



# Student Code of Conduct

## 2020-2024

### ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2019-2023

**Western Cape College**

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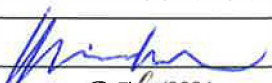
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Principal Signature:



Date:

23/6/2021

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P/C President Signature:



Date:

10/06/2021

LCC Chair Name DANIELLE PHILLIPS

LCC Chair Signature



Date:

23/6/2021



N. BRAUN

21/7/21

# Contents

Purpose.....	1
Learning and Behaviour Statement .....	2
Multi-Tiered Systems of Support.....	2
Tier 1 – Schoolwide or Universal Systems of Support .....	2
Tier 2 – Targeted Support .....	2
Tier 3 – Intensive Supports.....	3
Consideration of Individual Circumstances .....	4
Student Wellbeing.....	4
Student Support Network .....	6
Whole School Approach to Discipline .....	8
College-wide Expectations.....	8
Differentiated and Explicit Teaching.....	11
Legislative Delegations .....	11
Focused Teaching .....	12
Intensive Teaching.....	12
Disciplinary Consequences .....	14
Differentiated .....	14
Focussed .....	15
Intensive .....	15
School Disciplinary Absences .....	16
School Policies .....	17
Temporary removal of student property .....	17
Use of mobile phones and other devices by students .....	18
Preventing and responding to bullying .....	20
Western Cape College – Anti-Bullying Contract.....	26
Appropriate use of social media .....	27
Restrictive Practices .....	29
Critical Incidents.....	30
Related Procedures and Guidelines .....	31
Resources .....	32
Conclusion .....	33



## Purpose

Western Cape College acknowledges the Traditional Owners of the lands on which our campuses are located. We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

Western Cape College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

Western Cape College believes that every student should journey through 13 years of learning and emerge with greater self-confidence. Our Student Code of Conduct reflects and supports this fundamental belief.

The Western Cape College Student Code of Conduct sets out the responsibilities and processes we use throughout our College 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 across our three campuses is prioritised, where all students are able to experience success and staff and students enjoy a safe workplace.



# Learning and Behaviour Statement

Western Cape College implements a whole school approach to promote, teach and reinforce positive behaviours for all our students. Previously, Western Cape College has implemented school-wide Positive Behaviour for Learning as a means to create and maintain a productive, safe environment in which all school members have clear expectations and understandings of their role in the educational process. This approach is underpinned by the following set of College beliefs:

1. A positive workplace allows for every child to access quality schooling in a safe, inclusive, disciplined and supportive learning environment.
2. Every WCC student is capable of learning and succeeding – and this is the basis of their sense of belonging at our College.
3. Quality teacher instruction and feedback are the greatest influence on student academic achievement.
4. Education is a tool for change and any change process needs to be inclusive of creativity and innovation, as well as a sense of wellbeing for all.
5. Parents/caregivers are a child's most influential teacher and the critical role of any school is to support them in educating their children.
6. Sophisticated data sets should be used to inform the College Improvement Agenda.

## Multi-Tiered Systems of Support

Western Cape College uses a three tier support approach as the foundation for an integrated approach to learning and behaviour. This approach allows staff to match increasingly intensive interventions to the identified needs of individual students.

### **Tier 1 – Schoolwide or Universal Systems of Support**

Tier 1 supports refers to the support provided to all students (100%) across each campus for their academic and behavioural development. Our focus is on the whole-school implementation of both the Curriculum (Australian Curriculum P-10 and QCAA and VET for senior students) and the Positive Behaviour for Learning (PBL) framework. This involves:

1. The establishment, promotion and ongoing explicit teaching of expected behaviours, each of which exemplifies our universal core expectations (both inside and outside the classroom).
2. Ensuring that positive behaviour is acknowledged and students receive ongoing feedback about how they are successfully meeting expectations.
3. Having a consistent approach to addressing and correcting inappropriate behaviour, which also places the focus on teaching and re-teaching acceptable behaviour.
4. Collecting and reviewing data to help ensure required revisions are made to our Tier 1 supports.

### **Tier 2 – Targeted Support**

Typically, some students are identified as requiring additional support in developing effective learning behaviours and relevant social skills.

Tier 2 supports typically build on the lessons provided at Tier 1, with the aim of preventing the need for more intensive or individualised interventions. Tier 2 supports are usually provided to small groups of students with similar needs, with the aim of offering additional curriculum instruction on the Australian Curriculum or the behavioural skills/social competencies taught as part of the College's implementation of the PBL framework.

The types of interventions offered at this level will vary according to the needs of students at each campus. Some examples are:

- Contact with parents to discuss ongoing minor behaviour and identify goal-setting and follow-up review.
- Making appropriate adjustments to curriculum tasks to support students whose behaviour is motivated by task difficulty/avoidance.
- Additional support in learning appropriate social skills.
- Referral procedure to seek line-manager assistance in supporting students with ongoing minor behaviour (eg, Deputy Principal, Subject HOD).
- Use of Check-In / Check-Out programs for students requiring additional guidance and prompting.

### **Tier 3 – Intensive Supports**

When a student continues to have difficulty meeting behavioural expectations or demonstrates highly complex challenging behaviours, a more intensive Tier 3 level of support and intervention is initiated.

Stakeholder involvement and consultation (eg, with external agencies and parents/carers) is a necessary component in the case management process at Western Cape College. Priority will be determined by a number of factors, principally the perceived impact on educational and social/emotional outcomes of the referred student and any existing support network.

This work is typically coordinated through a Case Management process. Membership of case management teams will vary according to each campus, but typically will involve the contributions of a leadership representative, Guidance Officer and/or staff with behavioural/academic expertise, and the referring staff member.

These case management teams will oversee the development of appropriate behaviour support strategies and curriculum adjustments or curriculum support to address the specific needs of identified students. These strategies and their impact on student behaviour will be regularly monitored by the team, and plans modified as necessary in consultation with the relevant stakeholders.

These interventions are usually delivered in very small groups or on an individual basis, sometimes drawing on information gathered from a Functional Behaviour Assessment (FBA) to identify unique strategies for helping the student to achieve success.

In addition, a smaller percentage of students may require a comprehensive assessment that results in a more complex support plan, typically with the involvement of personnel from outside agencies. In some cases, additional measures to ensure the safety and welfare of students and staff will also be documented.

## Consideration of Individual Circumstances

Staff at Western Cape College promote an environment which is responsive to the diverse needs of our students. Therefore when teaching expected behaviour, responding to inappropriate behaviour or applying a disciplinary consequence, staff at Western Cape College take into account a student's individual circumstances, such as:

- behaviour history
- disability
- cultural and religious considerations
- current mental health and wellbeing status
- home environment and care arrangements

In considering the individual circumstances of each student, staff recognise that the way we teach, the support we provide and the way we respond to students will need to differ. For example, some of our students need additional support to interpret or understand our expectations of positive behaviour, whereas others may benefit from more opportunities to practise a required skill or behaviour, and receive adjustments appropriate to their learning and/or impairment needs. Others may receive further adjustments, appropriate to their specific learning and/or disability needs.

This emphasis on equitable responses also applies when more stringent consequences are applied, such as school disciplinary absences (suspension and exclusion). In some circumstances, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are matters that our staff and Principal take into consideration for each individual student, in regard to both support provisions and corrective responses to problem behaviour.

Western Cape College staff are also obliged by law to respect and protect the privacy of individual students, so while staff understand the interest of other students, staff and parents to know what consequence another student might have received, staff are not in a position to disclose or discuss this information with anyone but the student's family. Parents and carers can be assured that Western Cape College staff take all matters very seriously and will address them appropriately. Should parents/carers have concerns about the behaviour of another student at the school, or the way staff have responded to a behaviour incident, they are encouraged to make an appointment with the Principal to discuss the matter.

## Student Wellbeing

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.

At Western Cape College, staff acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

To this end, a range of programs and services to support the wellbeing of students at each campus has been developed, including, but not limited to:

- A focus on embedding the personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the curriculum.



Programs Offered
Bounce Back
Bravehearts
Day for Daniel
Australia's Biggest Child Safety Lesson
National Child Protection Day
R U OK? Day
Year 5 and 6 Sexuality and Relationship Education
Lunchtime Clubs
PCYC Boys Program
PCYC Lunchtime Support
Clontarf Program
Road Accident Awareness Program

### **Mental Health**

Western Cape College 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](#).

### **Suicide prevention**

Western Cape College school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Western Cape College staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported

### **Suicide postvention**

In the case of a suicide of a student that has not occurred on school grounds, Western Cape College enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Western Cape College staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

### **Medications**

Western Cape College requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the College can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.



Western Cape College maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

## Student Support Network

Staff at Western Cape College emphasise the need for developing and maintaining a strong Student Support Network, to help the social, emotional and physical wellbeing of every student. The personnel who provide this support will vary according to the needs of each campus – some examples are:

Role	What they do
<b>Guidance Officer</b>	<ul style="list-style-type: none"> <li>provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>liaises with parents, teachers, or other external health providers as needed as part of the counselling process</li> <li>delivers a system of effective guidance and counselling services within the school setting, based on a Solutions Focussed Brief Intervention approach</li> <li>forms and enhances partnerships with key inter-agencies providing student support as part of a comprehensive Student Referral and Case Management System.</li> </ul>
<b>Youth Support Coordinator</b>	<ul style="list-style-type: none"> <li>provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>support students to overcome barriers to education such as               <ul style="list-style-type: none"> <li>attendance at school</li> <li>drug and alcohol support needs</li> <li>QCE/learning support</li> <li>suspension/exclusion/referral for behaviour support</li> <li>relationships/social skills</li> <li>conflict with family/peers/teachers</li> <li>social/emotional/physical wellbeing.</li> </ul> </li> </ul>
<b>Primary DPs / Head of Department Student Support</b>	<ul style="list-style-type: none"> <li>leadership of sector to promote an inclusive, positive school culture</li> <li>monitor student concern and intervention data to align whole school student wellbeing programs</li> <li>coordinate student leadership programs to develop student character and connectedness within the school and wider community.</li> <li>promotes and tracks positive behaviour within the school</li> <li>supports students, teachers and HODs in managing and dealing with behaviour incidents</li> <li>tracks student data to identify 'at risk' students and implements intervention strategies to minimise class disruption</li> <li>promotes positive student engagement in learning and extracurricular activities</li> <li>lead role for implementation of Positive Behaviour for Learning (PBL)</li> </ul>
<b>School-Based Youth Health Nurse (Secondary)</b>	<ul style="list-style-type: none"> <li>provides individual health consultations with assessment, support, health information and referral options related to:               <ul style="list-style-type: none"> <li>healthy eating and exercise</li> </ul> </li> </ul>

Role	What they do
	<ul style="list-style-type: none"> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs</li> </ul>
<b>Community Education Counsellor (Secondary)</b>	<ul style="list-style-type: none"> <li>• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities</li> </ul>
<b>Year Level Coordinators (Secondary)</b>	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> <li>• provides continuity of contact for students and their families</li> <li>• ensures students feel safe and want to come to school</li> <li>• nurtures a sense of belonging to the home group, year level and school.</li> </ul>
<b>School Adopt a Cop</b>	Attends Parades, Assemblies and lunch times to promote positive relationships.

Other regional support services are also available to supplement the College's network. These include Senior Guidance Officers, Principal Advisors (i.e. Student Protection, Restrictive Practices, etc.), Mental Health Coach, Autism Coach, and Advisory Visiting Teachers.

## Whole School Approach to Discipline

Western Cape College uses Positive Behaviour for Learning (PBL) as the evidence-based multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is a comprehensive framework used to:

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

At Western Cape College, discipline is more than punishment for inappropriate behaviour. Our belief is 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, providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

"If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to add, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we ... teach? ... punish?

Why can't we finish the last sentence as automatically as we do the others?"

*Tom Herner, NASDE President, 1998*

### College-wide Expectations

Staff at Western Cape College 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 college-wide expectations in place for students. The core college-wide expectations are **Learning**, **Respect** and **Safety**.

#### Students

Below are examples of what PBL expectations look like for students across each campus. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations of Western Cape College.

# Behavioural Expectations

	✓ We are <b>LEARNERS</b>	✓ We are <b>RESPECTFUL</b>	✓ We are <b>SAFE</b>
<b>All Areas</b>	<ul style="list-style-type: none"> <li>✓ I listen and follow instructions given by all staff.</li> <li>✓ I participate in all school activities.</li> <li>✓ I choose behaviours that enable me and those around me to learn.</li> <li>✓ I bring equipment required for each school day.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I listen and follow instructions given by all staff.</li> <li>✓ I use my manners.</li> <li>✓ I show respect for property and equipment.</li> <li>✓ I keep my school clean.</li> <li>✓ I wear correct school uniform.</li> <li>✓ I use appropriate language and tone when communicating.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I listen and follow instructions given by all staff.</li> <li>✓ I move around the school safely.</li> <li>✓ I keep hands, feet and objects to myself.</li> <li>✓ I carry a "Pass/Diary" when out of class.</li> <li>✓ I report potential hazards to WCC staff.</li> <li>✓ I follow the Electronic Devices Policy.</li> </ul>
<b>Classroom &amp; Other Learning Areas</b>	<ul style="list-style-type: none"> <li>✓ I am in the learning position for the subject being taught.</li> <li>✓ I am organised and ready to learn.</li> <li>✓ I stay on task and try my best.</li> <li>✓ I ask for help when I am not sure.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I raise my hand to contribute</li> <li>✓ I take off my hat before entering a room.</li> <li>✓ I listen when others are speaking.</li> <li>✓ I keep my learning area tidy.</li> <li>✓ I respect my peers right to learn.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I follow all safety expectations.</li> <li>✓ I follow all ICT expectations.</li> <li>✓ I line up and exit appropriately.</li> </ul>
<b>Outdoor &amp; Play Areas</b>	<ul style="list-style-type: none"> <li>✓ I help others and include them in games.</li> <li>✓ I quickly return to class.</li> <li>✓ I play school approved games.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I am a team player and play fairly.</li> <li>✓ I return all sport equipment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I am sun smart and wear correct footwear.</li> <li>✓ I stay in approved areas.</li> <li>✓ I use play equipment safely.</li> <li>✓ I report unsafe behaviour.</li> </ul>
<b>Eating Areas</b>	<ul style="list-style-type: none"> <li>✓ I make healthy food choices.</li> <li>✓ I drink water.</li> <li>✓ I follow all eating area expectations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I put my rubbish in the bin.</li> <li>✓ I eat my own lunch/snacks.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I line up safely at the tuckshop.</li> <li>✓ I wash hands before eating.</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>✓ I go to toilet before school and during breaks.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I leave the toilet area clean.</li> <li>✓ I ensure other's privacy is maintained.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I use the toilet appropriately.</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>✓ I am ready for the bus before school.</li> <li>✓ I walk directly to the bus stop when dismissed from class.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I wait for direction from the teacher on duty/bus monitor before entering the bus.</li> <li>✓ I sit quietly on the bus.</li> <li>✓ I keep my bus clean and undamaged.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I line up inside the gate quietly.</li> <li>✓ I remain at the bus stop until the bus arrives.</li> <li>✓ I wear my seat belt and follow the bus driver's/monitor's instructions.</li> </ul>
<b>Walkways</b>	<ul style="list-style-type: none"> <li>✓ I walk to class after the first bell.</li> <li>✓ I stay in lines and with the class group when moving between learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I walk quietly when moving between learning areas.</li> <li>✓ I walk on the left of the path.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I walk on the walkways.</li> <li>✓ I keep my feet on the stairs, hands on rails.</li> <li>✓ I keep doorways and steps clear.</li> <li>✓ I use the pedestrian crossing and follow instructions</li> </ul>



## Parents and staff

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

What you can expect from us	What we expect of you
We will ensure positive behaviours are role modelled for all students.	You support your child to meet the learning and behavioural expectations at school.
We will maintain confidentiality about information relating to your child and family.	You respect the obligation of staff to maintain student and family privacy.
We will create a safe, supportive and inclusive environment for every student.	You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.
We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.	You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.
We will share relevant information with you about your child's learning, social and behavioural progress at school.	You share relevant information about your child's learning, social and behavioural needs with school staff.
We will act when appropriate to address social media issues that affect staff, students or families.	You respect school, student and staff privacy in your online communications.
We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.	You approach the class teacher or Deputy Principal if you are concerned about the behaviour of a staff member, another student or parent.

The language and expectations of PBL can be used in any environment, including the home setting for students.

## Differentiated and Explicit Teaching

At Western Cape College we believe that “Every WCC student is capable of learning and succeeding – and this is the basis of their sense of belonging at our College”.

A whole-school approach directs support to different layers of student need. Each campus at Western Cape College places this emphasis on providing differentiated teaching to respond to the learning needs of all students. This includes the teaching of expected behaviours and providing opportunities for students to practise these behaviours.

Teachers at Western Cape College endeavour to vary what students are taught, how they are taught and how students can demonstrate what they know – a three-tiered differentiated model that is the same as that used for academic and pedagogical differentiation.

These three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer – including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff.

The layers match the tiered approach discussed earlier in the Learning and Behaviour section. For example, Tier 1 is differentiated and explicit teaching provided for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students.

At the Tier 1 level, each campus has determined what the core expectations – Safety, Respect and Learning – will look like in terms of specific behaviours (rules) across different settings. This PBL Matrix of expected behaviour is used as the key reference point for teaching – enabling the class teacher to explain exactly what each of the expectations look, sound and feel like in their classroom and in outside areas.

## Legislative Delegations

### Legislation

In this section of the Western Cape College Student Code of Conduct are links to legislation which influences form and 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 (Cth)*

## Focused Teaching

A smaller percentage of students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with campus-wide 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 behavioural skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Western Cape College to provide focused teaching.

Western Cape College has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

In addition, the school invests in the evidence-informed interventions and strategies to address specific skill development for some students. One example of this is the emphasis on Restorative Practices. This approach views problem behaviour as a disruption of safe and respectful relationships.

Problem-solving therefore becomes centred around an exploration of the harm that has been done and how to repair it, which places emphasis on the pro-social skills outlined in the College Matrix of expected behaviour.

This positive supportive approach, with its focus on bridging disrupted relationships and developing social competencies, has enormous benefits – not only for those harmed, but also those who have engaged in hurtful actions, as it shifts thinking away from retribution toward repair.

## Intensive Teaching

Even when our Tier 1 'Universals' are in place, research shows that there will always be approximately 5% of the student population who require more intensive and repeated opportunities to be taught our behavioural expectations.

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.

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

An intensive support plan will typically include:

- Curriculum adjustment – staff to determine whether a student may need further support in curriculum related areas and adjustment is made where necessary. This may involve:
  - working with a teacher-aide or learning support teacher

- adjusted class/assessment work
- working with a peer or older student
- ongoing individual support from a member of the Student Support Services Team
- one-on-one curriculum support with a teacher
- Timetable modifications – a student's timetable will be modified to ensure that the student has the opportunity to experience success. This may involve:
  - extra numeracy or literacy time
  - a change of class
  - reduced timetable
  - monitored personal study
  - accelerated subject selection
  - work experience/work placement
- External Agency Support – students may be referred to external agencies to attend programs which aim to modify unacceptable behaviour. Furthermore, students may be referred to individual case workers within agencies who provide a counselling role.



## Disciplinary Consequences

The disciplinary consequences model used at Western Cape College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be 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,

Some students will need additional support, time and opportunities to practise expected behaviours. 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 relevant personnel (which will vary according to each campus) for determination of an additional disciplinary consequence.

On occasion, the behaviour of a smaller number of students may be so severe in intensity, 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.

As with differentiated approach noted above, corrective responses to problem behaviour can be organised into three tiers, with the severity of specific consequences increasing when dangerous behaviours, or behaviours that causes major, ongoing interference with class or school operations, is used by students.

### Differentiated

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

- Pre-correction (eg, "Remember, walk quietly to your seat")
- Non-verbal and visual cues (eg, posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (eg, "Hand up when you want to ask a question")
- Rule reminders (eg, "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (eg, "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour, including use of the campus-wide strategies (Golden Rewards Program)
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s

- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (eg, "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 (eg, "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (eg, removal from classroom)
- Detention
- Contact home

## Focussed

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

- Brief Functional Behaviour Assessment
- Individual student behaviour support strategies (eg, student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Monitoring Card
- Counselling and guidance support
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Services for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

School leadership team and student services staff work to address persistent or ongoing serious problem behaviour. This may include:

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

## School Disciplinary Absences

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

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

At Western Cape College, 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 Western Cape College may be invited to attend a re-entry meeting prior to their 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 aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Although it is not mandatory for the student or their parents to attend a re-entry meeting, this process is encouraged as a support for the student to successfully re-engage in school following their suspension. Re-entry meetings are short, and kept small with only the Principal or their delegate attending with the student and their parent/s. However, 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.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting. The general structure is as follows:

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

## School Policies

Western Cape College has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Parents and carers are requested to familiarise themselves 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
- good management, administration and control of the school

The Principal or delegate 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 Western Cape College and will be removed if found in a student's possession:

- illegal items or weapons (eg, guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (eg, blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (eg, fireworks, flares, sparklers)
- flammable solids or liquids (eg, fire starters, mothballs, lighters)
- poisons (eg, weed killer, insecticides)
- inappropriate or offensive material (eg, 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.

### **Responsibilities**

#### **School staff** at Western Cape College:

- 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 (eg, to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (eg, 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 Western Cape College

- ensure your children do not bring property onto school grounds or other settings used by the school (eg, camp, sporting venues) that:
  - is prohibited according to the Western Cape College 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 school staff that the property is available for collection.

#### **Students** of Western Cape College

- do not bring property onto school grounds or other settings used by the school (eg, camp, sporting venues) that:
  - is prohibited according to the Western Cape College 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 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.

Western Cape College has a policy of – “Not to be seen or heard”.

The College recognises the increasing value of technology in the classroom. Wherever possible devices will be provided by the school. In instances or curriculum areas where a personal device

may enhance learning experiences, the consent of the Principal must be sought by the relevant teacher/subject HOD and communication must be made with a parent. A clear process for their use must be established and communicated with students.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, 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.

Students are encouraged not to bring valuable personal technology devices such as phones to school as there is a risk of damage or theft.

Continued breaches of the policy will see the devices confiscated by school staff. Confiscated devices will be made available for collection by a parent/student at the end of the school day from the school office.

Parents will be notified if their child is permitted to bring a personal electronic device to school for a specific date to engage in curriculum. (For example, to bring an iPod® with a backing track for a dance performance).

### **Confiscation**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. Devices will be made available for collection by the student 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. A parent must attend the school and collect a confiscated device on the same day.

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

### **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 Western Cape College. 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 (eg, 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 bullying 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

### **Text or other communication apps**

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.

### **Assumption of cheating**

Personal 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 personal 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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which she/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) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

## **Preventing and responding to bullying**

Staff at Western Cape College strive to create an orderly, predictable and disciplined learning environment to enable all students to meet our core expectations – Be Safe, Be Respectful and Be a Learner.

Bullying behaviours (both verbal and non-verbal) constitute an infringement of these overarching expectations. Therefore there is no place for bullying behaviours at Western Cape College. It is

acknowledged that students who are bullied and those who use bullying behaviours are at risk for ongoing behavioural, emotional and academic problems.

At Western Cape College, staff ensure that students understand what constitutes bullying as opposed to other inappropriate behaviours (eg, contact games involving rough play, teasing that is not intended to demean or hurt the feelings of others) and which safe responses they can use if they are being bullied.

It is recognised that bullying behaviours therefore take many forms (verbal, physical and relational).

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.

Staff recognise that the reactions of others who witness bullying behaviours are crucial in determining whether or not it continues. Negative reactions which reinforce bullying can include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. The approach adopted by WCC staff therefore aims to ensure that those who bully are not socially reinforced by other students for using these hurtful behaviours.

The College's Tier 1 or 'whole-school' support processes constitute the primary strategy for preventing problem behaviour, including the prevention of bullying behaviour. This entails:

- All students knowing the expected behaviours in all areas of the campus, including the specific routines in classroom and non-classroom areas.
- All students receiving high levels of positive reinforcement for demonstrating expected behaviours. (WCC Recognition System – Gold, Silver, Bronze)
- A high level of quality active supervision in non-classroom areas.
- The ongoing teaching and reinforcement.
- The teaching of explicit lessons on expected behaviour as part of our roll-out of the Positive Behaviour for Learning (PBL) framework.
- Responses to repeated instances of inappropriate behaviour, including bullying behaviours, being dealt with using fair and equitable consequences, aligned with the College's focus on addressing the individual circumstances of each specific case (see page 14).

The following flowchart explains the actions Western Cape College 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.

### Western Cape College - 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

**Year 7 to Year 12** –Year Level Coordinator and Symbie App

#### First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

#### Day one Document

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

#### Day two Collect

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

#### Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

#### Day four Implement

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

### Day five Review

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

### Ongoing Follow up

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

## Cyberbullying

Cyberbullying is treated at Western Cape College 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 (for students in Primary year levels) or the year level coordinator/HOD Student Support (for students in Secondary year levels).

It is important for students, parents and staff to know that 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 Western Cape College may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

## 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](#).

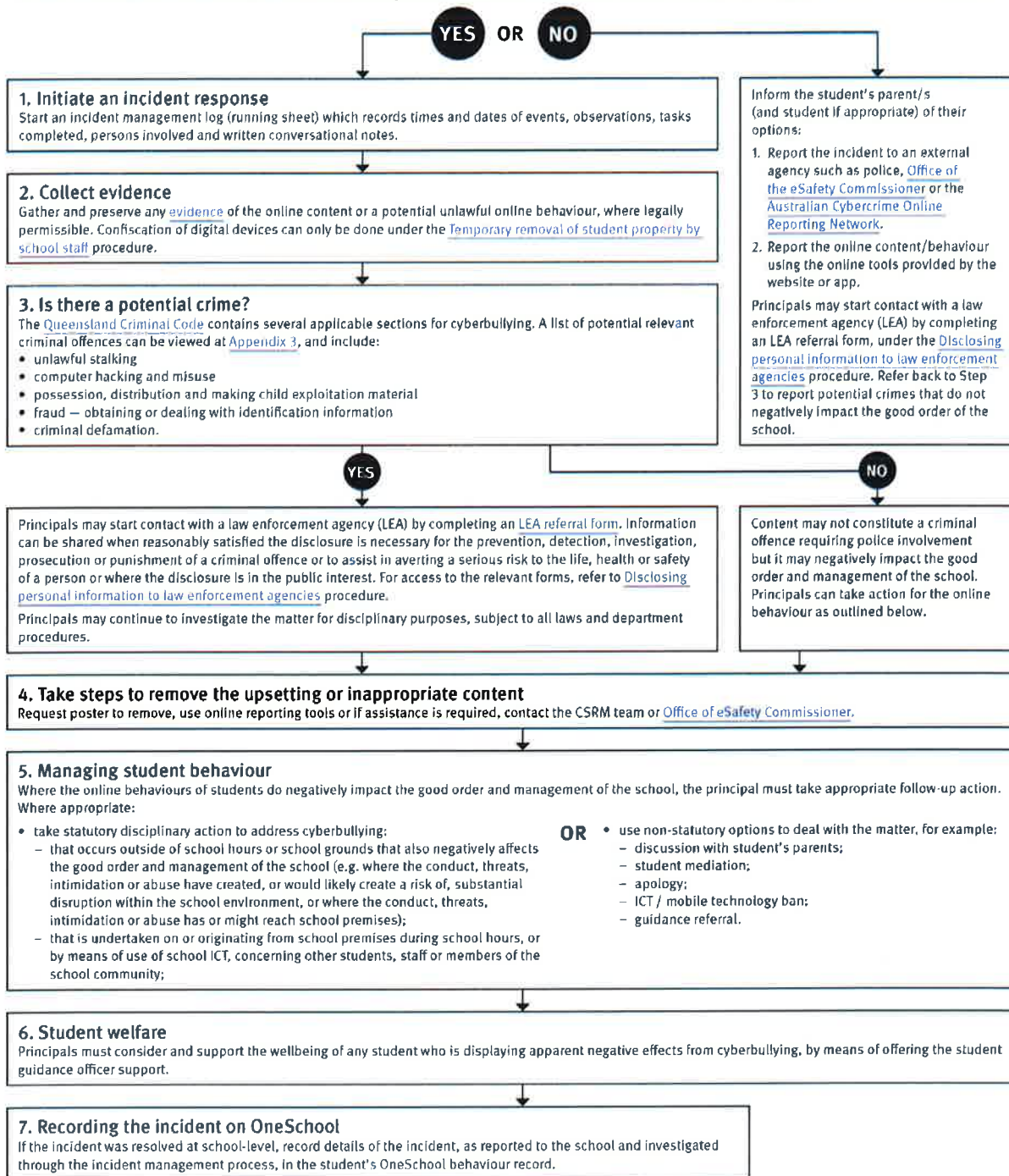
### Explicit Images

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](mailto: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.

### **Student Intervention and Support Services**

Western Cape College 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 Network 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 Western Cape College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## Western Cape College – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Western Cape College works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

We agree to work together to improve the quality of relationships in our community at Western Cape College. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date



## Appropriate use of social media

Western Cape College embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (Apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and Apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However inappropriate or misguided use can lead to negative outcomes for the user and others.

Western Cape College is committed to promoting the responsible and positive use of social media sites and apps.

No student of Western Cape College will face disciplinary action for simply having an account on Facebook or other social media site(s).

As is set out in the school policy for preventing and responding to incidents of bullying, it is unacceptable for students to bully, harass or victimise another person whether within Western Cape College grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Western Cape College whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Western Cape College engaging in appropriate online behaviour.

Students of Western Cape College are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and Apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what you want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and Apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoke, or engage with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a staff member and allow the staff member to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Western Cape College, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

In serious cases of inappropriate online behaviour, disciplinary consequences may include suspension and/or exclusion. In some circumstances, the school may also make a report to the Police for further investigation.

Western Cape College will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or Police.

## **Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may, in certain circumstances, constitute a criminal offence. Both the *Criminal Code Act 1995 (Cth)* and the *Criminal Code Act 1899 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- unlawful stalking
- computer hacking and misuse
- possession of child exploitation material
- involving a child in making child exploitation material
- making child exploitation material
- distribution of child exploitation material
- criminal defamation

Western Cape College strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Western Cape College expects its students to engage in positive online behaviours.

## Restrictive Practices

School staff at Western Cape College 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. Occasionally, 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 (eg, 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 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 on the school Team Site.

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: 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.

## Conclusion

Western Cape College staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you 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](http://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](#).