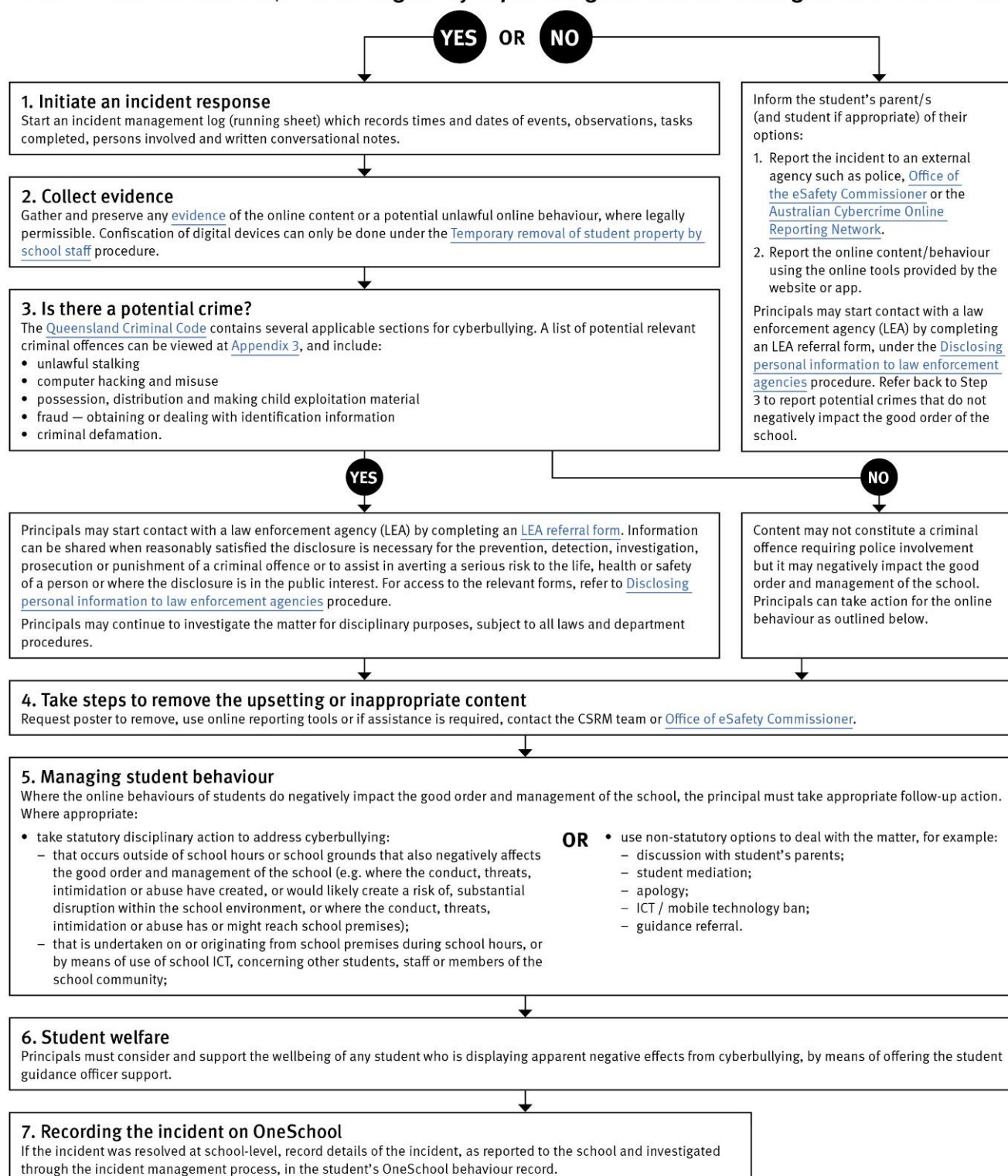
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Warwick Central State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Team section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Warwick Central State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This could include counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Warwick Central 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.

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 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 students 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: 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.

Related Procedures and Guidelines

These are related procedures or guidelines which Warwick Central State school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Complaints Process

As a parent or carer, from time to time you may be unhappy with the services or actions or the Department of Education (the department) or its staff, including decisions made or actions taken in a school and/or by the local regional office.

Visit the department's [website](#) for information about making a customer complaint or raise your issue with the school or education centre, region or division.

The department is committed to responding to customer complaints in an accountable, transparent, timely and fair way that is compatible with human rights. Information about how the department manages customer complaints is available on our website, including links to relevant policies and procedures.

For customer complaints about school matters, you are encouraged to use the following three-step approach:

1. **Early resolution:** 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, or make your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Check the school's website to find your school's complaints management process.

The [regional office](#) may be able to assist you through this process, or provide you with advice.

2. **Internal review:** if, after taking the early resolution step, you are dissatisfied with the way your complaint was handled or if you believe the outcome to be unreasonable, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 20 days of receiving the complaint outcome.
3. **External review:** if you are dissatisfied after the internal review, you can contact a review authority, such as the [Queensland Ombudsman](#) or [Queensland Human Rights Commission](#), and request an external review.

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 [Complaints and grievances management policy](#).

You can make an anonymous complaint; however, if you do not identify the school, or if you advise that you do not wish the school to be contacted, it may limit how your complaint can be assessed and resolved. If no contact information is provided, the complaint will still be addressed but the department cannot reply back to you.

You have a right to make a complaint, however, you also have responsibilities as a complainant to:

- be respectful and understand that unreasonable conduct will not be tolerated by school, regional or departmental staff as outlined in the [Managing unreasonable complainant conduct procedure](#)
- clearly outline what the problem is, what you are unhappy about and your desired outcome
- provide all relevant information when making a customer complaint and inform the department of any changes impacting on your complaint
- understand that if the complaint is complex, it can take time to assess, manage and resolve.

If your complaint is not resolved during your initial contact, we will aim to resolve your complaint as soon as we can and within 30 days, wherever possible. Please be aware that school holidays may impact timeframes for resolving a complaint.

Once your customer complaint has been resolved, you will be contacted and informed of the outcome of your complaint, any recommendations, and any review options available to you.

For information privacy reasons, the department is unable to provide you with information about other people involved in your complaint, such as staff, other school community members, or students who are not under your care.

APPENDIX A: MAJOR AND MINOR BEHAVIOUR- WARWICK CENTRAL STATE SCHOOL

Behaviour	Definition (OneSchool)	Minor	Major
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> Blurted comments to students and staff. Inappropriate language not directed at a person e.g., swears when they make a mistake. 	<ul style="list-style-type: none"> Abusive or offensive language directed at a person. Yelling or screaming at another person.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.		<ul style="list-style-type: none"> Intentional, deliberate, harmful actions and ongoing behaviours that cause ongoing social and/or psychological harm.
Defiance	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> Refusing to follow reasonable instructions (general) 	<ul style="list-style-type: none"> Leaving class due to defiant behaviour Continuous refusal to follow reasonable instruction
Refusal to participate in the educational program of the school.	Student refuses to take part in activities or learning that is requested or expected as part of the educational program at the school.	<ul style="list-style-type: none"> Task avoidance Refusing to follow instructions (curriculum specific) 	<ul style="list-style-type: none"> Continuous task refusal after redirections with constant disruption to routines and learning
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Inappropriate hand gestures. Talking back to adults 	<ul style="list-style-type: none"> Repeated disrespectful language/arguing with adults and peers
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> Student continues with low level disturbances despite reminders 	<ul style="list-style-type: none"> Student causes substantial/consistent disruption to teaching and learning.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> Isolated incident of low-level teasing about gender, ethnicity, sex, race, religion, disability, physical features or other identity characteristics Spreading gossip 	<ul style="list-style-type: none"> Deliberate racial/religious/sexual messages. Discriminatory slurs directed at a person. Verbal threats of violence. Ongoing spreading of gossip.
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes	<ul style="list-style-type: none"> Unwanted aggressive physical contact. Rough play or pushing/shoving 	<ul style="list-style-type: none"> Aggressive actions with intent to harm property or persons. Punching/hitting/kicking Intent to hurt/intent to physically hurt

	premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.		
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	<ul style="list-style-type: none"> Falsifying reward tokens e.g., Behaviour Bucks. 	<ul style="list-style-type: none"> Falsifying parent/teacher communication.
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> Using an object in an unsafe manner and is not directed at others (chairs, hats). 	<ul style="list-style-type: none"> Throwing objects at others. Chasing each other with sticks
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> Misuse of equipment that results in damage to own or other's equipment. 	<ul style="list-style-type: none"> Deliberate vandalism, breakage, sabotage of equipment or property
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> Refusal to follow instructions with devices when requested after a warning 	<ul style="list-style-type: none"> Sending and accessing malicious or offensive material. Recording others (students or staff) without consent. Uploading images or recordings of others without consent.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	<ul style="list-style-type: none"> Stealing essential equipment e.g., hat, pens, pencil, eraser. 	<ul style="list-style-type: none"> Stealing valuable property that belongs to the school or that of others.
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> Wearing of nail polish or fake nails Repeatedly bringing/wearing excessive jewellery to school. Refusal to comply to remove makeup or excessive jewellery (more than signet ring, 1 pair sleepers/studs, religious pendant discreetly worn). 	
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.		<ul style="list-style-type: none"> Plagiarism-assessment tasks or published work.

Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	<div> <ul style="list-style-type: none"> Not applicable </div>	<div> <ul style="list-style-type: none"> Refer to administration </div>
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		
Fighting	Student is involved in mutual participation in an incident involving physical violence.		
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).		
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.		
Other – charge-related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.		
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.		





APPENDIX B: EXPECTATIONS MATRIX

Expectations Matrix

	I am/We are RESPECTFUL	I am/We are UNDERSTANDING	I am/We are LEARNERS	I /We put in EFFORT	I am/We are SAFE
All Areas	<ul style="list-style-type: none"> ✓ Respect our school ✓ Put your rubbish in the bin ✓ Wear your school uniform with pride ✓ Look after your own and others belongings ✓ Move around the school respectfully ✓ Use kind words and an appropriate voice ✓ Listen to and follow directions 	<ul style="list-style-type: none"> ✓ Play fairly ✓ Use kind words ✓ Listen to and consider others' opinions ✓ Look for opportunities to include others ✓ Look for opportunities to help others 	<ul style="list-style-type: none"> ✓ Ask for help when you need it ✓ Be organised with your own equipment and be ready to learn ✓ Be on time ✓ Be a problem solver ✓ Transition promptly and quietly with a buddy or class 	<ul style="list-style-type: none"> ✓ Encourage fellow students to do their best ✓ Keep your attitude positive and supportive ✓ Encourage fellow students to do their best 	<ul style="list-style-type: none"> ✓ Follow the school rules ✓ Keep hands, feet & objects to yourself ✓ Use objects for their intended purpose ✓ Be in the right place at the right time ✓ Use your 'High 5' to solve conflict ✓ Ask for permission to leave
All Classroom Settings	<ul style="list-style-type: none"> ✓ Raise your hand to speak ✓ Wait your turn to speak ✓ Listen to and follow directions ✓ Respect others' space and belongings ✓ Work quietly so that others have the same opportunities to learn 		<ul style="list-style-type: none"> ✓ Actively participate in learning activities ✓ Follow the routines of the classroom ✓ Remain focused and on task ✓ Be an active listener ✓ Attempt all tasks and ask for help if needed ✓ Be prepared for class 	<ul style="list-style-type: none"> ✓ Keep classroom tidy, pick up rubbish off the floor ✓ Put in your very best effort ✓ Learn from your mistakes 	<ul style="list-style-type: none"> ✓ Move around the classroom with care ✓ Ask for permission to leave the classroom ✓ Walk when inside rooms ✓ Phones/devices placed at the office before school
Play Areas, Ovals and Undercover Areas	<ul style="list-style-type: none"> ✓ Share and return equipment ✓ Play fairly and use good sportsmanship ✓ Take turns when you are on the playground 		<ul style="list-style-type: none"> ✓ Agree on the rules of the game and follow them ✓ Encourage others and invite others to join in ✓ Always play in the correct play area 	<ul style="list-style-type: none"> ✓ Return equipment to the correct areas 	<ul style="list-style-type: none"> ✓ Walk on the concrete areas, only run on grass areas ✓ Play school-approved games ✓ Remain in full view of the adults on duty ✓ Wear a sun-safe hat on your head ✓ Use equipment appropriately
Eating Areas	<ul style="list-style-type: none"> ✓ Raise your hand and wait quietly to leave the eating area ✓ Stay seated during eating time or whilst eating ✓ Keep your food in your lunchbox 		<ul style="list-style-type: none"> ✓ Eat your healthy food first ✓ Eat in your correct eating area 	<ul style="list-style-type: none"> ✓ Keep your eating area clean and rubbish free 	<ul style="list-style-type: none"> ✓ Eat your own food ✓ Follow the eating time procedures ✓ Be aware of students with allergies
Toilets	<ul style="list-style-type: none"> ✓ I give others their privacy ✓ I leave the toilet area clean ✓ Flush the toilet after use 	<ul style="list-style-type: none"> ✓ Use toilets during break times 		<ul style="list-style-type: none"> ✓ I use toilet paper, soap and paper towel appropriately ✓ I leave the toilet area straight after use ✓ Report to the office if: <ul style="list-style-type: none"> • The toilet is blocked, broken or vandalised • There is no toilet paper 	<ul style="list-style-type: none"> ✓ Wash hands ✓ Walk on the cement
Bus Line Kid Zone & Bike Racks	<ul style="list-style-type: none"> ✓ Walk bike/scooter to and from racks ✓ Use own bike or scooter only ✓ Be seated quickly and quietly for roll marking for Bus/Kid Zone ✓ Be respectful to ALL staff ✓ Use kind words when talking to others 	<ul style="list-style-type: none"> ✓ Senior students to assist younger students when crossing the road 	<ul style="list-style-type: none"> ✓ Take responsibility for your own belongings 	<ul style="list-style-type: none"> ✓ Remember to take your belongings home 	<ul style="list-style-type: none"> ✓ I walk my bike/scooter out of school ✓ I use the crossing safely ✓ Only cross when the lollipop person signals you to go ✓ Wait inside the gate until the bus/vehicle stops

APPENDIX C : REFERRAL FORM & CONSEQUENCE CONTINUUM

Student Name			Date	
Staff Member				
Period	<input type="checkbox"/> Before School <input type="checkbox"/> First Session <input type="checkbox"/> 1st Break <input type="checkbox"/> Second Session <input type="checkbox"/> 2nd Break <input type="checkbox"/> Last Session <input type="checkbox"/> Afterschool			
Main Behaviour				
Subject		Location		



Details of Incident:

Continuum of Consequences	
Less Severe	More Severe (parent contact required)
<input type="checkbox"/> Restorative conversation <input type="checkbox"/> Natural consequence <input type="checkbox"/> Loss of privileges (e.g. special class jobs/seating) <input type="checkbox"/> Make up lost time-singular session <input type="checkbox"/> Walk with the teacher (behaviour cool off) <input type="checkbox"/> Other _____	<input type="checkbox"/> Catch up at lunch (work)-multiple session _____ <input type="checkbox"/> Buddy Class-work or cool off <input type="checkbox"/> Community Service <input type="checkbox"/> Alternate/Managed Play <input type="checkbox"/> Alternate/Managed Eating <input type="checkbox"/> RTR

