



Wamuran State School

# Student Code of Conduct 2021-2024

## ***Every student succeeding***

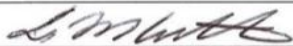
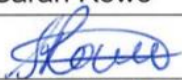
*Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.*

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

Postal address:	1066-1086 D'Aguilar Highway, Wamuran, QLD 4512
Phone:	07 5429 9444
Email:	<a href="mailto:admin@wamuranss.eq.ed.au">admin@wamuranss.eq.ed.au</a>
School website address:	<a href="http://www.wamuranss.eq.edu.au">www.wamuranss.eq.edu.au</a>
Contact Person:	Lisa Cutter (Principal)

## Endorsement

Principal Name:	Lisa Cutter
Principal Signature:	
Date:	26/10/21
P/C President:	Sarah Rowe
P/C President Signature:	
Date:	03/11/2021



# Contents

Purpose	4
Principal's Foreword	5
P & C Statement of Support	6
School Captains' Statement	7
Consultation	8
Data Overview	9
School Opinion Survey	10
School Disciplinary Absences (SDA)	11
Learning and Behaviour Statement	12
Multi-Tiered Systems of Support	13
Consideration of Individual Circumstances	14
Student Wellbeing	15
Student Support Services	16
Whole School Approach to Discipline	18
PBL Expectations	19
Differentiated and Explicit Teaching	21
Focused Teaching	23
Intensive Teaching	23
Legislative Delegations	24
Legislation	24
Delegations	24
Instrument of Authorisation	26
Positive Acknowledgement	28
Disciplinary Consequences	29
Differentiated	29
Focused (Tier 2)	30
Intensive (Tier 3)	31
School Disciplinary Consequences	35
School Policies	37
Temporary removal of student property	37
Use of mobile phones and other devices by students	39
Preventing and responding to bullying	42
Appropriate use of social media	48
Restrictive Practices	50
Critical Incidents	51
Related Procedures and Guidelines	52
Resources	53
Conclusion	54

## Purpose

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

The Wamuran 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

Wamuran State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Wamuran State School has four core values:

**Love of Learning**

**Care for self, others and the environment**

**Success at all stages**

**Feeling of Belonging**

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

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

I thank the students, teachers, parents and other members of the community for their work in bringing this Wamuran State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.



Lisa Cutter - Principal



## P&C Statement of Support

As president of the Wamuran State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Wessely, Ms Waldron, Miss Cutter and the school team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Wamuran State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all students are able to support the students of the school meet the set expectations.

We encourage all parents to familiarise themselves with the Wamuran State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Wamuran State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that the school provides support and advice to help address problems of bullying, and the school's processes to deter and respond to bullying provide an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Wamuran State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Wamuran State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Sarah Rowe – President Wamuran State School P&C Association

## School Captains' Statement

On behalf of the student body at Wamuran State School, we endorse the Student Code of Conduct. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout 2021, we will continue to work with the school administration team and the Wamuran State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are encouraged to talk to us directly.

Eden Errington, Jayda Herrick, Chelsea Nicholson and Helene Thompson

**2021 School Captains**

## Consultation

The consultation process used to inform the development of the Wamuran State School Student Code of Conduct has included representatives from the student body, staff, school administration, the Positive Behaviour for Learning team, as well as the school's P&C.

A series of internal meetings were held with representatives during 2020. During these meetings, we incorporated data gained through our PBL processes, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development. The data gathered from various surveys, communications and reviews has led the formulation of an action plan and the development of a draft Wamuran State School Student Code of Conduct.

The final step of the consultative process was to present the draft document to the wider school community for feedback and comment. The completed version, including suggested changes and feedback, was then sent to the P&C for endorsement prior to its implementation in 2021.



## Data Overview

The Wamuran State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

The Parent, Student and Staff Satisfaction data in the table below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinion on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- Parents
- Students
- Staff
- Principals

For more information, refer to [frequently asked questions](#) page.

## School Opinion Survey

### Parent opinion survey

Survey item	Total		NCR	State
	2019	2020		
My child likes being at this school.	100%	95.3%	91%	93%
My child feels safe at this school.	96.6%	97.7%	93%	93%
My child's learning needs are being met at this school.	96.6%	95.3%	88%	89%
My child is making good progress at this school.	89.7%	97.7%	89%	90%
Teachers at this school expect my child to do his or her best	100.0%	100.0%	95%	96%
Teachers at this school provide my child with useful feedback about his or her school	96.4%	97.5%	88%	88%
Teachers at this school motivate my child to learn.	96.6%	100.0%	89%	90%
Teachers at this school treat students fairly.	92.6%	97.6%	87%	88%
I can talk to my child's teachers about my concerns.	100.0%	97.6%	91%	92%
This school works with me to support my child's learning.	93.3%	95.2%	87%	88%
This school takes parents' opinions seriously.	96.2%	97.4%	84%	84%
Student behaviour is well managed at this school.	92.9%	95.2%	82%	84%
This school looks for ways to improve.	96.3%	97.6%	89%	90%
This school is well maintained.	100.0%	100.0%	95%	94%
This is a good school.	96.6%	100.0%	92%	93%

### Student opinion survey

Survey item	Total		NCR	State
	2019	2020		
I like being at my school.	98.5%	92.9%	83%	85%
I feel safe at my school.	97.1%	93.9%	87%	88%
My teachers motivate me to learn.	97.1%	97.0%	90%	91%
My teachers expect me to do my best	98.5%	100.0%	96%	97%
My teachers provide me with useful feedback about my school work.	100.0%	98.0%	90%	91%
Teachers at my school treat students fairly.	92.6%	92.9%	82%	83%
I can talk to my teachers about my concerns.	92.6%	88.7%	78%	79%
My school takes students' opinions seriously.	95.6%	87.4%	77%	78%
Student behaviour is well managed at my school.	89.6%	79.4%	75%	77%
My school looks for ways to improve.	97.1%	99.0%	90%	90%
My school is well maintained.	98.5%	96.0%	88%	88%
My school gives me opportunities to do interesting things.	97.1%	89.9%	87%	88%
This is a good school.	98.5%	91.8%	88%	89%

## Staff opinion survey

Survey item	Total		NCR	State
	2019	2020		
I feel this school is a safe place in which to work.	100%	97.1%	91%	92%
This school looks for ways to improve.	100%	97.1%	93%	92%
I have access to quality professional development.	100%	88.2%	85%	86%
I can access necessary information and communication technologies to do my job at my school.	100%	91.2%	92%	92%
The wellbeing of employees is a priority for my school.	100%	87.9%	83%	83%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	94.10%	91.2%	85%	85%
This is a good school.	100%	100.0%	93%	93%

## Student Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

WAMURAN STATE SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	2018	2019	2020
Short Suspensions – 1 to 10 days	42	23	8
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

## Learning and Behaviour Statement

Wamuran State School's Code of Conduct is fundamental to achieving our objective of a safe, supportive and disciplined environment. The opportunity to enjoy a positive future is built around the school's values.

- Love of Learning
- Caring for self, others and the environment
- Success at all stages
- Feeling of belonging

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe

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

Our Code of Conduct is grounded in the belief that the practices and behaviours of teachers and other staff at the school can, and do, influence student behaviours. The systems that constitute our strategy aim towards ensuring that staff practices include a range of approaches and are deliberately chosen in response to data collected from school opinion surveys, OneSchool, Student Disciplinary Absences and data about the actual behaviours of students in the school.

Our Code of Conduct outlines our system for facilitating positive behaviours, minimising presenting problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting our school to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Be Safe**
- **Be Responsible**
- **Be Respectful**
- **Be Positive**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Queensland Department of Education's Code of School Behaviour.

## Multi-Tier Support System

Wamuran State School utilises Positive Behaviour for Learning (PBL) as the multi-tiered system of support for behaviour in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

	Prevention Description
<b>Tier 1</b>	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. The focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement and discipline so improvements in Tier 1 may be made.</li> </ul>
<b>Tier 2</b>	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than those provided in Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1 and may precede the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each cohort's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations</li> <li>• interventions are sustainable within school resourcing</li> <li>• variations within each intervention are limited</li> <li>• interventions have an increased good chance of success when they are 'evidence-based' interventions that are matched to the students' needs.</li> </ul>

	<p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<b>Tier 3</b>	<p>Tier 3 provides individualised services for a <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Individual Behaviour Support Plans (IBSP) are developed for these students in consultation with their teacher(s), specialist school staff, administrators, parents and the student, where possible.</p> <p>Tier 3 supports continue to build on the teachings and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons / function for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT non-preferred behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student's use of the desired behaviour</li> <li>• MINIMISE the payoff for non-preferred behaviour</li> </ul> <p>Tier 3 supports exist along a continuum. A smaller percentage of students may require a more comprehensive Individual Behaviour Support Plan (IBSP) or safety plan that includes a more thorough process for data collection, stakeholder consultation and problem solving.</p> <p>A much smaller percentage of students may need a wraparound plan that includes personnel from outside agencies to further support problem solving.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

## Consideration of Individual Circumstances

Staff at Wamuran State School consider 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 behaviour or applying a disciplinary consequence.

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

## Student Wellbeing

Wamuran State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher if they would like individual advice about accessing particular services.

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

### **Curriculum and pedagogy**

Wamuran State School builds the foundations for wellbeing and lifelong learning through the curriculum by embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of our P-12 curriculum, assessment and reporting framework.

### **Policy and expectations**

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

#### *Specialised health needs*

Wamuran State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending our school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

#### *Medications*

Wamuran State School 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 school 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.

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

#### *Mental health*

Wamuran State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes support from our school guidance officer and facilitating the development, implementation and periodic review of a student support plan.

#### *Suicide prevention*

Wamuran State 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 a student in the first instance, and where necessary will provide first aid. In all other situations, Wamuran State School 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, Wamuran State School 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, Wamuran State School 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.

## Student Support Services

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal on the school phone number – 5429 9444.

Role	What they do
Deputy Principal	<ul style="list-style-type: none"> <li>• Leadership of Student Support Services team to promote an inclusive and positive school culture</li> <li>• Monitor attendance, behaviour, wellbeing and academic data for P-6 and inclusion target groups to identify and respond to areas of additional need</li> <li>• Support and respond to the social and emotional, academic, welfare and behaviour needs of students.</li> </ul>
Special Education Program (SEP) Teachers	<ul style="list-style-type: none"> <li>• Support the classroom teacher in enabling students with disability to access and participate in the curriculum</li> <li>• Liaison with parents, classroom teachers and therapists to ensure the educational priorities for students with disability are met</li> </ul>
Guidance Officer	<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>• Assists students with specific difficulties, acting as a mediator or providing information on other life skills.</li> <li>• Liaises with parents, teachers, or other external health providers as needed as part of the counselling process</li> </ul>
Head Of Special Education Services (HOSES)	<ul style="list-style-type: none"> <li>• Lead the school special education teachers, students and stakeholders to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students</li> <li>• Develops partnerships with parents, other government agencies, health practitioners and community groups to better meet the needs of students with disability.</li> </ul>
School Chaplin	<ul style="list-style-type: none"> <li>• Provide emotional support to school communities</li> <li>• Support students and their families to overcome barriers to education.</li> </ul>
Speech Language Pathologist	<ul style="list-style-type: none"> <li>• Support students at school to: communicate, understand and use language, develop literacy skills, participate successfully in learning and other school activities.</li> </ul>
Learning Support Teacher	<ul style="list-style-type: none"> <li>• Provide direct and timely specialist assistance to students with additional learning and support needs.</li> </ul>

## Whole School Approach to Discipline

At Wamuran State School we believe discipline is about more than consequences for undesired behaviours. Our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Wamuran State School Student Code of Conduct is an opportunity to explain the Positive Behaviour for Learning (PBL) framework with parents and students. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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



# Positive Behaviour for Learning (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 four School and Positive Behaviour for Learning (PBL) expectations in place for students, Be Safe, Be Responsible, Be Respectful, and Be Positive.

## **Students**

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Wamuran State School.

### **Be Responsible**

Responsibility means taking care of yourself and other school members.

I am responsible when I:

- Follow school routines and rules
- Am in the right place at the right time
- Own my own action and accept consequences
- Persist with task
- Follow instructions 'First time, every time'
- Place rubbish in the appropriate bins

### **Be Respectful**

Respect is thinking and acting in a way that shows others that you care about their feelings and well-being.

I am respectful when I:

- Use manners
- Show tolerance towards others
- Include others
- Care for the school environment

### **Be Positive**

When we approach things in a positive way we have a greater chance of success at school.

I am positive when I:

- Show integrity
- Play fairly and display sporting etiquette
- Use words to solve problems
- Wear the school uniform
- Model positive behaviour

## Be Safe

Safety means looking after yourself and other school members.

I am safe when I:

- Show self-control
- Move around the school safely
- Keep hands, feet and objects to myself
- Wear shoes, a sun safe hat and clothes

## Parents and staff

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

### Be Responsible

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
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 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.

### Be Respectful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
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, email and Facebook to notify parents about school news, excursions or events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You approach the class teacher or principal if you're concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

### Be Positive

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

### Be Safe

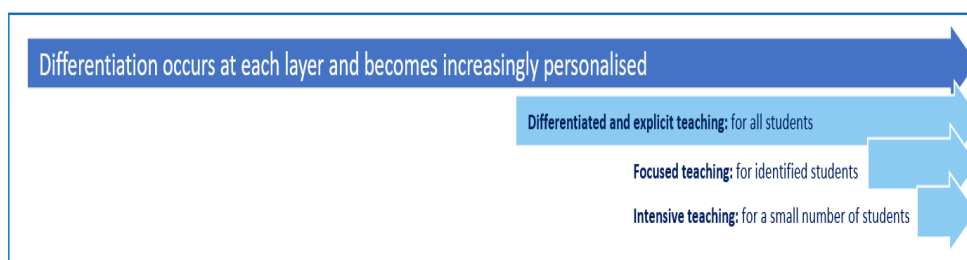
<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You follow the school protocols around picking up and dropping off of your child.	We will keep you updated regularly with our procedures regarding safety via emails and newsletter articles.
You sign in at the office if you are on the school grounds for any reason other than drop off/pick up.	We will provide supervision in the afternoon for students in the pick-up area and for those waiting for buses.
You keep the school informed of any absences your child may have and the reason for the absence.	We will communicate with families as soon as possible if your child becomes ill or injured whilst at school, providing First Aid care as required.

## Differentiated and Explicit Teaching of Expectations

Wamuran 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. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice and support as required.


Teachers at Wamuran State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. In the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is 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.

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

<b>Wamuran State School</b> <b>Positive Behaviour Matrix 2021</b> 				
	<b>Be Safe</b>	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Positive</b>
<b>Whole School</b>	Show self-control. Move around the school safely and quietly. Keep my hands, feet and objects to myself. Wear a sun safe hat when I am outside. Ask permission to leave all areas.	Follow school rules and routines. Am in the right place at the right time. Own my own actions and accept consequences. Use property and equipment with care. Persist with tasks. First time every time. Make healthy food choices. Place rubbish in the appropriate bins.	Always use my manners. Tolerant towards others. Include others. Care for the school environment.	Model positive behaviour. Display integrity. Proudly wear my school uniform. Play fairly and display good sportsmanship. Do my best. Join in and do my best work. Use words to solve problems.
<b>Classroom</b>		Listen well. Be prepared and organised.	Wait patiently for my turn. Allow the teachers to teach and the students to learn.	
<b>Before &amp; After School</b>	Safely use the pedestrian crossing. Safely enter and leave the school grounds. Walk bikes, scooters and skateboards in and out of the school grounds.			
<b>Lunchtime &amp; Tuckshop</b>	Wash my hands before eating. Sit in the designated eating area. Eat my own food. Wait patiently and safely in line.	Only order and buy for myself.	Allow others to eat without interruption.	

## 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 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 Wamuran State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teachers/s to identify those who:

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

Wamuran State School has a range of Student Support Services 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 following evidence-informed programs to address specific skill development for some students:

- Keeping Kids Safe
- RAW – Resilience And Wellbeing
- Bounce Back
- Various programs run through the school Chaplain
- Zones of Regulation

## 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, functions-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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.

## Legislative Delegations

### Legislation

In this section of the Wamuran State School 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 \(Cwth\)](#)

### 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.

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](#)



## Instrument of Authorisation



Department of Education

**Wamuran State School**

### Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12,  
Part 3, Division 2 of the *Education (General Provisions) Act 2006*  
(‘EGPA’)**

I, Lisa Cutter, Principal of Wamuran State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

\_\_\_\_\_  
Lisa Cutter  
Wamuran State School  
QUEENSLAND DEPARTMENT OF EDUCATION

2 September 2021

\_\_\_\_\_  
DATE

# Instrument of Authorisation



Department of Education

Wamuran State School

## Instrument of Authorisation

### Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Lisa Cutter, Principal of Wamuran State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Lisa Cutter  
Wamuran State School  
QUEENSLAND DEPARTMENT OF EDUCATION

2 September 2021

DATE

## Positive Acknowledgement

Type	What	When	Where	Who	Notes
4:1 Praise	Target of 4:1 positive acknowledgement for every correction	Daily	All settings	All staff	Positives: should acknowledge specific behaviours in matrix
Gotchas	Gotcha issued to individual students to acknowledge positive behaviour	Daily	All settings	All staff	Positives should acknowledge specific behaviours in matrix
Assembly Gotcha Draw	A Gotcha is drawn from each class box and the students are recognised on Assembly. They receive a prize from the Prize Box.	Weekly	Assembly	Parade Presenters	
Pride of Wamuran Certificates	Two-four students from each class are identified for a success they have achieved in the classroom.	Fortnightly	Assembly	Class Teacher	Certificates may be for things linked to learning success or displaying school values.  Acknowledged in fortnightly school newsletter

Positive Postcard sent home	Postcard acknowledging specific positive behaviour	As required	As identified	Teachers	
Celebration Event	Students who are eligible participate in an end of term party / activity / celebration	End of each term	All class teaching staff	Teachers	Whole class reward
End of Primary School Celebration	Senior Students are eligible to attend an event at the end of the year.	End of year	e.g. Wet n Wild / Aussie World	Year 6 teachers	

## Disciplinary Consequences

The disciplinary consequences model used at Wamuran 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 staff to respond to low-level or minor problem behaviours. Staff at Wamuran State School implement the 10 Essential Skills for Classroom Management to address behaviours within their classrooms. These skills include:

- 1. Establishing expectations** – Setting explicit rules and shared expectations about preferred behaviours
- 2. Giving Instructions** – Clear and precise details of what students are expected to do
- 3. Waiting and scanning** – Stopping to assess what is happening
- 4. Cueing with parallel acknowledgement** – Praising a particular student to prompt others
- 5. Body language encouraging** – Smiling, nodding, gesturing and moving near
- 6. Descriptive encouraging** – Praise describing behaviour
- 7. Selective attending** – Not obviously reacting to certain behaviours
- 8. Redirecting to the learning** – Prompting on-task behaviour
- 9. Giving a choice** – Describing the student's options and likely consequences of their behaviour

## 10. Following through – Doing what you said you would

### Consequences for Non-preferred Behaviour

Wamuran State School makes systematic efforts to prevent non-preferred student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Staff implement Essential Skills for Classroom Management to pre-correct, redirect or respond to low-level non-preferred behaviours as Tier 1 differentiated consequences.

Responses to non-preferred behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record behaviour incidents where required.

### Minor and Major Behaviours

When responding to non-preferred behaviour the staff member first determines if the non-preferred behaviour is major or minor, with the following agreed understanding:

*Minor non-preferred behaviours may include behaviours that:*

- do not harm others or cause suspicion that a person may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours

*Major non-preferred behaviours may include behaviours that:*

- are a pattern of inappropriate behaviours
- violate the rights of others
- put others at risk of harm
- cause self or others harm
- adversely affects, or is likely to affect, the good order and management of the school

Once the severity of the non-preferred behaviour has been determined and individual circumstances are considered, an appropriate response is applied. Wamuran State School staff will respond to non-preferred behaviours using a developmentally appropriate set of possible consequences or actions as detailed below:

A small number of students may require focused (tier 2) or intensive (tier 3) support, intervention and consequences. At Wamuran State School, we believe that this indicates a need for additional support and further strategies in order for the student to meet behaviour expectations. Supports are implemented in consultation with key stakeholders and staff from our student support team network and consequences vary depending on individual needs and circumstances. Tier 2 possible differentiated consequences may include and are not limited to strategies where the class teacher is supported by other school-based staff to address non-preferred behaviour. This may include:

- Individual student behaviour support strategies
- Targeted skills teaching in small group
- Alternative programs
- Walk and Talk
- Community service
- Detention
- Behavioural contract

- Counselling and guidance support
- Self-monitoring plan
- Participation in focussed teaching programs
- Check in Check Out strategy
- Behaviour monitoring card
- Buddy Class
- Time out card
- Supported play / Structure play break program
- Referral to Student Support Team for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Reflection room
- Restorative conference

The strategy of Reflection Room is utilised to withdraw the student during a time that does not impact on their learning time so that they may reflect on their behaviour - What behaviour choice did they make? Who was affected by their behaviour? How were they affected? What is their restitution plan? They will also plan alternative acceptable choices for the next time they come across this situation or a similar scenario again. Parents will be contacted by the classroom teacher or administration staff to inform them that a major non-preferred behaviour has been exhibited by their child and the reflection room strategy was considered an appropriate consequence.

At times the Principal may plan for an after-hours detention or a detention on a day other than a school day.

In this scenario these steps will be followed:

- Appropriate supervision by teachers will be arranged
- Parents will be consulted about a suitable day/time in which the detention is to be completed within any parameters set by the school
- The student and their parent will be notified of the school's procedures, including the responsibilities of the student, parent and school in relation to supervision arrangements and start and finish times.

Tier 3 possible differentiated consequences will involve members of the school leadership team working in consultation with Student Support team members to address major or ongoing non-preferred behaviour. Tier 3 differentiated consequences may include but are not limited to:

- Individual behaviour support plan
- Flexible timetabling arrangements
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Formal restorative conference
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending

a decision by the Director-General or delegate (principal) about their exclusion from school)

- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently).

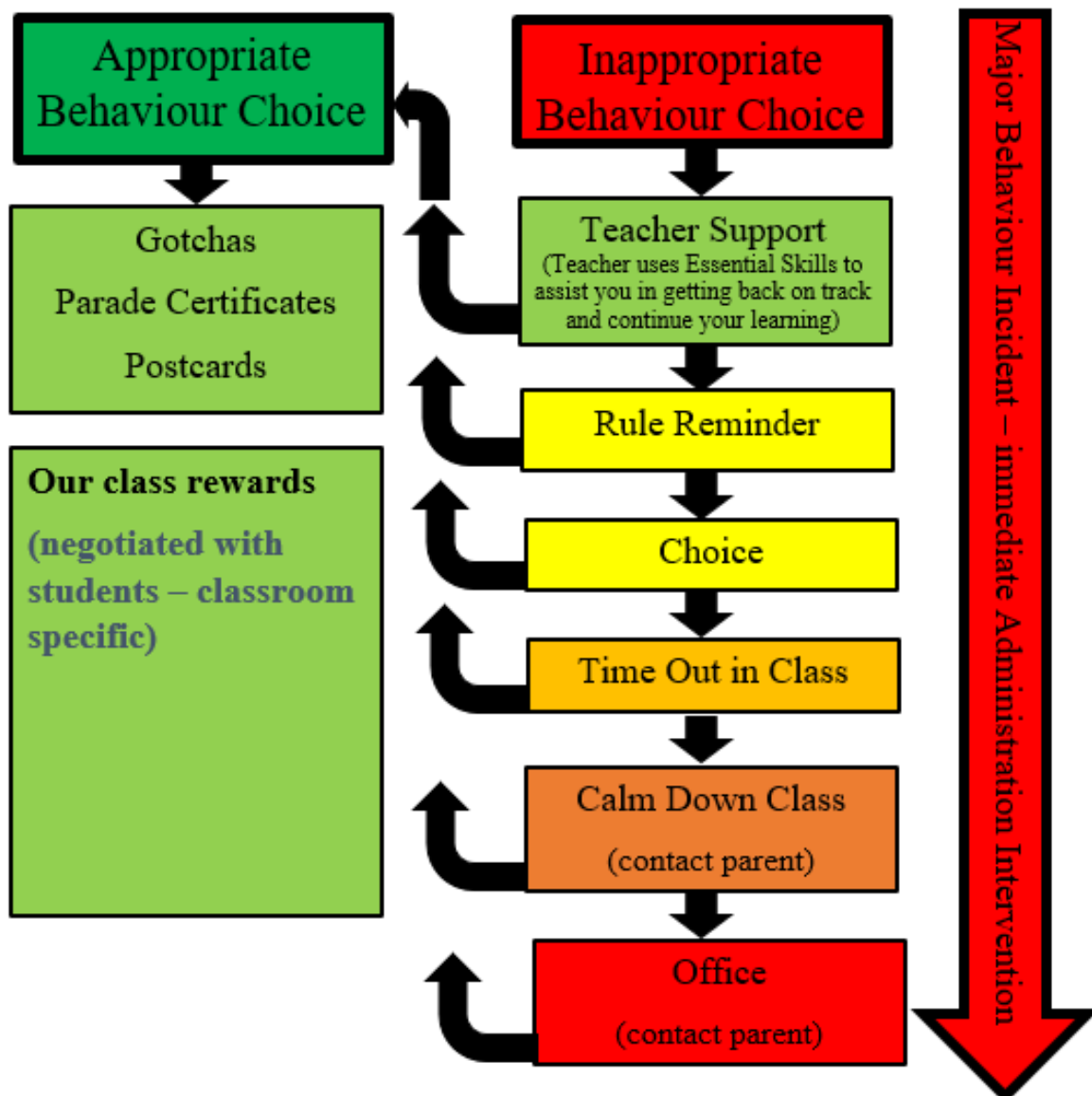
At Wamuran State School, supports and consequences may also be applied in relation to external behaviours. External behaviours are defined as actions which occur outside school hours which may act to adversely affect the safety and/or well-being of students or staff during school hours. External behaviours include:

- Misconduct within the wider community whilst still wearing full or partial school uniform including drug use, fighting in public places, loitering, causing a public disturbance and illegal activities
- Using electronic devices (mobile phones, social networking sites, blogs and chatrooms) to harass, threaten or damage the reputation of a staff member and/or students in a manner which may have a direct impact on the good order or management of the school
- Other conduct by currently enrolled students that is prejudicial to the good order or management of the school.

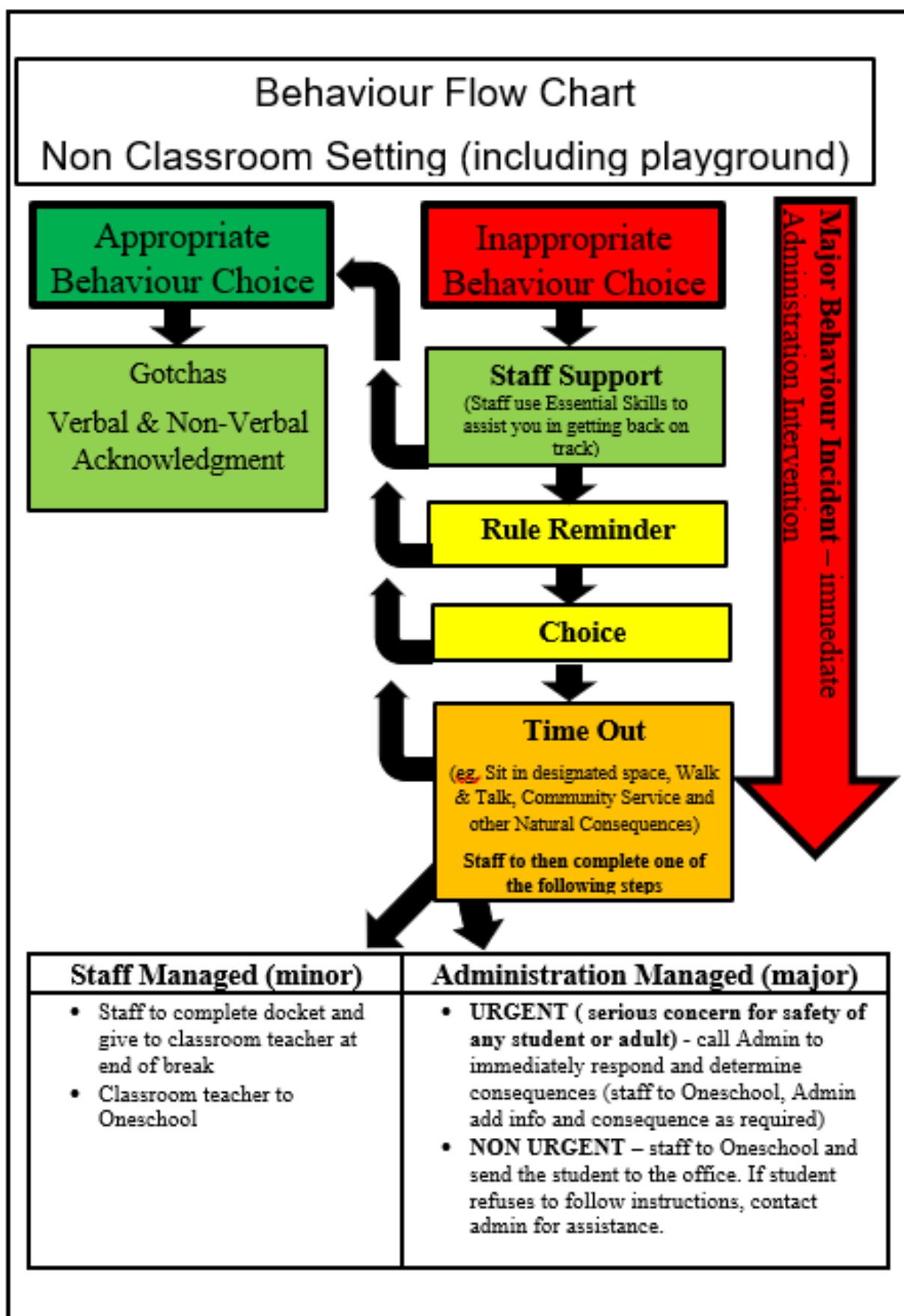
With regards to dealing with issues relating to the misuse of electronic devices, the staff at Wamuran State School will respond directly to issues which occur between official school hours. Incidents that occur outside of these hours will be dealt with at the Principal's discretion if the actions directly impact on the safety and/or wellbeing of students or staff, or affect the good order or management of the school. The school may advise parents and guardians of alternate courses of actions, for example contacting the police or reporting through the Commissioner of E-safety.



## Behaviour Flow Chart In Class



Teacher Managed (minor)	Administration Managed (major)
<ul style="list-style-type: none"> <li>Teacher administered follow up – e.g. logical consequence</li> <li>OneSchool entry</li> </ul>	<ul style="list-style-type: none"> <li>Admin immediately respond for <b>urgent</b> situations and determine consequences (teacher to Oneschool, Admin add info and consequence)</li> <li>Teacher refers to Admin (OneSchool) for <b>non-urgent</b> major behaviour</li> </ul>



## School Disciplinary Consequences

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 Wamuran 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 the wellbeing of members 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 Wamuran 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.

### 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, usually 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 process will be determined in response to individual student needs. In many cases, the re-entry meeting is held at school and is attended by the student and a parent/carer. The re-entry process is offered as a support for the student to assist in their successful re-engagement in school following suspension. Possible structure:

- Welcome back to our college
- Check in on student wellbeing
- Discuss any recent changes to school's routines or staffing
- Confirm student's understanding of expectations in the Student Code of Conduct
- Discuss and organise details of any restorative processes as required
- Offer information about supports available
- Set a date for follow-up
- Thank student and parent/s for attending
- Facilitate student's re-entry to the classroom in the most appropriate manner.

**Reasonable adjustments**

In planning the re-entry meeting, 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, chaplain or special education staff, who may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Wamuran State School has tailored school 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 and to maintain and foster mutual respect between all staff and students.

The temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or 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 Wamuran 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 and vaping substances)
- drug paraphernalia
- 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.

\*\* 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 Wamuran 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 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 Wamuran State School:

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

Parents are to collect temporarily removed student property as soon as possible after they have been notified by the Principal or staff that the property is available for collection.

**Students** of Wamuran State School:

- do not bring property onto Wamuran State School grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Wamuran 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

Students are to collect their property as soon as possible when advised by the Principal or staff it is available for collection.

## Use of Mobile Phones and Other Devices by Students

With the exception of mobile devices for monitoring medical conditions, all student mobile phones are required to be handed in to the school office each morning where they will be stored safely during the day. At the end of the school day, students may collect their mobile phones. Mobile phones are not to be used by students whilst they are in the school grounds including times before or after school. The inappropriate use of mobile phones whilst at school will lead to the device being confiscated by school staff, with collection being the responsibility of the parent from the Principal. Disciplinary consequences may be applied for inappropriate use of mobile phones and other digital devices.

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader college community, Wamuran State School has determined that explicit teaching of responsible use of digital devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, staff and students.

It is also agreed that time and space should be provided at our school where technology use is not appropriate for the type of desired learning and therefore staff will advise students that technology use is not permitted during that section of the lesson.

## **Responsibilities**

Upon enrolment in a Queensland Government School, parental or carer permission is sought to give the student(s) access to the internet and school network. The details for use of school devices such as laptops, computers and ipads are outlined below:

At Wamuran State School, it is acceptable for students to use school devices for:

- assigned class work and assignments set by teachers when given permission to do so
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by staff
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- courteous, considerate and respectful interactions, communications and publications.

It is unacceptable for students at Wamuran State School to use school devices to:

- behave unlawfully
- access technology in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- listen to, view or use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a device to cheat during exams or assessments

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

- understand the responsibility and behaviour requirements 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:
  - o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - o the school may remotely access departmentally-owned student computers or mobile devices for management purposes
  - o students who use our 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
  - o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student

Student use of the network, and including use of the internet and email, is monitored by Information Technologies Branch and any wrongdoing can be traced. Information entered, accessed and stored in the Department's network can be accessed by the Department.

Using personal 'hotspots' is not permitted at school.

Students must not attempt to access systems for which they are not authorised, share or let others use their unique username and passwords, or disclose passwords to anyone. If the Department reasonably suspects someone of using the Information Communication Technology (ICT) network and facilities in a manner that constitutes a crime, the Department will refer the matter to the Queensland Police Service.

### **Personal technology devices**

Bringing personal technology devices, separate to the approved learning devices, is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. The school will not accept any responsibility for damage to personal items or related costs.

## Preventing and Responding to Bullying

Wamuran State School uses the Australian Student Wellbeing Framework as a base to promote positive relationships and the wellbeing of all students, staff and visitors at our college.

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

Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Wamuran State School has a variety of ways to prevent and respond to Bullying behaviour.

These include:

- teaching lessons about being responsible reporters and active bystanders
- actively promoting the reporting of an instances of bullying through the structures of our Student Support team
- implementing bullying screeners
- recognition and celebration of the National Day of Action Against Bullying and Violence
- explicit teaching using resources from the Bullying! No Way! Website
- conducting restorative conferences
- working with parents and students collaboratively to address incidents of bullying
- conducting student wellbeing surveys to identify and respond to bullying behaviours
- participating in values education related to our 4 core values.

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 Wamuran State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

### Wamuran State School - Bullying response flowchart for teachers

The following flowchart explains the actions Wamuran State School staff will take when they receive a report about student bullying. Please note that the indicative timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

#### Key contacts for students and parents to report bullying:

**Prep to Year 6** – Class teacher, Deputy Principal, Principal

Step 1: Listen	<ul style="list-style-type: none"> <li>• Provide a safe space to talk</li> <li>• Reassure the student that you will listen to them</li> <li>• Let them share their experience and feelings without interruption</li> <li>• 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. (Staff to follow Student Protection processes)</li> </ul>
Step 2: Document	<ul style="list-style-type: none"> <li>• Ask the student for examples they have of the alleged bullying (e.g. handwritten notes or screenshots)</li> <li>• Write a record of your communication with the student</li> <li>• Check back with the student to ensure you have the facts correct</li> <li>• Enter the record in OneSchool</li> <li>• Notify parent/s that the issue of concern is being investigated</li> </ul>
Step 3: Collect	<ul style="list-style-type: none"> <li>• Gather additional information from other students, staff or family</li> <li>• Review any previous reports or records for students involved</li> <li>• Make sure you can answer who, what, where, when and how</li> <li>• Clarify information with student and check on their wellbeing</li> </ul>
Step 4: Discuss	<ul style="list-style-type: none"> <li>• Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue</li> <li>• Make a time to meet with the student to discuss next steps</li> <li>• Ask the student what they believe will help address the situation</li> <li>• Engage the student as part of the solution</li> <li>• Provide the student and parent with information about Student Support Services team</li> <li>• Agree to a plan of action and timeline for the student, parent and yourself.</li> </ul>

Step 5: Implement	<ul style="list-style-type: none"> <li>• Document the plan of action in OneSchool</li> <li>• Complete all actions agreed with student and parent within agreed timeframes</li> <li>• Monitor student and check in regularly on their wellbeing</li> <li>• Seek assistance from Student Support Services team if needed</li> </ul>
Step 6: Review	<ul style="list-style-type: none"> <li>• Meet with the student to review situation</li> <li>• Discuss what has changed, improved or worsened</li> <li>• Explore other options for strengthening student wellbeing or safety</li> <li>• Report back to parent</li> <li>• Record outcomes in OneSchool</li> </ul>
Step 7: Ongoing Follow Up	<ul style="list-style-type: none"> <li>• Continue to check in with student on regular basis until concerns have been mitigated</li> <li>• Record notes of follow-up meetings in OneSchool</li> <li>• Refer matter to specialist staff within 48 hours if problems escalate</li> <li>• Look for opportunities to improve school wellbeing for all students</li> </ul>



## Cyberbullying

Cyberbullying is treated at Wamuran 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 classroom teacher (for students in primary year levels) or the Principal. These staff can be approached directly by students, parents or other staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Wamuran State School may face in-school disciplinary action, such as Reflection Room 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's processes for managing or responding to cyberbullying should be directed to the Principal.



# Wamuran 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](#).

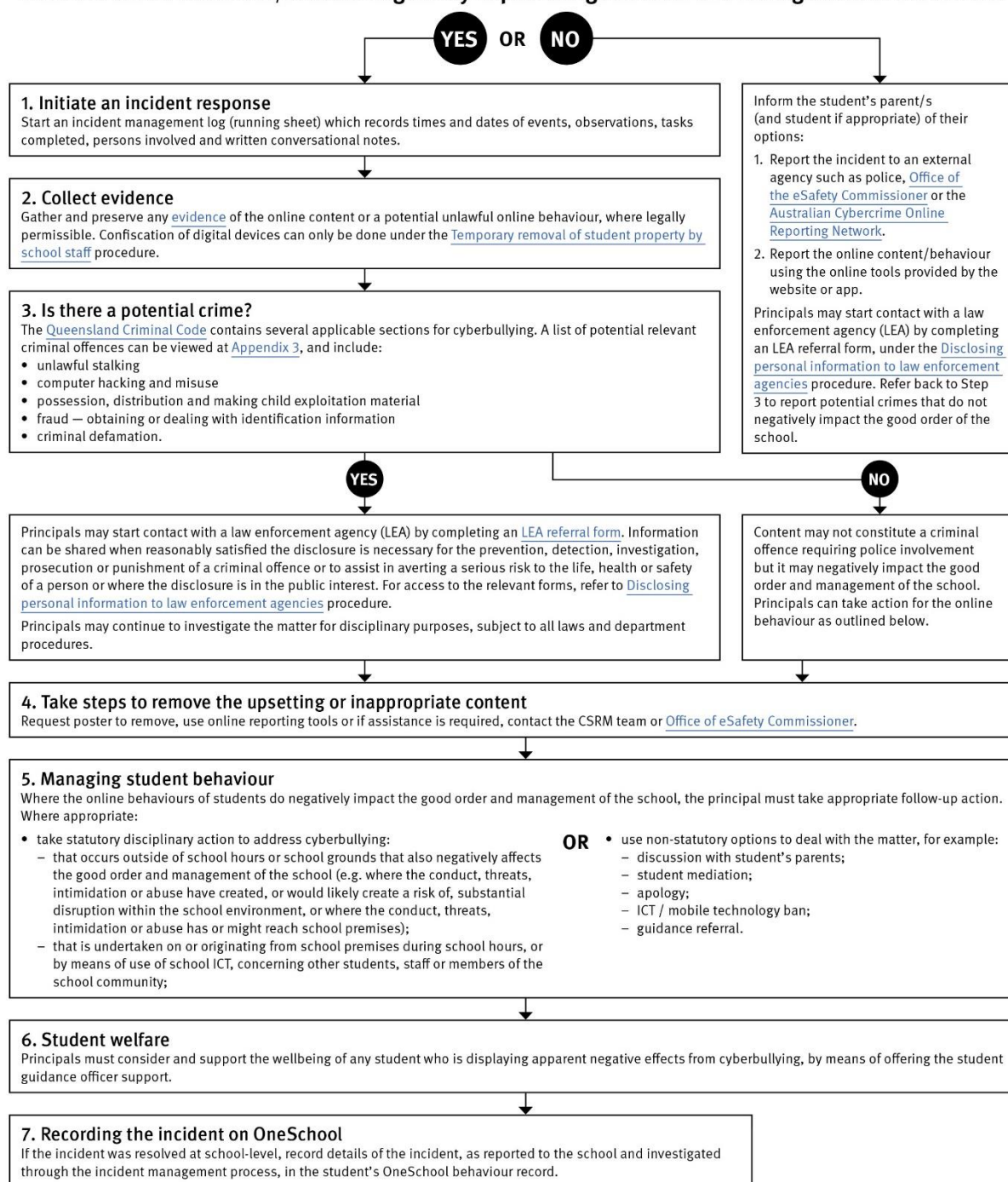
### Explicit images

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](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.

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

## Student Intervention and Support Services

Wamuran 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 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 Wamuran 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 may include counselling, social development programs, referral to mental health services or involvement in a restorative strategy. Wamuran State School's 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 our 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 our school and our community. Reputations of students, teachers, our school, 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

Staff at Wamuran 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 non-preferred 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 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 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 behaviour at our school 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 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

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

- 3. External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](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](#).

