

Warwick State High School



Responsible Behaviour Plan for Students 2020

Positive Behaviour for
Learning (PBL) School

~ Excellence Through Effort ~

1. Purpose

Warwick State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong learning and wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and all students can participate positively within our school community.

The aim of this plan is to proactively teach, guide and lead students positively towards socially responsible behaviour that protects the rights of self and other members of the school community, which aligns with Education Queensland's *Code of School Behaviour*.

2. Consultation and data review

Warwick State High School reviewed and enhanced this plan in collaboration with our school community in order to meet the changing needs of the school. As such, this is a document that is owned by the school and one which supports students to engage actively and appropriately within the school itself.

The plan was endorsed by the Principal, the Parents' and Citizens' Association and representative for the Regional Director 2018.

3. Learning and behaviour statement

Warwick State High School's values and beliefs about behaviour and learning directly relate to Education Queensland's *Code of School Behaviour*. Our schools' values and beliefs underpin the Code of Behaviour and this is implemented via our behaviour levels system.

OUR Motto

We espouse - Virtute et Labore "*Excellence through Effort*"

OUR Vision

We envisage all students becoming clever, skilled, creative global citizens and lifelong learners.

OUR Mission

We aim to be supportive and caring; to provide opportunities for personal growth; to encourage excellence in the pursuit of educational goals now and into the future.

OUR Values

We value:

- **Responsibility** (teaching and learning)
- **Respect** (for self, others and property)
- **Relationships** (safe and supportive)

OUR beliefs

We believe in:

- **Quality Teaching:** Strong pedagogy, teachers as learners, a responsive curriculum, resourcing for achievement and wellbeing and personal accountability.
- **Maximising Achievement:** Active, responsible and reflective student participation in school and beyond, life-long learning, a safe, tolerant, disciplined environment catering for individual learning, the right to learn, positive engagement, personal accountability.
- **Valuing School Community:** A safe tolerant disciplined environment, positive relationships with other cultures, cooperation with those in authority, respect for property and people, celebrating each person's contribution, equity for individuals and groups.
- **Communicating:** Open and effective interactions, shared decision making, positive home, school and community partnerships.

OUR Targets

We strive for:

- **Attendance:** every day counts
- **Attitude:** excellent behaviour and effort
- **Achievement:** personal best and a qualification for every school leaver

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

The school's values are evidenced by our high expectations and are underpinned by our positive and highly supportive learning environment. All students are supported to be active learners who take responsibility for their own behaviour and learning.

These expectations are reflected by the school's behaviour management procedures, which are underpinned by:

- Positive support to students to promote high standards of achievement, effort and behaviour
- Clearly articulated responses and consequences for inappropriate behaviour
- Access support services for academic, social and emotional needs

Positive Behaviour for Learning (PBL)

Proactively identifying and acknowledging positive behaviour

At Warwick State High School, we emphasise the importance of directly teaching students the positive behaviours we want them to demonstrate at school. Communicating behavioural expectations is a way in which our school supports student social competence, as well as enhancing the academic achievement of all students. A high priority within our school is acknowledging students' efforts in following agreed rules and behavioural expectations which are explicitly taught to all students.

As such, the school acknowledges the following tenets in **proactively** supporting all student behaviour:

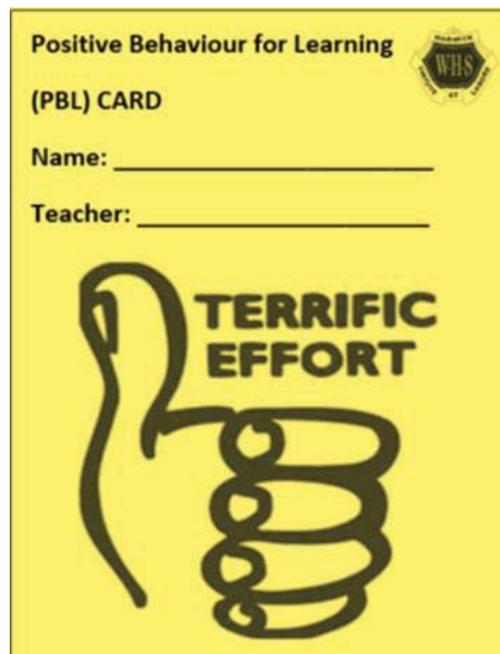
- The language of the school will be positive – all expectations, rules and instructions will be expressed positively
- Staff practices will always have an initial focus on teaching and proactively acknowledging desired student behaviour
- Positive systems of acknowledgement for desired behaviours will be used school-wide
- Data will be gathered and analysed in order to best inform school decision making around student behaviour.

As a PBL School, Warwick State High School:

- Clearly defines and implements processes for explicitly teaching expected social and positive behavioural skills so the focus can be on teaching and learning
- Promotes high expectations for student behaviour and learning
- Focuses on our key values of Responsibility, Respect and Relationships
- Celebrates and rewards positive behaviour
- Fosters positive relationships between staff, students and members of the wider community
- Consistently implements the philosophy of PBL in all contexts.

Positive Behaviour

Positive Behaviour is recognised by verbal acknowledgement and Boom Cards. Boom cards are redeemed by students for rewards throughout the year.



The Matrix of Expected Behaviours

All Warwick State High School's agreed expectations will be taught to every student. The following *Matrix of Expected Behaviours* outlines these specific behavioural expectations in **all school settings**:

	All Areas	Classroom	Playground	Beyond School
Responsibility	<ul style="list-style-type: none"> Attend school every lesson, every day, giving your best effort Carry your ID card at all times and use it to sign in/out via the student resource room if you are late or leaving early. Care for all school equipment Follow the school dress code Respect the rights of others to teach or to learn Bring only permitted resources to school Follow emergency procedures 	<ul style="list-style-type: none"> Be organised – have all your equipment, including your diary ready, for each lesson Leave the classroom tidy Be an active learner by completing tasks, homework and assessment on time, independently, and to the best of your ability 	<ul style="list-style-type: none"> Stay in approved areas Put all rubbish in the bin Maintain orderly movement within and around buildings 	<ul style="list-style-type: none"> Do the right thing when wearing the school uniform and or representing the school Obey the road regulations Obey the Code of Conduct for Bus Transport
Respect	<ul style="list-style-type: none"> Use socially acceptable language and speak kindly and politely to others Use ICTs as directed by school policies School hats on in the sun, off when you are indoors Follow staff directions Maintain a hands off / no contact policy 	<ul style="list-style-type: none"> Only enter a classroom when a teacher is present in the room Move around and/or leave the classroom only with permission Listen to others and value their opinions Switch off personal technology devices and remove ear phones 	<ul style="list-style-type: none"> Play games/sports only in approved areas during breaks 	<ul style="list-style-type: none"> Show courtesy to others (community members) through words and actions Value yourself and others when engaging in social media
Relationships	<ul style="list-style-type: none"> Think before acting and speaking <p>STOP, THINK....DO STOP, THINK...SAY WALK AWAY</p> <ul style="list-style-type: none"> Use equipment safely Support others in making good choices Be honest Be kind and polite to staff and students in words and actions 	<ul style="list-style-type: none"> Work quietly so as not to disturb others in class Look out for the safety of others 	<ul style="list-style-type: none"> Allow others to enjoy break times in peace 	<ul style="list-style-type: none"> Demonstrate respect for each other when using social media – do not engage in cyber bullying

These expectations are consistently communicated and taught to students using a number of strategies, including:

- Explicitly designed clips are delivered to all students
- Newsletter articles
- Focus of the term posters (displayed around the school)
- Active supervision by staff during all classroom and non-classroom activities
- Enrolment procedures
- Student Diary
- Annual induction of students
- The Warwick State High School website
- Year Level Assemblies and Assembly Groups
- Whole School Assemblies
- Leadership Camp in Year 11
- Belonging Days and Camps
- The implementation of policies such as the Appropriate Use of Personal Technology Devices at School and the Anti-Bullying Policy
- Student re-entry interviews (activity sheets and conversations)
- Acknowledgement days i.e RUOK days, National Day of Action against Bullying, Community Thank you day

Uniform expectations

Our school dress code promotes the good image of the school within the school community and encourages students to uphold and enhance that image, as well as meeting community expectations and health and safety requirements. Correct school uniform and tidy appearance shows pride in self and school. It also promotes a positive image to employers and the community. *For more detail on school uniform expectations please refer to Appendix 6.*

Behaviour Level System

Warwick State High School uses a behaviour level system whereby students earn a level from Level 1 (Exemplary/Outstanding Behaviour) to Level 7 (Very Serious Breaches of Behaviour.) *Please refer to Appendix 4 "Behaviour Levels System" for more information.*

Strict 'Hands Off' Policy

Warwick State High School has a "non-contact" or "hands off" policy. This means the school believes disputes can be solved by non-violent means. This is to ensure the rights, safety and wellbeing of all students. Students are, at all times, expected to demonstrate interpersonal behaviours that are consistent with legislative and professional standards of a workplace. Disputes can and will be solved by 'non-contact' and 'non-violent' means and there are numerous support people who can assist students. If students resort to violence, even by way of retaliation, they have breached the "hands off" policy. The offence and therefore the consequences are severe, including official suspension from school.

Inappropriate Student Behaviour

When staff are dealing with inappropriate student behaviour they will use Essential Skills for Classroom Management and then the wording as per the Behaviour Management Card.

Behaviour Support and Intervention Sequence

Occasionally students need additional support in managing their own behaviour. The sequence (next page) allows for intervention from least intrusive whole school processes, both proactive and reactive, to most intrusive, in order to facilitate and promote high standards of behaviour in all students.

Behaviour Support and Intervention Sequence

Intensive Support Tier 3	20 day external suspension with recommendation to exclude 11 – 20 day external suspension 1 – 10 day External suspension Subject withdrawal / modified programs Meetings – administration, HOD parents and students IBP – Individual Behaviour Plan put in place / DIP Discipline Improvement Plan put in place	Monitoring Booklet The monitoring booklet is a supportive tool, which allows the school and parents to track student's daily application of the school values	LEAST TO MOST INTRUSIVE BEHAVIOUR INTERVENTION SEQUENCE (Steps in this sequence may change due to the type or severity of the behaviour)
Targeted Support Tier 2	Internal School Reflection Room (ISR) Temporary subject withdrawal – HOD / Admin Meeting – parents, HOD, class teacher and student Issue of behaviour level letter – HOD administered Formal detention – HOD administered Contact parent to discuss concerns with any ongoing issue Sent to a pre-arranged buddy class		
SRT Referrals/ Erase Plans and Functional Behaviour Assessments			
Universal Whole School (Positive Behaviour for Learning – PBL) Framework Tier 1	Positive behaviour for learning (PBL) The 3 "Rs" Respect – Responsibility – Relationships Essential Skills for Classroom Management (ESCM) Essential Classroom Practices (ECPs)		
	<ul style="list-style-type: none"> • Following through – (Consequence is applied) • Giving choices – <i>"(Student name) you can do your work now or stay after class and do it"</i> • Re-directing to the learning – Non verbally using proximity / Verbally <i>"You have been asked to"</i> • Selective attending – tactically ignoring level inappropriate behaviours • Descriptive encouraging – verbally acknowledging students for doing the right thing <i>"Thanks for starting your work"</i> • Using body language and nonverbal cues • Cueing with parallel acknowledgement – cueing students to the expected behaviour • Waiting and scanning – giving student time to respond to instruction / direction (Take up time) • Giving clear instructions • Rewarding of expected behaviours – (Verbal recognition/using the PBL rewards system) • Clear rules and expectations (Matrix of Expected Behaviours explicitly taught and reinforced in the classroom and wider school) • Seating plan 		

☑ Targeted Behaviour Support

Targeted Behaviour Support is provided when more serious intervention is required to assist students in correcting their behaviour.

Targeted behaviour support is initiated by a Head of Department and may involve:

- Formal detentions / After school detentions
- Restorative consequences
- Mediation
- Behaviour Tracking via the Student Monitoring Book
- Behaviour Level change
- Case conferencing – HOD, class teacher and student
- Parent contact
- Internal suspension / In School Reflection Room (ISR)

At all times, students will continue to be taught expected behaviour as per the Teaching Matrix, and rewarded appropriately for positive behaviour.

☑ Intensive behaviour support

Intensive behaviour support is required when a range of targeted and whole school proactive/reactive behaviour strategies have been used without success, or when a student displays one-off behaviours which seriously breach the Code of Behaviour. When a student is being supported at this level, one, or a combination of the following strategies, may be implemented.

- Parent meeting
- Individual Behaviour Management Plan (IBP)
- Playground contract
- Assigned Case Manager/s
- Discipline Improvement Plan (DIP)
- 1 to 20 day suspensions/Exclusion
- Meetings with all stakeholders
- Subject withdrawals or modified programs

Serious breaches of the Behaviour Code

In addition, certain types of behaviour within the school are clearly identified as categorically serious enough to warrant the consequence of proposed exclusion. These serious behaviours are identified as breaches at a Level 7 on our Behaviour Level system. They include:

- Ongoing bullying/fighting
- Serious vandalism
- Serious offences against students and staff
- Possession of prohibited items eg. alcohol, offensive images, drugs, weapons
- Assault
- Serious criminal offences

Specialist Support Staff

The school has access to a Guidance Officer and a Behaviour Support Teacher. They work with students as a form of proactive and reactive intervention and with students at risk of long suspensions, exclusions or cancellation of enrolment.

Referrals to the Behaviour Support Teacher are made largely through the Student Referral Team by:

- Head of Department (Student Wellbeing)
- Year Level Coordinators
- Executive Leadership Team
- Guidance Officer

The types of support offered through the PBL Framework, may include:

- Parent support – interviews, counselling, individual behaviour plan support
- Support groups
- Teacher support – classroom management, modelling, coaching
- Referral to other agencies
- Individual/Group social skill programs
- Work experience
- Class support
- Counselling – individual/group
- Alternative programs – assistance with organising and implementing
- Peer mediation
- Suspensions, functional Behaviour assessments/ERASE Plans and assistance with re-entry and Individual Behaviour Plan or Discipline Improvement Plans.

5. Responding to emergency situations or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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 and respect:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. **Debrief:** 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.

6. Consequences for unacceptable behaviour

Restorative Practices Conversation

It is not possible to list all forms of sanctions or possible unacceptable behaviour within this Plan. Suffice to say, any activity which is illegal, unsafe, endangers or intimidates others, is prohibited at Warwick State High School.

The following information outlines types of behaviours that are unacceptable at Warwick State High and possible consequences which may result:

MINOR BEHAVIOUR BREACHES

Minor Behaviours Breaches are those which breach the Responsible Behaviour Plan and are generally dealt with by the classroom teacher. Repeated breaches of similar school rules will be referred to Year Level Coordinators, HODs or Executive Leadership Team for further action.		
Examples of Unacceptable Behaviour include	Possible Consequences	Initiated by
<ul style="list-style-type: none"> • Ignoring instructions • Lateness to class • Littering • Disrupting the teaching and learning process during lessons • Uniform infringements • Appropriate Use of Personal Technology Devices At School policy infringements 	<ul style="list-style-type: none"> • Reminder of classroom expectations • Redirection/verbal correction • Seating plans • Student sent to buddy class • Tasks related to playground duty (eg. cleaning an area) • Contact with parents • Detention • Temporary removal of student's property • Behaviour Level Drop 	<ul style="list-style-type: none"> • Classroom teachers
<ul style="list-style-type: none"> • Harassment • Repeated uniform, hair, makeup and/or jewellery transgressions • Lateness to school • Persistent failure to be prepared for class • Workplace, Health and Safety breaches • Repeated defiance of teacher directions or non-compliance with teacher instructions • Out of bounds areas • Non-submission of assessment items • Truancy • Plagiarism 	<ul style="list-style-type: none"> • Contact with parent • Lunchtime or after-school detentions • Restitution • In School Reflection Room (ISR) • Internal suspension • Withdrawal from class or activity • Loss of privileges • Monitoring program • Behaviour Level Drop 	<ul style="list-style-type: none"> • Year Level Coordinators • Heads of Department

MAJOR BEHAVIOUR BREACHES

Major Behaviours Breaches are those that significantly violate the rights of others to learn and be safe. This level of behaviour may result in suspension from the school or other high level consequences. Major behaviours are those behaviours that are referred to the Year Level Coordinator, Heads of Department Student Wellbeing, Head of Special Education Services or Executive Leadership Team

Incidents requiring investigation will be conducted by the Executive Leadership Team, Head of Department or Year Coordinator. This process will require students to complete incident statement or a witness statement. In addition, interview note of discussion may also be documented. All parent contact will be documented in OneSchool. (ISR) – In School Reflection Room, (FDT) Formal Detention, (SDA) School Discipline Absence, (WH&S) Workplace Health and Safety.

Examples of Major Behaviours Behaviour	Possible consequences may include:		
	Serious or 1 st Offence Behaviour Level 5-6	Very Serious or 2 nd Offence Behaviour Level 6-7	Extremely serious or 3 rd offence Behaviour Level 7
Absences			
• Truancy – 1-2 lessons within a day	• FDT and parent contact	• ISR for both breaks (only 20mins)	• ISR
• Truancy – over two lessons - whole day and/or a continual pattern of truancy	• ISR for both breaks (only 20mins)	• ISR	• SDA up to 5 days • Suspension/Interagency intervention/Wellbeing intervention. • Cancellation of enrolment.
• Unauthorised lateness to school Unauthorised lateness to classes	• FDT and parent contact	• ISR	• Parent conference • ISR
Persistently Disruptive Behaviour adversely affecting others			
• Persistent disruption to learning	• ISR/SDA up to 5 days	• SDA 6 to 10 days	• SDA 11 to 20 days • Exclusion may be recommended
• Continual display of harassment/bullying behaviours towards another	• SDA up to 5 days	• SDA 6 to 10 days	• SDA 20 days with possible recommendation to exclude.
Physical Misconduct			
Physical Aggression			
• Threat of Physical aggression – fists up, arms up, movement towards	• SDA up to 3 days	• SDA up to 5 days	• SDA 6 to 10 days
• Assault -Fighting, punching, hitting, slapping, kicking, biting, whacking in privates area etc	• SDA up to 5 days	• SDA 6 to 10 days	• SDA 11 to 20 days • Exclusion may be recommended
• Use of inappropriate gestures towards a staff member	• ISR/ SDA up to 3 days	• SDA up to 5 days	
• Harassment of a sexual nature	• SDA up to 5 days	• SDA 6 to 10 days	• SDA 11 to 20 days • Exclusion may be recommended
• Physical Aggression eg fighting, assault	• SDA up to 5 days	• SDA 6 to 10 days	• SDA 11 to 20 days • Exclusion may be recommended
• Physical Assault of a member of staff			• SDA 20 days with possible recommendations to exclude
• Unsafe or injurious behaviour towards others (such as throwing objects thereby endangering others, or property with potential for harm)	• ISR	• SDA up to 5 days	• SDA 6 to 10 days
• Unsafe or injurious behaviour (such as throwing objects endangering others or property causing actual harm or injury)		• SDA 6 to 10 days	• SDA 11 to 20 days • Exclusion may be recommended
Verbal/ Non Verbal Misconduct			
• Racism	• ISR • SDA up to 5 days	• SDA 6 to 10 days	• SDA 11 to 20 days • Exclusion may be recommended
• Verbal threats and intimidation towards another student	• ISR • SDA up to 5 days	• SDA 6 to 10 days	• SDA 11 to 20 days • Exclusion may be recommended
• Abusive language and/or threat towards a staff member	• SDA up to 5 days	• SDA 6 to 10 days	• SDA 11 to 20 days • Exclusion may be recommended

Examples of Major Behaviours Behaviour	Possible consequences may include:		
	Serious or 1 st Offence Behaviour Level 5-6	Very Serious or 2 nd Offence Behaviour Level 6-7	Extremely serious or 3 rd offence Behaviour Level 7
Property Misconduct			
<ul style="list-style-type: none"> Vandalism/Graffiti (including Arson and damage to school property) 	<ul style="list-style-type: none"> ISR/SDA up to 5 days and restitution 	<ul style="list-style-type: none"> SDA 6 to 10 days and restitution 	<ul style="list-style-type: none"> SDA 11 to 20 days and restitution. Exclusion may be recommended
<ul style="list-style-type: none"> Stealing, possession or dealing in stolen items 	<ul style="list-style-type: none"> SDA up to 5 days and restitution 	<ul style="list-style-type: none"> SDA 6 to 10 days and restitution 	<ul style="list-style-type: none"> SDA 11 to 20 days and restitution. Exclusion may be recommended
Refusal to participate in the Program of Instruction			
Disobedience			
<ul style="list-style-type: none"> continual refusing to follow teacher direction affecting learning or others 	<ul style="list-style-type: none"> SDA up to 5 days 	<ul style="list-style-type: none"> SDA 6 to 10 days 	<ul style="list-style-type: none"> SDA 10 to 20 days Exclusion may be recommended
<ul style="list-style-type: none"> good order of the classroom/school 			
<ul style="list-style-type: none"> affecting safety of self or others 			
Other conduct/serious conduct prejudicial to the good order and management of the school			
<ul style="list-style-type: none"> Inciting others to behave inappropriately 	<ul style="list-style-type: none"> ISR/SDA up to 5 days 	<ul style="list-style-type: none"> SDA 6 to 10 days 	<ul style="list-style-type: none"> SDA 11 to 20 days Exclusion may be recommended
<ul style="list-style-type: none"> Unsafe behaviour in or around playground (such as climbing on a roof, in trees, water bombs, entering storm drains) 	<ul style="list-style-type: none"> Playground withdrawal. FDT 	<ul style="list-style-type: none"> ISR including parent contact 	<ul style="list-style-type: none"> SDA up to 5 days
<ul style="list-style-type: none"> Bringing items to school classed as weapons under the "Weapons Act" Eg, gun, knives, steal bar etc 			<ul style="list-style-type: none"> Students will be asked to volunteer the contents of their school bag, person and/or locker if the Principal suspects the student has a weapon on or in school property. Police liaison contacted Property may be temporarily confiscated until Police arrive. SDA 11 to 20 days Exclusion recommended
<ul style="list-style-type: none"> Bystander Behaviour – being present at an incident without attempting to help or seek assistance 	<ul style="list-style-type: none"> SDA up to 5 days 	<ul style="list-style-type: none"> SDA 6 to 10 days 	<ul style="list-style-type: none"> SDA 20 days with possible recommendation to exclude.
<ul style="list-style-type: none"> Possession of banned items (such as deodorant, steel ruler) 	<ul style="list-style-type: none"> Confiscation of item FDT 	<ul style="list-style-type: none"> Confiscation of item ISR Parent contact 	<ul style="list-style-type: none"> SDA up to 10 days
<ul style="list-style-type: none"> This includes publication of, or participating in acts of public nuisance, acts of violence, drug use or other anti-social behaviours in which those involved are identified as students of Warwick State High School and where a connection to the school can be determined 	<ul style="list-style-type: none"> SDA 1 – 10 days 	<ul style="list-style-type: none"> SDA 11 – 20 days 	<ul style="list-style-type: none"> SDA 11 – 20 days Exclusion recommended

Immoral Behaviour			
Indecent behaviour			
<ul style="list-style-type: none"> Unwanted sexual behaviour, or touching which is forced upon people against their will 			<ul style="list-style-type: none"> SDA 11 to 20 days Exclusion may be recommended Police contact
<ul style="list-style-type: none"> Indecent exposure 		<ul style="list-style-type: none"> SDA 6 to 10 days 	<ul style="list-style-type: none"> SDA 11 to 20 days Exclusion may be recommended
<ul style="list-style-type: none"> The partial and/or removal of another's pants ie dacking 	<ul style="list-style-type: none"> SDA up to 2 days 	<ul style="list-style-type: none"> SDA up to 5 days 	<ul style="list-style-type: none"> SDA 6 to 10 days
Breaches of Technology Policy			
<ul style="list-style-type: none"> Breach of Technology Acceptable Use Policy (See also consequences for aggressive and/or immoral behaviour) 	<ul style="list-style-type: none"> Withdrawal of user rights for determined period. ISR 	<ul style="list-style-type: none"> Withdrawal of user rights for determined period and/or SDA up to 5 days 	<ul style="list-style-type: none"> Withdrawal of user rights for determined period. May include banning from school network and/or SDA 6 to 20 days.
<ul style="list-style-type: none"> Recording and or posting/ disseminating material through text, image, internet that may defame or denigrate etc 	<ul style="list-style-type: none"> SDA up to 5 days 	<ul style="list-style-type: none"> SDA 5-10 days 	<ul style="list-style-type: none"> SDA 11-20/ Exclusion recommended
<ul style="list-style-type: none"> Inappropriate use of personal technology – devices at school as per Appendix 1 	<ul style="list-style-type: none"> Mobile phone/device submitted to the school office and collected by student after 3:10pm 	<ul style="list-style-type: none"> Mobile phone/device submitted to the school office, parent informed via SMS to arrange collection 	<ul style="list-style-type: none"> Mobile phone/device submitted to the school office, parent informed via SMS to arrange collection. May result in SDA of up to 5 days.
<ul style="list-style-type: none"> Sexting, possession or publication of pornographic material or accessing pornography via personal devices, or school computers or other technology 		<ul style="list-style-type: none"> SDA 6 to 10 days Police liaison 	<ul style="list-style-type: none"> SDA 11 to 20 days Exclusion may be recommended Police contact
<ul style="list-style-type: none"> Unauthorised use of unapproved Electronic Devices <p>(Note – some exams use computers!)</p>	<ul style="list-style-type: none"> ISR. Any possession or use of an unapproved electronic device during an exam will result in removal of credit for that assessment. Behaviour level drop to Level 6 	<ul style="list-style-type: none"> SDA up to 10 days. Any possession or use of an electronic device during an exam will result in removal of credit for that assessment. Behaviour level drop to Level 6 	<ul style="list-style-type: none"> SDA 11 to 20 days Exclusion recommended. Any possession or use of an electronic device during an exam will result in removal of credit for that assessment.
Substance Misconduct			
Illicit, Regulated & Prohibited Substances			
<ul style="list-style-type: none"> Possession of illicit substances 			<ul style="list-style-type: none"> SDA 11 to 20 days Police contact Exclusion may be recommended
<ul style="list-style-type: none"> Sale, supply or trading in illicit 			<ul style="list-style-type: none"> Exclusion recommended Police contact
<ul style="list-style-type: none"> Possession of regulated or prohibited substances 		<ul style="list-style-type: none"> SDA 6 to 10 days Police contact 	<ul style="list-style-type: none"> SDA 11 to 20 days Police contact Exclusion may be recommended
<ul style="list-style-type: none"> Sale, supply or trading regulated or prohibited substances 		<ul style="list-style-type: none"> SDA 6 to 10 days Police contact 	<ul style="list-style-type: none"> SDA 11 to 20 days Police contact Exclusion may be recommended
<ul style="list-style-type: none"> Under the influence of illicit regulated or prohibited substances, during school hours, travelling to or from school or at school functions 			<ul style="list-style-type: none"> SDA 11 to 20 days Exclusion may be recommended

Examples of Major Behaviours Behaviour	Possible consequences may include:		
	Serious or 1 st Offence Behaviour Level 5-6	Very Serious or 2 nd Offence Behaviour Level 6-7	Extremely serious or 3 rd offence Behaviour Level 7
Smoking Related Breaches			
<ul style="list-style-type: none"> Possession of cigarettes, lighters etc. 	<ul style="list-style-type: none"> SDA Health Education Program 	<ul style="list-style-type: none"> SDA up to 5 days 	<ul style="list-style-type: none"> SDA 6 to 10 days
<ul style="list-style-type: none"> Sale, supply or trading cigarettes or lighters etc. 		<ul style="list-style-type: none"> SDA up to 5 days 	<ul style="list-style-type: none"> SDA 6 to 10 days
<ul style="list-style-type: none"> Bystander for smokers in school uniform 	<ul style="list-style-type: none"> SDA Health Education Program 	<ul style="list-style-type: none"> SDA up to 5 days 	<ul style="list-style-type: none"> SDA 6 to 10 days
<ul style="list-style-type: none"> Smoking <ul style="list-style-type: none"> in school uniform within the school vicinity 	<ul style="list-style-type: none"> SDA Health Education Program 	<ul style="list-style-type: none"> SDA up to 5 days 	<ul style="list-style-type: none"> SDA 6 to 10 days
Breach of Dress Code			
<ul style="list-style-type: none"> Jewellery (including facial and body piercing) 	<ul style="list-style-type: none"> Confiscation of items and held by Administration Office with items returned to student. Refusal to remove will result in ISR 	<ul style="list-style-type: none"> Confiscation of items and held by Administrations with items returned to parent/carer. Parent conference regarding WH&S. Refusal to remove items breaching code will result in placement in ISR 	<ul style="list-style-type: none"> SDA up to 5 days Confiscation of items and return to parent/carer. Parent conference regarding WH & S
<ul style="list-style-type: none"> Makeup and explicit hair colouring non-compliant to School Dress Code 	<ul style="list-style-type: none"> Student to remove excess makeup or hair colouring. Refusal to remove - ISR and parent contact 	<ul style="list-style-type: none"> Student to remove excess makeup or hair colouring. Refusal to remove - ISR. Parent conference 	<ul style="list-style-type: none"> Student to remove excess makeup or hair colouring. Refusal to remove - ISR Parent conference
Breach of Assessment Policies			
Junior			
<ul style="list-style-type: none"> Unfair practices -Cheating/Dishonesty in assessment items 	<ul style="list-style-type: none"> Cheating or assisting others to cheat will result in removal of credit for that assessment and the student will sit an alternate assessment. Behaviour level drop to Level 5 ISR 	<ul style="list-style-type: none"> SDA up to 10 days. Cheating or assisting others to cheat will result in removal of credit for that assessment. Behaviour level drop to Level 5 	<ul style="list-style-type: none"> SDA 11 to 20 days Exclusion recommended. Cheating or assisting others to cheat will result in removal of credit for that assessment
<ul style="list-style-type: none"> Academic misconduct- Plagiarism 	<ul style="list-style-type: none"> ISR Plagiarism or assisting others to plagiarise will result in removal of credit for that assessment. Behaviour level drop to Level 5 	<ul style="list-style-type: none"> SDA up to 10 days Plagiarism or assisting others to plagiarise will result in removal of credit for that assessment. Behaviour level drop to Level 5 	<ul style="list-style-type: none"> SDA 11 to 20 days Exclusion recommended. Plagiarism or assisting others to plagiarise will result in removal of credit for that assessment

Examples of Major Behaviours Behaviour	Possible consequences may include:		
	Serious or 1 st Offence Behaviour Level 5-6	Very Serious or 2 nd Offence Behaviour Level 6-7	Extremely serious or 3 rd offence Behaviour Level 7
<ul style="list-style-type: none"> Non-submission of assessment 	<ul style="list-style-type: none"> In class withdrawal and behaviour level drop to Level 5 	<ul style="list-style-type: none"> In class withdrawal and behaviour level drop to Level 5 	<ul style="list-style-type: none"> ISR Behaviour level drop to Level 5
Senior			
For all instances of academic misconduct – failure to submit assessment	Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.		<ul style="list-style-type: none"> SDA 11 to 20 days Exclusion recommended. Plagiarism or assisting others to plagiarise will result in removal of credit for that assessment
For instances of academic misconduct during examinations	Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2).		
Authorship Issues – cheating, plagiarism etc	<p>When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>Non-compliance or a breach of the QCAA Guidelines and at the school level, will result in behaviour consequences for the student including a behaviour level drop to at least a level "5" and time in the Internal School Reflection Room issued by the Head of Department.</p>		<ul style="list-style-type: none"> Reengagement Contract SDA Risk of cancellation

7. Consideration of individual circumstances

Ensuring consistent responses to inappropriate behaviour

At Warwick State High School, staff members issue consequences for inappropriate behaviour. Staff are authorised to issue consequences to inappropriate behaviour. Appropriate professional development is provided to all staff members..

The school expectations

- Consequences may involve a review of student's behaviour level under the school's Behaviour Level System. This may include loss of school privileges and representation (for example sporting team)
- Parent contact will be made and recorded in OneSchool
- Students also receive training (through PBL lessons) about how to respond when students display inappropriate behaviour, and the courteous way to respond when a staff member re-directs their behaviour or when consequences are applied for inappropriate behaviour.

When applying consequences the following factors are considered, the:

- rights of all students to learn
- rights of teachers to teach
- rights of all to be safe
- individual circumstances and actions of the student
- nature and severity of the offence
- anticipated effect of the consequence on the individual student
- student's record of previous misbehaviour at Warwick State High School.

Warwick State High considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most intrusive
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - provide written or verbal statements that will be taken into consideration in the decision making process, and
 - receive adjustments for inclusive education.

8. Network of student support

Students at Warwick State High School have access to a wide network of support including:

- Year Level Co-ordinator
- Peer support
- Teacher Aides
- Teachers
- Heads of Department
- Guidance Officer
- Administration

In addition, the Student Wellbeing team has a responsibility to co-ordinate external, and EQ specialist staff to strategically provide *Intensive* welfare and/or behavioural support to individual students. The school administration collaboratively works together to ensure the wellbeing of all students.

Various specialist members make up the Student Wellbeing team:

- Community Education Counsellor
- School Chaplain
- Behaviour Support Teacher
- School Health Nurse
- Guidance Officer
- Youth Support Coordinator
- Clontarf Foundation (External agency for indigenous male students).

The school also accesses other Department of Education and Training personnel on an as-needs basis including:

- Senior Guidance Officer
- Advisory Visiting Teachers (for Students with a Disability).

For very high-need cases, other community agencies may be involved in a case by case basis.

The school also can provide additional support for students while they are on suspension via email as well as allowing them the capability to submit complete assessment items electronically.

9. Related legislation

Commonwealth Disability Standards for Education 2005

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

Department of Education, Training and Employment – Policy and Procedures:

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Related resources – Appendices as attached

Endorsement

Mrs Joy Craig
Principal

P & C President
D. Muller

Assistant Regional
DDSW Region



Appendix 1

Appropriate Use of Personal Technology Devices at School

The Use of Personal Technology Devices at School:

This policy reflects the importance the school places on students' responsibility for their own actions, and respect for others whenever they are using personal technology devices.

Warwick State High School supports the appropriate use of technology in learning and for safety. This policy will be enforced to prevent any materials that may be considered embarrassing, harassing, illegal, violent, acts of bullying, sexually inappropriate, racist and/or a matter that is capable of bringing the school into public disrepute and/or causing personal harm. Students who breach this policy may receive consequences in line with the School's Code of Conduct for Students.

Personal Technology Devices includes, but is not limited to: gaming devices, laptop computers or tablets (excluding school issued), cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile phones, iPads®, iPods® and devices of a similar nature.

- **Bringing Personal Technology Devices to School:** With the exception of your approved 'Bring Your Own Device' (BYOx), bringing personal technology devices to school is not encouraged by the school, because of the potential for theft and general distraction. However, if they are brought to school, they must be turned off during assemblies and classes. **Special Circumstances Arrangement:** Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability, or for a special project) should negotiate a special circumstances arrangement with the Guidance Officer, Head of Special Education Services or Administration.
- **Mobile Phone Use in Class:** Phones must not be used in class to listen to music with headphones, or for social media, or in place of a BYOx device (personal mobile phones are not connected to the school internet system and therefore do not comply with Education Queensland's internet filter requirements).
- Some units of work may require the use of personal technology devices and the use of such in these classes will be communicated to students clearly. Recording of events in class is not permitted unless express consent is provided by the class teacher.

Relevant Laws for Students to be mindful of:

- **Using a Carriage Service to Menace, Harass or Cause Offence:** Members of the school community are reminded that it is an offence under the *Commonwealth Crimes Legislation Amendment (Telecommunications Offences and Other Measures) Act (No 2) 2004* to use a carriage service (eg. phone conversations, text messaging or social media) to menace, harass or cause offence to others. Infringements under this legislation may result in referral to State and Federal law agencies.
- **Invasion of Privacy Act:** It is also important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

What this means for students at Warwick State High:

- **Any electronic communication** that contains obscene language and/or threats may subject the sender to disciplinary action and possible referral to the Police. Students receiving such communication at school should ensure they keep the evidence and bring the matter to the attention of the school administration.

- **Media on personal devices and recording of staff and students at school**

Students are not to:

- use personal technology devices to record inappropriate behaviours or incidents
- take photos, audio or video of students in school uniform or staff (even when consent has been obtained)
- send or upload images or recordings of staff or students taken at school
- use personal technology devices in examination rooms unless expressly permitted by staff
- bring to school any personal technology device on which inappropriate images or videos are stored
- record any media in inappropriate areas (e.g. change rooms, toilets or any other place where a reasonable person would expect privacy).

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

- **Responsibility of the Owner:** The owner of the personal technology device is ultimately responsible for the safety and usage of the device. Devices are brought to school knowing that the Department has no insurance cover.
- **Consequence for Mobile Phone misuse:** Permitted personal technology devices used contrary to this policy, will be dealt with in accordance to the Responsible Behaviour Plan for Students.

Appendix 2

Anti-Bullying Policy



Warwick State High School is a Positive Behaviour for Learning School

Rationale

Warwick State High School is committed to taking action to protect students from bullying and to respond appropriately when bullying does occur.

This policy gives students, staff and parents/carers a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Warwick State High School.

What is Bullying?

Bullying is any **persistent** behaviour which harms other people. In general, bullying may be defined as:

- Dominating or hurting someone
- Unfair action by the perpetrator(s) and an imbalance of power
- A lack of adequate defence by the target and feelings of oppression and humiliation.

Bullying can take many forms. They include:

- **Physical bullying** - Where a person (or group) repeatedly uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
- **Verbal bullying** - Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
- **Covert bullying** - Such as repeatedly lying about someone, spreading rumours, mimicking or deliberately excluding someone.
- **Psychological bullying** - For example, repeatedly threatening, manipulating or stalking someone.
- **Cyber bullying** - Using technology such as email, mobile phones, chat rooms, social networking sites to repeatedly bully verbally, socially or emotionally. Forms of cyber bullying can also include:
 - **Flaming** – online fights using electronic messages with angry or vulgar messages
 - **Harassment** – repeatedly sending nasty, mean or insulting messages
 - **Denigration** – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
 - **Outing** – sharing someone's secrets or embarrassing information or images online
 - **Exclusion** – intentionally excluding someone from an online group
 - **Cyber stalking** – repeated intense harassment and denigration that includes threats or creates significant fear.

What behaviours do not constitute bullying?

The National Centre against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they **do not** constitute bullying:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or single acts of social rejection
- Isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

Proactive programs to address bullying

The most effective way of addressing bullying at Warwick State High School is to create effective learning environments in which:

- PBL lessons targeted at teaching **“The Matrix of Expected Behaviours”**
- The contribution of all students is valued
- All students can feel secure and are able to contribute appropriately
- Stereotypical views are challenged, and students learn to appreciate and view positively differences in others whether arising from race, culture, sexuality, ability or disability
- Students learn to take responsibility for their actions and behaviour both in school and in the wider community.
- All forms of bullying and violence are challenged
- Students are supported to develop their own social and emotional skills

Warwick State High School implements a range of programs to prevent bullying and build resilience. Some examples include:

- A whole school Anti-Bullying Program
- Bella
- Rage
- Managing the Bill
- Friends
- Shine Program
- Rock and Water Program for boys
- Brainstorm Productions on cyber bullying in Junior Secondary to discuss bullying issues/cyber bullying
- Police sessions regarding online safety
- Sexual harassment and bullying workshops for Senior Secondary – “Putting Youth in the Picture” and “Love Bites”
- Say No to Bullying Day activities/RUOK Day activities

Warwick State High School also provides:

- Access to peer support
- Individual behaviour plans and playground contracts
- Parent toolkits available for access via school website
- Links on the school website to external support agencies for students
- All student computers feature a “CyberSafety” screen icon with links to anti-bullying sites for students
- All student diaries feature information on anti-bullying, cybersafety, strategies and consequences
- All social media sites blocked during school hours
- Social skilling units within curriculum units

Disciplinary Action towards Bullying

A range of disciplinary measures may be further implemented by the school should the bullying continue. These are outlined in the school's Responsible Behaviour Plan for Students, and depending on the incident may include:

- Behaviour level reviews
- Withdrawal from activities
- Withdrawal from playground
- Playground agreements
- Detentions
- Restorative justice strategies
- In School Reflection Room (ISR)
- Suspension

Appendix 3

Working Together to keep Warwick State High School Safe



Students found in possession of any of the following will be subject to the consequences which align with the State and Federal laws, Responsible Behaviour Plan for Students and or other related policies:

- Things prohibited by State Law, (eg. drugs, alcohol, cigarettes, pornographic material, knives)
- Any potentially dangerous items which may be used to cause injury or offence (eg. laser pointers, metal bars, and other items classified under Queensland Law as offensive items or weapons)
- Cigarette lighters and matches

Other items not welcome in our school:

- Aerosol / spray cans (eg. deodorant, paint)
- Chewing / bubble gum
- Oil pens i.e permanent markers
- White out (tape whiteout is permitted)
- Red foods in a quantity which could be distributed to others
- Energy Drinks
- Knives

What kinds of knives are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, plastic knives, butterfly knives, star knives, butter knives, fruit knives, pigging knives or craft knives, or any other item that could be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will specifically provide information to parents and students about the procedures for carrying and storing these items at school.

We can work together to keep knives out of our school. At Warwick State High School:

- Every student has the right to feel safe and to be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school
- Parents can assist in this area by ensuring students know about the laws and rules about knives. We ask that knives or knife tools are not placed in lunch boxes, pencil cases or craft kits.

Appendix 4 Behaviour Levels



LEVEL SYSTEM

Warwick State High School uses a behaviour management system whereby students are placed in various levels from 'Exemplary/Outstanding Behaviour (Level 1) to Very Serious Breaches of Behaviour (Level 7)'. All new students entering the school are placed on 'Expected Minimum Level of Behaviour' (Level 4), which is regarded as being satisfactory.

HOW IT WORKS

After each reporting period, students are given endorsements for the focus areas of 'Behaviour and Effort' by each of their classroom teachers. Students are also given additional endorsements for focus areas that are beyond the classroom and establish positive school pride. Students who receive sufficient endorsements will be placed into levels 1-3. They, along with their parents/caregivers are invited to a certificate presentation at the school. In addition students are invited on a rewards trip at the end of the semester.

Behaviour Levels 1, 2 and 3 are calculated using the following formula.

LEVEL	CRITERIA						
	To achieve a level of 1, 2 or 3, attendance of 95% (approved) is required						
	10 Subjects	9 Subjects	8 Subjects	7 Subjects	6 Subjects	5 Subjects	4 Subjects
3	Receive E' & VG's 80% subjects studied <i>(No more than 4 S's in total for either Behaviour or Effort allowed – no NA's / UE's)</i>	Receive E' & VG's for 80% subjects studied <i>(No more than 4 S's in total for either Behaviour or Effort allowed – no NA's / UE's)</i>	Receive E' & VG's for 80% subjects studied <i>(No more than 3 S's in total for either Behaviour or Effort allowed – no NA's / UE's)</i>	Receive E' & VG's for 80% subjects studied <i>(No more than 3 S's in total for either Behaviour or Effort allowed – no NA's / UE's)</i>	Receive E' & VG's for 80% subjects studied <i>(No more than 2 S's in total for either Behaviour or Effort allowed – no NA's / UE's)</i>	Receive E' & VG's for 80% subjects studied <i>(No more than 2 S's in total for either Behaviour or Effort allowed – no NA's / UE's)</i>	Receive E' & VG's for 80% subjects studied <i>(No more than 1 SC's in total for either Behaviour or Effort allowed – no NA's / UE's)</i>
2	As per Level 3 + Achieve at least 7 endorsements	As per Level 3 + Achieve at least 6 endorsements	As per Level 3 + Achieve at least 5 endorsements	As per Level 3 + Achieve at least 4 endorsements	As per Level 3 + Achieve at least 4 endorsements	As per Level 3 + Achieve at least 3 endorsements	As per Level 3 + Achieve at least 2 endorsements
1	As per Level 3 + Achieve at least 9 endorsements	As per Level 3 + Achieve at least 8 endorsements	As per Level 3 + Achieve at least 7 endorsements	As per Level 3 + Achieve at least 6 endorsements	As per Level 3 + Achieve at least 5 endorsements	As per Level 3 + Achieve at least 4 endorsements	As per Level 3 + Achieve at least 3 endorsements

NOTE:

1. Instrumental music does not contribute as a subject. Participation in bands and ensembles contributes towards Participation Endorsements.
2. The Executive Leadership Team has the right to veto or endorse students. (They will receive recommendations for veto or endorsement from GO, HOSSES and/or HOD Student Wellbeing).
3. Lists of Level 1 – 3 students will be checked by Assembly Group teachers. Students who have not consistently worn correct uniform, who have consistently and without reason been late to assembly group, or who have breached make-up and jewellery rules will not be eligible to receive a Principal Award.

INAPPROPRIATE BEHAVIOUR

At various stages, following phone contact with a parent, a letter may be sent home to parents/caregivers regarding behaviours that are inappropriate and breach the school's 'Code of Behaviour'. This letter states the level to which the student will be moved (Levels 5-7) and the necessary procedures to follow for students to reach a more suitable level (4).

IMPROVING LEVELS – Returning to Level 4

Procedures to improve levels are listed below and *it is the student's responsibility to make application for the improved level to occur*. Application does not mean automatic improvement of level, and students must be performing at an acceptable standard in all school activities over time, not just one lesson.

Special Considerations:

School Activities:

Students who are on **Level 5, 6 or 7** may be denied field trips, excursions, extracurricular activities and sport. While students are encouraged to follow process to return to Level 4 behaviour, students on Level 5,6 or 7 can apply to the Principal **in writing**, no later than **five** school days prior to the activity, outlining the reasons for their request to participate in the activity or excursion.

Support Programs:

Students involved in support programs such as Clontarf, work experience and wellbeing groups, PBL groups and are on levels 5,6, or 7 will be considered by the Executive Leadership Team or HOD of Wellbeing in order to determine their participation in such activities.

Student Leadership

Students holding leadership positions within the school need to maintain a level 1-4 during their reign of leadership. Students who are dropped to a level 5,6 or 7, have the option to apply to the Executive Leadership Team **in writing**, within **24 hrs** of the level drop requesting consideration for them to keep their leadership position.

Students who are on a Level 1,2 or 3 who have been nominated for a leadership position, and have been endorsed, then receive a Level drop, may apply to the Executive Leadership Team **in writing**, within **24hrs** of the level drop for consideration to continue with the nomination process.

Behaviour Levels

Level	This level means you are:	To get to this level,:	Rewards/Consequences of being on this level:
1	<ul style="list-style-type: none"> You are an exemplary school member, committed to your studies and make a contribution to the school. 	<p><i>You must meet the selection criteria for these levels – refer to Behaviour Levels 1, 2 and 3 Calculation Table</i></p>	<ul style="list-style-type: none"> Invitation to Principal Award ceremony – Level One certificate Admission to school socials at reduced cost Access to Rewards Trips* Access to additional reward activities
2	<ul style="list-style-type: none"> You are an outstanding school member, committed to your studies and make a contribution to the school. 		<ul style="list-style-type: none"> Invitation to Principal Award ceremony – Level Two certificate Admission to some school socials at reduced cost Access to Rewards Trips* Access to additional reward activities
3	<ul style="list-style-type: none"> You are a very good school member, committed to your studies and make a contribution to the school. 		<ul style="list-style-type: none"> Invitation to Principal Award ceremony – Level Three certificate Admission to school socials at reduced cost Access to Rewards Trips*
4	<ul style="list-style-type: none"> You are learning in class and your behaviour is adequately managed by you and your teacher. 	<ul style="list-style-type: none"> All new students start at this level 	<ul style="list-style-type: none"> You are allowed to go to school socials at full price admission.
5	<ul style="list-style-type: none"> Your behaviour is of a concern to the school 	<p><i>Refer to Behaviour incidents and possible consequences table pages 10-13</i></p> <p>Examples include:</p> <ul style="list-style-type: none"> Failure to submit work on time Graffiti or vandalism Being in the company of smokers Swearing at staff Plagiarism <p>Or REPEATED:</p> <ul style="list-style-type: none"> Truancing lessons or school Inappropriate or offensive language Failure to follow directions Minor breaches of the school policies eg. Network and IT policy Disrupting the learning of others Possession of items not welcome in the school Breach of Personal Technology Devices Policy Ongoing uniform infringements 	<p><i>Possible consequences/actions may include:</i></p> <ul style="list-style-type: none"> Parental contact OneSchool incident reporting Formal behaviour warning Counselling Buddy teacher Detention Mediation sessions Make up time Social Skill Development program Monitoring booklet Withdrawal from breaks Withdrawal from classes (ISR) Temporary removal of property Denial of field trips, excursions, extra-curricular activities and sport (subject to approval by administration) Social skill development program Restorative action or restitution by student Suspension of school network account privileges Suspension – internal or external
6	<ul style="list-style-type: none"> Your behaviour is of a serious concern to the school 	<p><i>Persistent or serious level 5 infringements, as well as the following examples:</i></p> <ul style="list-style-type: none"> Major computer breaches (eg. hacking) Possession of banned items (excluding Level 7 items below) Theft Cheating during assessment Smoking in the school grounds, or outside the school grounds whilst in uniform Bullying, harassment or fighting Persistent misbehaviour in more than one class 	<ul style="list-style-type: none"> Behaviour expectation agreement or Individual Behaviour Plan Community service Denial of field trips, excursions, extra-curricular activities and sport. Referral to Youth Support Worker or Guidance Officer Police contact (if illegal behaviour) Anti-smoking program Disciplinary Improvement Plan Proposal to exclude Cancellation of enrolment (compulsory participation phases) Student Referral Team (SRT)
7	<ul style="list-style-type: none"> Your behaviour is grossly breaching the expected behaviour code 	<p><i>Persistent or serious level 6 infringements, as well as the following examples:</i></p> <ul style="list-style-type: none"> Ongoing bullying/fighting Serious vandalism Possession of prohibited items such as alcohol, seriously offensive images, drugs, weapons Serious assault Gross moral offences Serious criminal offences 	

Appendix 5

Definition of Consequences



Definition of Consequences

Time Out	A Principal or staff member may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, the student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
Detention	A Principal or staff member may use detention as a consequence for disobedience, misconduct or other breaches of school expectations. A detention will not exceed 20 minutes during school lunch or 30 minutes after school (parent will be contacted before an after school detention is imposed).
Temporary Removal of Property	A Principal or staff member has the power to temporarily remove property from a student as per DETE procedure - <i>Temporary Removal of Student Property by School Staff</i> .
In School Reflection / Suspension	The Principal, Deputy and Assistant Principal (Executive Leadership Team), Head of Special Education Services (HOSES), Head of Department (HOD) or Year Level Coordinator (YLC) has the power to assign students to the In School Reflection (ISR) Room as a consequence for disobedience, misconduct or continued breaches of school expectations. Parents are informed of all student placements in the ISR.
Suspension	A Principal or delegate may suspend from school under the following circumstances: <ul style="list-style-type: none"> • Disobedience by the student • Misconduct by the student • Other conduct that is prejudicial to the good order and management of the school Suspension may be considered after consideration has been given to all other responses.
Individual Behaviour Plan (IBP)	An Individual Behaviour Plan is written as a support and intervention strategy for a student exhibiting inappropriate behaviours. The plan is generally initiated by a Year Level Coordinator, HoD Student Wellbeing, the Executive Leadership, Behaviour Support Teacher, parent or Guidance Officer. The plan will support the school's Positive Behaviour for Learning philosophy. Warnings, take-up time and consequences for inappropriate behaviour will be clearly outlined. The plan will be discussed with the parents and the student, signed and then distributed to all staff so that there is a consistent approach.
Discipline Improvement Plan (DIP)	A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour. A discipline improvement plan is generally initiated by the HoD Wellbeing, the Executive Leadership, Behaviour Support Teacher or Guidance Officer. Discipline improvement plans outline clear expectations of the student's behaviour for a fixed period of time (for example, regular attendance, following the school's behaviour rules, or attending a social skills program). A discipline improvement plan usually involves the school, the student and the parents working together to support a student to improve his/her behaviour. A student may be suspended or excluded if his/her behaviour meets the grounds for suspension or exclusion.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> • Disobedience • Misconduct • Other conduct that is prejudicial to the good order and management of the school, or • Breach of Behaviour Improvement Conditions
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

Appendix 6

Uniform expectations under the Code of Behaviour



The wearing of complete school uniform is an indication of a student's self-respect and pride in the school. Because the wearing of the uniform is valued and endorsed by the Parents' and Citizens' Association, this school will continue to require that the standards of dress and decorum set out below are observed. In view of the above, all parents/caregivers are asked to support the school and ensure students wear the correct uniform.

Girls' Uniform	Boys' Uniform
Dress Uniform <ul style="list-style-type: none"> Navy and blue check skirt - school fabric and design, or navy (dark or ink) dress slacks White blouse - school fabric and design School tie Black leather lace up walking shoes (<i>not sports shoes/boots, thongs, sandals or ballet flats</i>) Black pantyhose (plain or ribbed) or plain white socks Choice of navy jumper (with or without school badge), WSHS blazer or WSHS spray jacket – NO Hoodies or beanies are permitted Scarves must be the approved school model – plain navy Small, discrete hair accessories must be school colours (red, yellow, white or blue) 	Dress Uniform <ul style="list-style-type: none"> Navy (ink / dark)pants - long/short - tailored White shirt - long/short sleeves School tie Black leather lace up shoes (<i>not sports shoes/boots, thongs or sandals</i>) Socks - short black or navy or long navy with red stripe at top Choice of navy jumper (with or without school badge), WSHS blazer or WSHS spray jacket – NO Hoodies or beanies are permitted Plain black belt
Girls' Uniform	Boys' Uniform
General Uniform <ul style="list-style-type: none"> Navy skirt or plain navy mid-thigh length shorts Striped WSHS polo shirt Fully enclosed, lace-up or velcro joggers/sport/gym shoes – preferably white or black (no canvas slip on shoes) White/black socks A short sleeved undershirt if worn must be white or navy blue. Long sleeved undershirts not permitted. Plain navy track pants Choice of navy jumper (with or without school badge), WSHS blazer or WSHS spray jacket – NO Hoodies permitted Scarves must be the approved school model – plain navy Plain navy beanie – no logos, brims, ties or ear flaps Small, discrete hair accessories must be school colours (red, yellow, white or blue) 	<ul style="list-style-type: none"> Boys' Uniform General Uniform <ul style="list-style-type: none"> Navy shorts (plain colour). Striped WSHS polo shirt Fully enclosed, lace up or velcro joggers/sport/gym shoes – preferably white or black (no canvas slip on shoes) White/black socks A short sleeved undershirt if worn must be white or navy blue. Long sleeved undershirts not permitted. Plain navy track pants Choice of navy jumper (with or without school badge), WSHS blazer or WSHS spray jacket – NO Hoodies permitted Scarves must be the approved school model – plain navy Plain navy beanie – no logos, brims, ties or ear flaps
Hat/Cap <ul style="list-style-type: none"> A uniform hat must be worn for all outdoor activities. Cap (WSHS style) available from the canteen OR plain navy - <i>no writing, designs, embroidery etc.</i> Coloured school / house hat 	Hat/Cap <ul style="list-style-type: none"> A uniform hat must be worn for all outdoor activities. Cap (WSHS style) available from the canteen OR plain navy - <i>no writing, designs, embroidery etc.</i> Coloured school / house hat
Uniform Shop Trading Hours	
Uniforms can be purchased from the Uniform shop, located at the Canteen, between the hours 8:45am – 1:15pm each week day or by other prior arrangements.	
PH : 4666 9219	

Senior School Jerseys and Senior T-shirts are to be worn by current Year 12s only.

Rules Associated with Wearing the School Uniform

- **Ear stretchers** are not permitted. Any existing stretchers must be flat, solid and clear, or skin coloured. No ear spikes are permitted.
- **Facial piercings are not permitted:**
 - Any existing facial piercing must be:
 - Removed while at school, or
 - Covered with skin coloured tape at all times, or
 - Worn with a clear, flat small stud
 - Piercings must be removed for physical activity, and removed or covered for any food handling lesson.
- **Hair** must remain a natural colour.
- **Jewellery** or other adornment (including hair) is not to be worn to school with the exception of a modest wristwatch, and a pair of small plain sleepers or studs. Medical information jewellery is permitted.
- **Nail polish or make-up** is not to be worn.
- **Shoes** - Enclosed shoes must be worn for all occasions. Education Queensland mandates that footwear providing adequate protection (impervious material), and covering the entire foot shall be worn in all workrooms (workshops, laboratories, art, agriculture, textiles and food preparation rooms) as per curriculum risk assessments. Steel capped boots are only to be worn in appropriate curriculum area (ie. For engineering)
- **Visible tattoos** are not permitted. Any existing tattoos must be covered at all times.

What to Do If Not in Correct Uniform

- If students are not in correct school uniform, they must report to their Assembly teacher with a note explaining why they are out of uniform. They will receive a Uniform Slip. If students do not have a note of explanation, consequences related to the school's Code of Behaviour will apply. If they arrive after Assembly Group they must report to the School Resource Room for the Uniform Slip. Students are also required to see their subject teacher before 8.50 am, if they are wearing inappropriate clothing for a class activity so alternative work can be prepared.
- **Persistent refusal to comply with the school's dress standards and explicitly stated instructions will result in the student being issued with consequences according to the school's Code of Behaviour.**

General and Dress Uniform – When to Wear

- Correct general uniform is required to be worn daily.
- Dress Uniform must be worn for excursions and nominated school functions. Students may also wear Dress Uniform daily to school, if desired.

Appendix 7 Areas Out of Bounds



Area	Who may be there
Front of school A Block	<ul style="list-style-type: none"> No students (unless carrying a pass out) The front door is for staff and visitors only. Students must use the door beside Room C101
Cunningham Precinct	<ul style="list-style-type: none"> Junior Secondary students only during breaks A uniform compliant hat must be worn
Hamilton Oval	<ul style="list-style-type: none"> All students – but only under the supervision of a teacher A uniform compliant hat must be worn No students are to go in the signed out of bounds areas
Between basketball and tennis courts and Guy Street fence	<ul style="list-style-type: none"> No students
Internal courtyard in H Block	<ul style="list-style-type: none"> Special Education Program students only
Guy Street side of S Block	<ul style="list-style-type: none"> No students
Bike racks (Guy St)	<ul style="list-style-type: none"> Only those students arriving and leaving on their own bikes
Verandas, stairs and passageways	<ul style="list-style-type: none"> No students, except when moving from one class to another
Footpaths	<ul style="list-style-type: none"> No students, except when moving to Hamilton Oval or Agriculture area or have permission to leave the grounds
Port racks	<ul style="list-style-type: none"> No students except when placing bags in racks or collecting books before and after school and during morning tea and lunch
Classrooms, Agriculture area and hall	<ul style="list-style-type: none"> All students, but ONLY when they have teacher supervision Allocated days for Hall
Corridor where Staff Common Room and Guidance Office are located	<ul style="list-style-type: none"> No students unless under teacher direction Students wishing to see the Guidance Officer will wait in the Student Waiting Room, or as directed
Local shopping centre and supermarkets	<ul style="list-style-type: none"> No students, once they have arrived at school, unless they have obtained a pass from the School Office. ID cards must be carried at all times. Bus students are not allowed to exit the school bus in the morning and walk to the shopping centre or supermarket – unless they have an office pass
Outside school grounds during school hours	<ul style="list-style-type: none"> All students outside the school grounds during school hours must be able to present on request to school staff or police a SCHOOL PASS OUT (from the school office). All students must sign in and out of school via the School Office and carry their ID card with them at all times.
Area in front of H Block (Palmerin Street)	<ul style="list-style-type: none"> No students
U Block Hallways	<ul style="list-style-type: none"> Students can be in the hallways only after the bell has rung to go to class or when leaving class. Students may also be in the level 1 hallway to see a teacher in the U Block Staffroom.
Staff Carpark – Victoria Street	<ul style="list-style-type: none"> No students

Appendix 8 Miscellaneous



Late to School

- Students who arrive late must report to the Student Resource Office with a note from a parent/caregiver to explain their lateness and to receive a late slip. If they fail to do this, they will be marked absent for the day which will reflect on Report Cards and could be an issue in emergency situations. A student who presents late without a note, will be issued a 10 minute detention at morning tea.

There will be consequences for persistent lateness to school.

Leaving and returning to the School

- In order to maximise school curriculum time, parents / caregivers are encouraged to arrange all appointments for students outside of school hours.
- All students **leaving** the school during the day, with parents/caregivers permission (note or phone call), must do so via the student resource room. After showing their student ID card they will be issued with a leave pass.
- Students must present this leave pass to teachers or Police Officers when outside of the school ground
- All students **returning** to school must do so via the Student Resource Office. After showing their student ID card they will receive a returning pass which they must show to their teacher.
- Please note that the school may ring parents/caregivers:
 - for confirmation purposes, *or to*
 - request further information as necessary.
- A permanent lunch pass form must be completed by parents/caregivers stating which break the student has permission to leave and go home. When a completed form is received, a lunch pass will be issued. Lunch passes must be applied for annually, and are only given to students who live within the town area.
 - Students with Lunch Passes - Parents/caregivers who would like their student to go home for one break on a regular basis, must apply for a permanent Lunch Pass through the School Office. This pass must be carried with them when outside the school grounds and students must still sign in and out of the Student Resource Room, as indicated above. THIS PASS IS FOR A STUDENT TO GO TO THEIR HOME FOR LUNCH ONLY – it is not a pass for them to go to the shops or any other location.

Students who drive to School

- Students who drive to school are required to complete and submit a form, available from the School Office.
- Students are not to take other students in their vehicle without the approval of the parents/caregivers of the driver and proposed passengers. These details must be included in the above form.

Visitors to the School

- Students are not to make arrangements to meet non-school friends/relatives at the school.

Student Property

School staff may also temporarily remove property from a student if they are reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of Student Property

Staff will ensure property that is held by the school is made available for collection within a reasonable time period by the student. In certain cases, the principal or staff member may choose to make the property available for collection to the parent/caregiver, only if it is more appropriate to do so, given:

- its condition, nature or value
- the need to ensure the safety of the students or staff
- the circumstances in which the property was removed
- the need to maintain good order, management, administration and control of the school.

Where the child is an independent student, it may not be appropriate to make the property available for collection by the student's parents, and the property will be returned to the student.

Circumstances whereby Property Need not be made available for collection

If the property is illegal to possess, threatens the safety or well-being of students or staff, or is reasonably suspected to have been used to commit a crime, then this will be referred to the Queensland Police Service.

Students who Travel to School on a Bus

- Bus students are regarded as being at school and therefore subject to the *CODE OF SCHOOL BEHAVIOUR* from the time of boarding the bus in the morning, until disembarking from the bus on arrival at home in the afternoon.
- Bus companies also have rules and policies which require all students to adhere to a *CODE OF CONDUCT FOR SCHOOL STUDENTS TRAVELLING ON BUSES*. Copies of this information are provided to all bus students by the relevant bus companies to ensure children and parents are aware of the consequences if this code is breached.
- Penalties for breaching this code can result in students being 'banned' from bus travel for periods of time. More information is available from bus companies.
- Bus students are not to go to the shops before and after school unless they have a note from their parents/caregivers, permission from a member of Administration and the appropriate pass from the School Office.
- More information on the *CODE OF CONDUCT FOR SCHOOL STUDENTS TRAVELLING ON BUSES* can be downloaded from the following website: <http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx>