



Warwick State High School



Responsible Behaviour Plan for Students

2014 - 2016

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Warwick State High School

Responsible Behaviour Plan for Students

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 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 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 allows students to engage actively and appropriately within the school itself.

The plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in December 2013, and will be reviewed in 2016 as required in legislation.

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 our school's 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 and creative global citizens.

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**

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 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

Universal behaviour support – WHOLE SCHOOL

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.

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

Teaching expected rules and expectations

All Warwick State High School's agreed rules and expectations will be taught to every student. The following **School-wide Expectations Teaching Matrix** outlines these agreed rules and 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 When at school, give everything your best effort Accept responsibility for your own personal behaviour in all situations. Seek assistance when needed Return all resources on time Carry your student ID card with you at all times Sign out via the main office if you have to leave the school grounds during the school day Care for your laptop and all school computer equipment Wear the correct school uniform appropriately at all times 	<ul style="list-style-type: none"> Be organised – have all your equipment ready for each lesson Be punctual and prepared Keep classroom noise to a working level Ensure homework and assessment is completed on time Be an active learner Complete set tasks Leave the classroom tidy Use equipment safely Follow all classroom rules 	<ul style="list-style-type: none"> Be a problem solver Keep away from out of bounds areas Ensure you are ready for classes – go to the toilet or have a drink before classes. Put all rubbish in the bin Maintain orderly movement within and around buildings 	<ul style="list-style-type: none"> Maintain positive behaviours when in a school uniform Care for your belongings Obey all road rules
Respect	<ul style="list-style-type: none"> Use language and actions that encourage mutual respect and courtesy Be sensitive to the needs of and caring for others Use equipment appropriately Keep hands, feet and objects to yourself Respect others' personal space and property Treat all people in a polite and courteous manner Take pride in and value yourself, achievements and your school Care for the school environment - keep it clean and tidy Use electronic devices as directed by school policy Remove hats when indoors Follow staff directions Respect the property of the school and others 	<ul style="list-style-type: none"> Arrive at class on time. Enter and exit classrooms in an orderly manner Only enter a classroom when a teacher is present in the room Ask permission to leave the room Respect each other's right to teach and learn Take turns to talk Listen to others and value their opinions Follow teacher directions Switch mobile phones off in class 	<ul style="list-style-type: none"> Respect the privacy of others Co-operate with the teachers on playground duty Keep the playground clean and tidy at all times Be sun safe – wear a uniform hat Stay within approved student areas Maintain a safe environment Play ball games only in approved areas during breaks 	<ul style="list-style-type: none"> Demonstrate respect for each other when using social media - do not engage in cyber bullying
Relationships	<ul style="list-style-type: none"> Maintain a hands off / no contact policy Think before acting and speaking <p>STOP, THINK....DO STOP, THINK...SAY</p> <ul style="list-style-type: none"> Resolve conflict in a non-offensive, non-aggressive manner Cooperate with others Seek help when you cannot solve problems 	<ul style="list-style-type: none"> Take precautions to protect everyone from danger Be honest Work quietly so as not to disturb others in class. 	<ul style="list-style-type: none"> Support your peers in making good choices Look out for the safety of others 	<ul style="list-style-type: none"> Be polite towards all community members when in uniform

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

- During active supervision by staff during all classroom and non-classroom activities
- Enrolment procedures
- Student Diary
- Annual induction of students
- School website
- Year Level Assemblies and Assembly Groups
- Whole School Assemblies
- Leadership camp in Year 11
- Belonging Days
- Regular implementation of specific policies such as the use of personal property technology devices at school, procedures for preventing and responding to incidents of bullying.
- Attendance and assessment expectations
- During student re-entry interviews

Uniform expectations

Our school dress code promotes the good image of the school within the school community and encourages students to positively 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 7.***

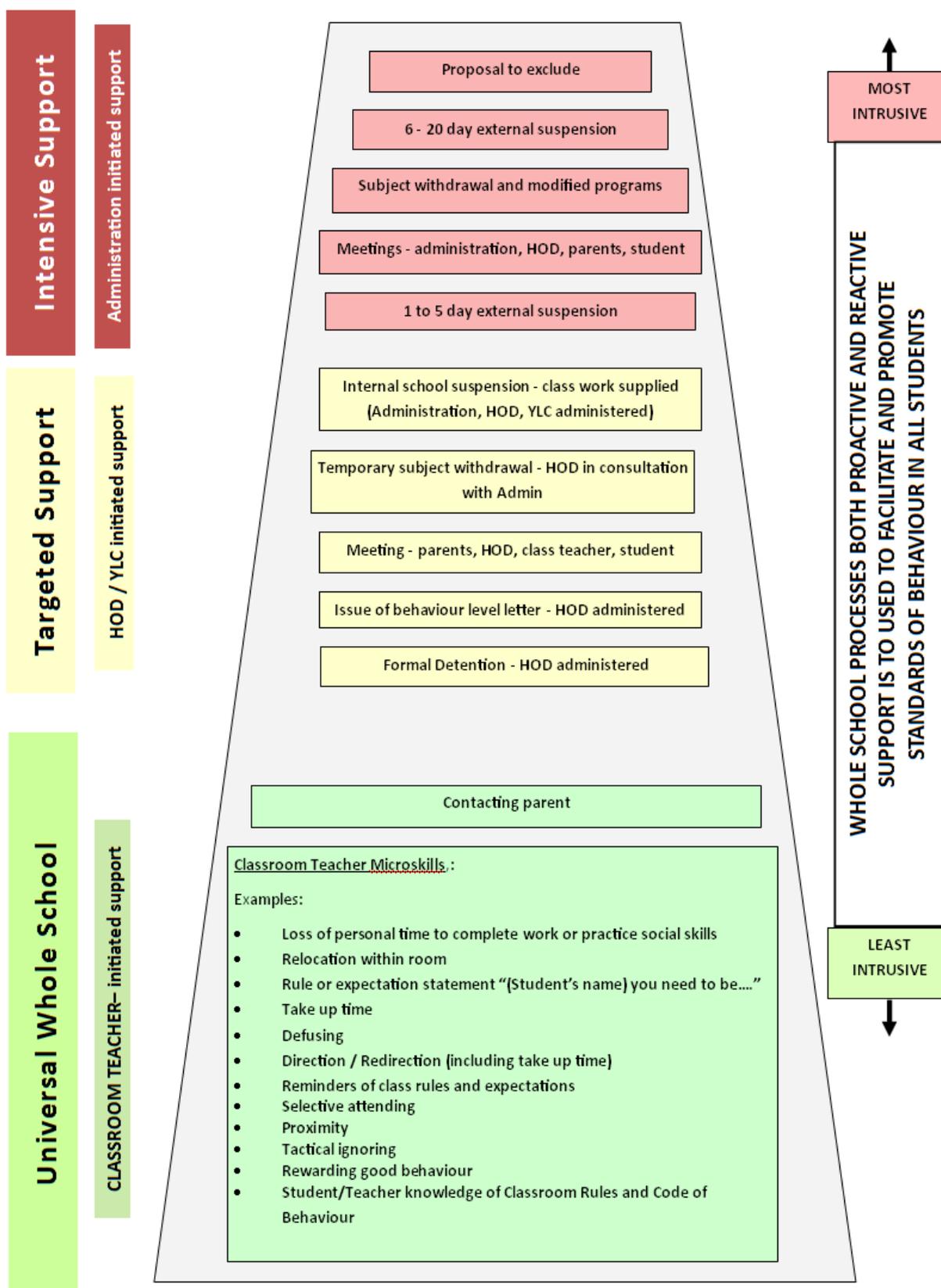
Behaviour Level System

Warwick State High School uses a behaviour level system whereby students are placed in various levels from 'Exemplary/Outstanding Behaviour (Level 1) to Gross Breaches of Behaviour (Level 7)'. The levels system aims to assist all members of the school community to develop the best possible environment for teaching and learning, thereby allowing positive student self-development to occur. ***Please refer to Appendix 4 "Behaviour Levels System" for more information.***

Behaviour Support and Intervention Sequence

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

Behaviour Support and Intervention Sequence



☑ Targeted behaviour support

Targeted behaviour support is designed to ensure “at risk” students are made aware that their behaviour breaches the code and as such consequences will be set in place, along with additional support, to influence students to correct their behaviours. At this level of intervention the levels system will also be implemented to reflect the severity of a student’s behaviour.

Student behaviour which breaches the **CODE OF BEHAVIOUR** will result in the delivery of consequences applicable to the breach of the code. In addition, these breaches, if continuous or serious, can also result in a behaviour level change.

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

- Formal detentions
- Restorative consequences
- Mediation
- Behaviour Tracking via the Student Monitoring Book
- Issue of Level letter
- Case conferencing – HOD, class teacher and student
- Internal suspension in the Internal Suspension Room

Incidents and Records of Contact are recorded via OneSchool.

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

- Individual Behaviour Management Plan (IBP).
- Playground contract
- Assigned Case manager/s.
- Behaviour Improvement Condition
- 1 to 20 day suspensions
- Meetings with all stakeholders
- Subject withdrawals or modified programs
- Possible exclusion.

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 at risk of long suspensions, exclusions or cancellation of enrolment.

Referrals to the Behaviour Support teacher are made largely through:

- Administration
- The school's guidance officer.

The types of support offered may include:

- Parent support – interviews, counselling, home visits, individual behaviour plan support
- Support groups
- Teacher support – classroom management, modelling, coaching
- Referral to other agencies
- Adventure based social skills
- Work experience
- Class support
- Counselling – individual/group
- Alternative programs – assistance with organising and implementing
- Peer mediation
- Suspensions and Exclusions – assisting with re-entry and behaviour plan

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.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to himself/herself or to others.

Appropriate physical intervention may be used to ensure Warwick High's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

6. Consequences for unacceptable behaviour

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 behaviours are those that are minor breaches of the school rules and are generally dealt with by the classroom teacher. Repeated breaches of similar school rules will be referred to Year Level Coordinators, HODs or Administration for further action.

Examples of Unacceptable Behaviour	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 • Personal technology device 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 	<ul style="list-style-type: none"> • Classroom teachers
<ul style="list-style-type: none"> • Bullying • 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/non-compliance of teacher instructions • Out of bounds areas • Vandalism • Non-submission of assessment items • Truancy • Plagiarism 	<ul style="list-style-type: none"> • Contact with parent • Lunchtime or after-school detentions • Restitution • Internal suspension • Withdrawal from class or activity • Loss of privileges • Monitoring program 	<ul style="list-style-type: none"> • Year Level Coordinators • Heads of Department

Major behaviours 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 Heads of Department - Junior and Senior Secondary, Head of Special Education Services or Administration

Examples of Major Unacceptable Behaviour	Possible Consequences	Initiated by
<ul style="list-style-type: none"> • Persistent and wilful disobedience • Verbally abusive language towards a staff member/student • Theft • Smoking • Physical violence • Bullying • Vandalism • Inappropriate use of mobile devices (eg. recording or disseminating images) • Consuming, possessing or supplying alcohol • Using, selling or possessing drugs • Possession of weapons • Continual refusal to comply with the school's Responsible Behaviour Plan for Students 	<ul style="list-style-type: none"> • Internal suspension • Suspension from school • Exclusion from school 	<ul style="list-style-type: none"> • School administration, supported by Junior and Senior Secondary HODs and Head of Special Education Services

The exact measures taken will depend on a range of factors, including:

- Nature and severity of the offence
- Anticipated effect of the punishment on the individual student
- The student's record of previous misbehaviour at Warwick State High School;

Changes to a student's behaviour level under the school's Behaviour Level System will also apply.

7. Network of student support

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

- Peer support – a service conducted by trained students who work with students requiring personal mediation.
- 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 work together to ensure the welfare of all students is monitored and individuals are supported when required. Various specialist members make up the Student Wellbeing team, including a:

- Community Education Counsellor
- School Chaplain
- Behaviour Support Teacher
- School Nurse
- Guidance Officer
- Youth Support Workers (external agency)

The school also accesses other EQ 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. These include:

- headspace – Southern Downs
- Child Youth Mental Health Services
- Medical practitioners
- Queensland Police Service
- Medical specialists
- Community Youth Support groups
- Other agencies

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.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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 non violent 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 appropriate to their learning and/or impairment needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992 rev. 2009
- 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 1995
- Workplace Health and Safety Regulation 1997
- 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](#)
- [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Supporting Students' Mental Health and Wellbeing](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Temporary Removal of Student Property by School Staff](#)
- [Acceptable Use of the Department's Information, Communication and Technology Network and Systems](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

12. Related resources

Appendices: As attached

Endorsement

Principal

P&C President

Regional Executive Director or
Executive Director (Schools)

Effective Date: 1 January 2014 – 31 December 2016



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Appendix 1 Appropriate Use of Personal Technology Devices at School

Warwick State High School supports the appropriate use of technology in learning and for safety. Mobile phone and other electronic devices have the potential to aid learning and assist students in managing busy lives, when used well.

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

The Use of Personal Technology Devices at School

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

Bringing Personal Technology Devices to School

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off during assemblies and classes. The potential disruption to the teaching and learning process through irresponsible use will not be tolerated. Personal technology devices may be used at morning tea, lunch breaks and before and after school. Some units of work may require the use of personal technology devices and the use of such in these classes will be communicated clearly to students prior to the commencement of the unit.

Special Circumstances Arrangement

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

Using a Carriage Service to Menace, Harass or Cause Offence

Students 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:

- **Text Messages** - The sending of **text messages** that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to the Police. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school administration.
- **Recording images at school** - Students are not to use personal technology devices to **record inappropriate behaviours or incidents** (such as vandalism, fighting, bullying, staged fighting or pranks) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting).

- **Student Privacy** - Students must not record images anywhere that would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.
- **Inappropriate images or videos** - Students must not bring to school any personal technology device on which is stored inappropriate images or videos.
- **Recording school activities** - A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like award ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.
- **Assumption of cheating** - Personal technology devices may not be taken into or used by students in exams or during class assessment unless expressly permitted by staff. Such devices can be placed in the temporary care of supervising staff during these sessions. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Students involved in: recording; and/or disseminating material (through text messaging, display, internet uploading); and/or, knowingly being a subject of a recording create a breach of this policy will be subject to disciplinary action (including suspension and proposal for exclusion).

Responsibility of the Owner

The owner of the personal technology device is ultimately responsible for the safety and usage of the device.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be stored in a labelled envelope in the school safe and made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation. Confiscated items will only be returned after consultation with a parent.

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

Please note: Students who bring these personal technology devices to school, do so at their own risk. Warwick State High School will not, and cannot, guarantee the safety of these at school, nor will the school be responsible for theft and/or damage to these items.



Warwick State High School

Appendix 2 Anti-Bullying Policy

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, homophobia 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.



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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:

- 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. Some examples include:

- A whole of school Anti-Bullying Program
- Shine Program for girls in Junior Secondary
- BoysTalk Program for boys in Junior Secondary
- Brainstorm Productions on cyber bullying in Junior Secondary XJP classes
- “Verbal contact” and “the Hurting Game” to discuss bullying issues
- Sessions conducted by Queensland Health on “What is sexual assault?”
- Police sessions regarding on-line safety
- Sexual harassment and bullying workshops for Senior Secondary – “Putting Youth in the Picture” and “Lovebites”
- Say No to Bullying Day celebrations

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 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:

- Withdrawal from activities
- Detentions
- Restorative justice strategies
- Suspension

A STRICT ‘HANDS OFF’ POLICY APPLIES WITHIN THE SCHOOL

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.

- There are numerous persons who can assist students solve disputes without violence. These could be the class teacher, the teacher on playground duty or it could be a support person such as a Guidance Officer, Chaplain, Community Education Counsellor or members of administration.

- *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.*





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Appendix 3 WORKING TOGETHER TO KEEP WARWICK STATE HIGH SCHOOL SAFE

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.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

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 or craft knives, or any other item that could be used as a weapon, for example a chisel or metal bar.
- 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.

The Principal can take action against a student who brings a knife to school:

- If a student has a knife at school, Principals can inform the Police
- Possessing a knife at school will result in serious disciplinary consequences
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the Principal suspects the student has a knife on or in school property.
- If a Principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until Police arrive.
- If the student does have a knife at school, it can be confiscated and given to the Police.

How can parents help to keep Warwick State High School safe?

- Make sure your child knows about the laws and rules about knives
- DO not include knives or knife tools in student's lunch boxes, pencil cases or craft kits.
- Contact the school if you believe your child is being bullied or threatened at school.

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 Gross 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

At the end of each term, 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.

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 of concern in which the student is placed (Levels 5-7) and the necessary procedures to follow for students to reach a more suitable level (4). Students who are on Level 5 may be denied field trips, excursions, extracurricular activities and sport at the discretion of Administration. Students who are on Level 6 - 7 will be denied field trips, excursions, extracurricular activities and sport.

IMPROVING LEVELS

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.

Students may apply for level improvement after 20 days of school involvement from the time the initial level letter has been sent home. This is done by:-

- Student collecting a copy of the 'Review of Level' form or "Moving Up Book" from his/her relevant Year Coordinator or Junior/Senior Secondary HODs - after 20 days of schooling.
- Having each of his/her subject teachers and Year Coordinator sign the form.
- Returning this form to his/her relevant HOD – Junior or Senior Secondary, to be signed by Administration.

Further improvements can be made by:-

- Requesting further improved levels through the HOD – Junior or Senior Schooling every 2 weeks from here on in, to a maximum of Level 4 for the semester.
- Making special requests to the HOD – Junior or Senior Schooling for further improvement. However each case will be reviewed on merit.

Note: - It is the student's responsibility to meet these requirements or improved levels will not be achieved.

Behaviour Levels

Level	This level means you are:	To get to this level, I:	Rewards/Consequences of being on this level:	Moving up from 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 page 18</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. 	<p><i>Refer to procedures on Page 18</i></p>
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 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. 	<p>See Appendix 1</p>
5	<ul style="list-style-type: none"> Your behaviour is of a concern to the school 	<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>Possible consequences/actions may include:</p> <ul style="list-style-type: none"> Parental contact OneSchool incident reporting Formal behaviour warning Counselling Buddy teacher Detention Make up time 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 	<p>In order to move up one level, students must after 20 school days on the current level, complete a “Behaviour Level Review – Return to Level” form, which is signed by all teachers, HOD and Administration, or completion of a “Moving Up” booklet.</p>
6	<ul style="list-style-type: none"> Your behaviour is of a serious concern to the school 	<p>Persistent or serious level 5 infringements, as well as the following examples:</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 	<p>As for Level 5, in addition further possible consequences include:</p> <ul style="list-style-type: none"> Parental contact OneSchool incident reporting Behaviour expectation agreement or Individual Behaviour Plan Mediation sessions 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 	
7	<ul style="list-style-type: none"> Your behaviour is grossly breaching the expected behaviour code 	<p>Persistent or serious level 6 infringements, as well as the following examples:</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 	<p>As for Level 6, in addition further possible consequences include:</p> <ul style="list-style-type: none"> Parental contact OneSchool incident reporting Proposal to exclude Behaviour Improvement Condition Cancellation of enrolment (compulsory participation phases) 	

*Dependent on financial obligations of the Student Resource Scheme being met.

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> .
Internal School Suspension	The Principal, Deputy and Assistant Principal, Head of Special Education Services, HOD or Year Level Coordinator has the power to assign students to the Internal Suspension Room as a consequence for disobedience, misconduct or continued breaches of school expectations. Parents are informed of all student placements in the ISR.
School Disciplinary Absences	
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.
Behaviour Improvement Condition	A Principal may impose a behaviour improvement condition, if the Principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. <p><i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's Principal. The program must be:</p> <ul style="list-style-type: none"> • Reasonably appropriate to the challenging behaviour • Conducted by an appropriately qualified person • Designed to help the student not to re-engage in the challenging behaviour • No longer than three months
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

General Information

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
<p>Dress Uniform</p> <ul style="list-style-type: none"> • Navy and blue check skirt - school fabric and design • 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 • Scarves must be the approved school model – plain navy • Ribbons or scrunchies must be school colours (red, yellow, white or blue) 	<p>Dress Uniform</p> <ul style="list-style-type: none"> • Navy 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 • Plain black belt
<p>Girls' Uniform</p> <p>General Uniform</p> <ul style="list-style-type: none"> • Navy skirt or plain navy mid-thigh length shorts • Striped WSHS polo shirt • Mostly white or black sports shoes or joggers with non-marking soles (<i>not canvas</i>). White or black laces • White 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 • Scarves must be the approved school model – plain navy • Ribbons or scrunchies must be school colours (red, yellow, white or blue) 	<p>Boys' Uniform</p> <p>General Uniform</p> <ul style="list-style-type: none"> • Navy shorts (plain colour). • Striped WSHS polo shirt • Mostly white or black sports shoes or joggers with non-marking soles (<i>not canvas</i>). White or black laces • White 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
<p>Hat/Cap</p> <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 house hat 	<p>Hat/Cap</p> <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 house hat

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.
- **Facial piercing:**
 - Any existing facial piercing must be:
 - Removed while at school, or
 - Covered with skin coloured tape at all times, or
 - Contain 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 requires 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).
- **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 Office 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 – Miscellaneous

Items banned in our school

Students found in possession of any of the following will be subject to the consequences which align with the State and Federal laws, Code of School Behaviour 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

Items not welcome in our school

- MP3/4s, and mobile phones (although tolerated, we cannot be responsible for theft and or damage to these items)
- Jewellery or clothing outside the school dress requirements
- Aerosol / spray cans (eg. deodorant, paint)
- Chewing / bubble gum
- Oil pens

Late to School

- Students must report to the School Office with a note from parents to explain their lateness as well as their Student ID card. Students will be issued with a Late Pass, which must be presented to their class teacher. If a student fails to report to the School Office, they will be marked absent ALL day. There will be consequences for persistent lateness to school.

Leaving School and Returning to School Grounds during the School Day

- **ALL STUDENTS** leaving school during the day, with parent's/caregiver's permission, must do so via the main School Office. After showing their Student ID card, they will be issued with a Leave Pass.
- Students must present this Leave Pass, as requested, to teachers or police officers when outside the school grounds.
- **ALL STUDENTS** returning to school must do so via the main School Office. After showing their Student ID card, they will receive a Returning Pass, which must be shown to their class teacher.
- 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 School Office, as indicated above. THIS PASS IS FOR A STUDENT TO GO THEIR HOME FOR LUNCH ONLY – it is not a pass for them to go to the shops or any other location.

ID Cards

- Must be carried by students at all times and used at the School Office when signing in and out of the school.
- Student ID cards must be used to borrow resources from the library, Student Resource Room or Sports Department and to attend school socials. If lost, students must apply to the School Office for a replacement. Replacement ID cards cost \$6:00.

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

- All visitors to the school must report immediately to the School Office. Visitors' passes will be issued to any persons who have been given permission by the administration to be in the school. No person may communicate with students or staff unless they have permission and is wearing the official visitors' badge.
- Students are not to make arrangements to meet non-school friends/relatives at the school.

Confiscation of 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 Confiscated 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 where Confiscated 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>

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 beyond the cricket nets
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
Bike racks (Guy St)	<ul style="list-style-type: none"> • Only those students arriving and leaving on their own bikes
Verandahs, 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.