

Wavell State High School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

Wavell State High School is committed to providing a safe, supportive, 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 Student Code of Conduct 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.

Building a Supportive School Environment

Behaviour will only change permanently in a non-threatening, supportive environment. Providing logical consequences for poor behaviour rather than punishment is the first step in achieving this environment.

To achieve this outcome the following principles apply at Wavell:

- Students and teachers have the right to work to their potential, free from disruption, abuse or harassment.
- Positive relationships between teachers and students and a positive classroom environment are essential for good order and discipline, and for effective teaching.
- Expectations of standards of behaviour are highlighted by school and classroom rules.
- Consistent application of the rules and the consequence of breaking any rule is required.
- Confrontation is to be avoided.
- Students must accept responsibility for their own behaviour, and for correcting their misbehaviour.
- Help is available from teachers and support staff to assist students to “work it out” if they are unable or unwilling to modify inappropriate behaviour themselves.
- Parents have a key role in supporting and reinforcing school expectations as valued partners.

Building a Positive Classroom Environment

Essential to the creation of a supportive school environment is the development of a positive classroom environment. Classrooms should be places where teachers’ and students’ rights and responsibilities are known, understood and observed. The student code of conduct should be met by all in this workplace and place of learning.

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

The Student Code of Conduct has been developed to indicate to students the behaviour expected of them. They are to behave in a manner which is safe to themselves and others, and shows that they value themselves, other individuals and the Wavell Community as a whole.

To support this, Wavell State High School believes that students, teachers and the wider school community, have rights and responsibilities.

All parents and members of the Wavell school community have a right to be involved (P & C, Shops, Committees) and to have access to school policies and outcomes where applicable.		
Parents and Members of Wavell School Community	Rights	Responsibilities
	To be informed of their child's progress.	To show an active interest in their child's schooling and progress through constructive communication.
	To expect a positive learning environment.	To cooperate with the school to achieve the best outcomes for their child.
	To expect that the school is providing a safe environment while the child is in attendance.	To ensure that the child meets the attendance requirements of the school.
	To expect that the school has an effective anti-bullying policy.	To support school staff in maintaining a safe and respectful learning environment for all students.
	To be kept informed about their child's behaviour detrimental to performance and the good order of the school.	To contribute positively to behaviour support plans that concern their child.

All students at Wavell have a right to learn and a right to be happy and safe while they learn. With these rights, come responsibilities.		
Students	Rights	Responsibilities
	To experience quality education that will enable all students to learn and develop their unique potential.	To work to the best of their ability. To allow others to learn and develop to their potential and to allow the teacher to teach. To be prepared for all lessons. To co-operate with students and teachers.
	To be happy while at school.	To respect and protect others' rights to be happy while they are at school.
	To work in a pleasant, safe, secure and ordered environment.	To observe safety standards and procedures. To care for the school environment. To avoid dangerous practices. To report theft.
	To be safe and free from harassment (verbal, physical, sexual) at all times.	To respect the property, rights and person of others. To accept individual difference. To report harassment.
To be supported in conflict resolution or grievance in keeping with the schools Code of conduct.	To conduct themselves in accordance with the Code of Conduct. To report to a member of the teaching staff - the Principal, Deputy Principal, Head of Department, Year Level Coordinator, Guidance Officer, Form Teacher or Classroom Teacher any unresolved issue that may affect their right to learn.	

All teachers at Wavell have a right to work in a professionally rewarding environment. With these rights, come responsibilities.		
Teachers	Rights	Responsibilities
	To teach in a positive, productive And co-operative environment.	To provide a quality learning program for all students under their care.
	To work in a pleasant, safe, secure and ordered environment, free from harassment.	To establish a safe and ordered classroom environment. To ensure that students follow safety procedures. To ensure that each classroom is clean and tidy after use. To report harassment.
	To be treated with courtesy and dignity.	To ensure that students are treated with courtesy and dignity.
	To expect that students comply with the Code of Classroom Behaviour.	To explain the Code of Classroom Behaviour and ensure that they and their students comply with it.
To be supported in conflict resolution or grievance in keeping with the School Code of Conduct.	To apply the Code of Conduct so that all students can exercise their right to learn and their right to be happy while they learn.	

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Contact Information

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School website address:	www.wavellshs.eq.edu.au
Contact Person:	Please initially contact your student's Year Level Co-ordinator for specific information about Wavell State High School and its behaviour expectations.

Endorsement

Executive Principal Name:	Jeff Major
Executive Principal Signature:	
Date:	3 November 2020
P/C President and School Council Chair	
Charles Morley	
Date:	3 November 2020

Whole School Approach to Discipline

Our whole school approach to discipline outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our whole school approach, shared expectations for student behaviour are plain to everyone, assisting Wavell State High School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students.

Wavell Code of Classroom Behaviour

As a school community, we expect that all staff and students will be:

1. **Prepared**
 - Bring appropriate resources to participate in every lesson
 - Arrive with an attitude to learn
 - Adhere to safety standards and procedures
2. **Punctual**
 - Attend every class on time
 - Complete all tasks on time
3. **Polite**
 - Show courtesy and respect to all members of the school community
 - Follow Wavell's golden school rule – obey the directives of teachers at all times
 - Care for your classroom environment

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

- Wavell Development Program lessons conducted by form teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Reinforcing expected school behaviour

At Wavell State High School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Formal recognition and monitoring is an important part of this process. Reinforcement aims to increase the quantity and quality of positive interactions between students and staff.

Acknowledgement of Positive Behaviour

All teachers are encouraged to use the OneSchool record system to record the positive behaviour of individual students and where appropriate produce a certificate for the student.

Recognition of Achievement (Student Planner)

When teachers observe a student following school rules in both classroom and non-classroom areas they are encouraged to complete a recognition of achievement memo for the individual in their Student Planner. Students may then wish to present this to a Year Level Coordinator or Deputy Principal for formal recognition. This reinforcement should occur continuously throughout the day.

Weekly Assemblies

Student achievement is regularly celebrated through public acknowledgement on our weekly school assemblies. High expectations are continually modelled and reinforced.

Newsletters

Student effort, behaviour and achievement are featured on a fortnightly basis in the school's newsletter.

Special Assemblies

Teachers organise special assemblies to celebrate achievement of students. Parents are often invited to attend these special events.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing low-level problem behaviour is to ask them to reflect on their actions and to consider the rights and responsibilities of all members of the school community. They may be asked to identify more appropriate actions and use the Code of Classroom Behaviour as a guide. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Consideration of Individual Circumstances

At Wavell State High School the students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements are taken into account when responding to inappropriate behaviour or applying a disciplinary consequence.

Prior to making a decision about the suitability of any disciplinary consequence, the Principal will consider the individual circumstances of a student. There are no mandated consequences used in Queensland state schools, each individual student case is considered and determined by the Principal and school staff based on the particular circumstances.

This reflects the principle of equity, where every student is given the support they need to be successful. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters for the Principal to consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

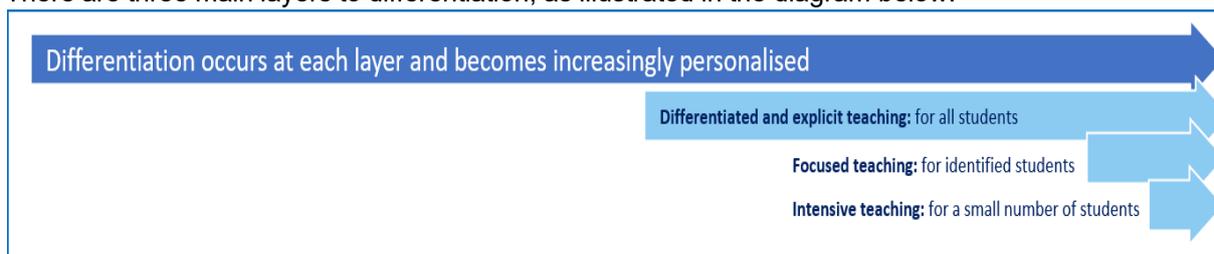
Differentiated and Explicit Teaching

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Wavell State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This includes modelling and supporting expected behaviours and providing opportunities for students to practise these behaviours. Staff reinforce expected behaviours, provide feedback and correction, and opportunities for practise in and out of the classroom.

Teaching at Wavell State High School varies what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to teaching and elements of expected behaviours. This differentiated approach is made in response to data and day-to-day monitoring that indicates the learning needs of students. This enables teachers to purposefully plan a variety of strategies to engage students; assist them to achieve expected learnings; and to provide opportunities for students to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below.



Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised support for students.

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

Focused Teaching

Each year a small number of students at Wavell State High School are identified through our data as needing a little bit extra in the way of focused behavioural support. In most cases the problem behaviours of these students should not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students identified as requiring focused support attend their normal scheduled classes but will receive added support from a Case Manager. They have increased daily opportunities to receive positive contact with adults, additional support from their Case Manager and increased opportunities to receive positive reinforcement.

Focused support is coordinated by a school-based team with active administrator support and staff involvement.

Students whose behaviour does not improve after participation with focused support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support and may be placed on a Discipline Improvement Plan.

Intensive Teaching

Wavell State High School recognises that students with highly complex and challenging behaviours need comprehensive systems of support. For example, a small number of Students who continue to display behaviours that are deemed complex and challenging, then will be supported with individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. The Behaviour Support Services Team are a regional support service who work closely with our school.

Their role is to:

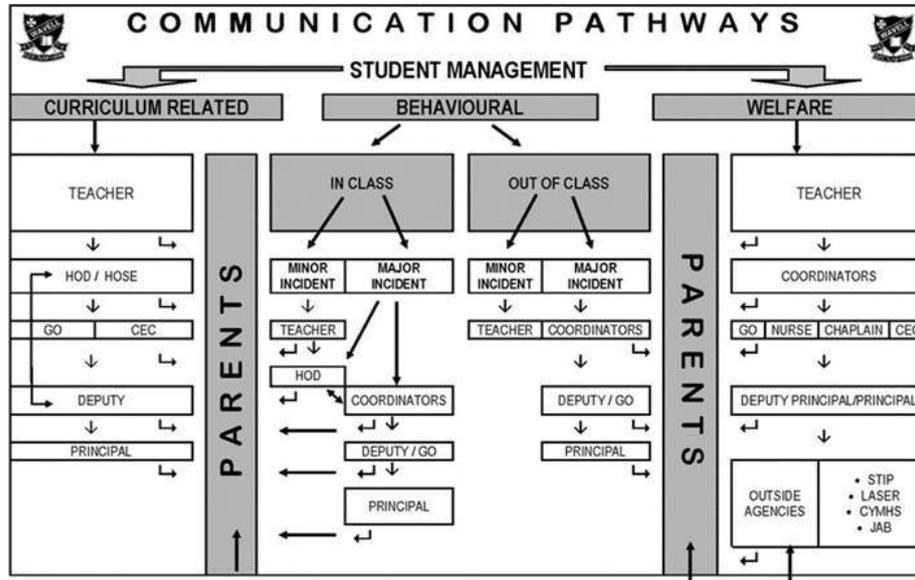
- Work with Wavell teachers to develop behaviour support strategies
- Monitor the impact of support for individual students through continuous data collection
- Identify possible adjustments suited to individual students, and
- Work with the school teams to achieve continuity and consistency.

Behaviour Support Services has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

On return to school from this intensive support it may become necessary to impose a *Discipline Improvement Plan*.

Student Behaviour Management Delegations

Wavell State High School behaviour management escalation pathways are presented below. Behaviour and support processes seek to put students and their families (parents) at the centre of all appropriate, fair and reasonable decision making.



Disciplinary Consequences

Wavell State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major misbehaviours

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

- **Minor** misbehaviour is handled by staff members at the time it happens
- **Major** misbehaviour is referred directly to the school Administration team / HOD

Minor misbehaviours are those that:

- are minor breaches of the school rules
- have limited impact on others

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- demonstrate repeated misbehaviour despite ongoing teacher intervention
- may require the involvement of a Head of Department, Year Level Coordinator, Deputy Principal or Principal.

Critical Incidents, emergency situations and continued uncorrected behaviours should result in an immediate referral to Administration because of their seriousness.

Recording of Behaviour Management

All school staff are expected to ensure that the Education Queensland OneSchool behaviour management data base is used to record notable instances of both positive behaviour and misbehaviour. Systematic and consistent use of OneSchool by school staff enables an accurate profile of individual students and student cohorts to be developed. This system also improves school based communication and supports consistency of process and outcome.

Wavell Behaviour Management Process

Student Incident	Behaviour Supported		Behaviour Managed
<p>Minor Misbehaviours</p> <p>In class or playground issues with limited impact on others or minor issues</p>	<p>Staff</p>	Behaviour Support Strategies Available	
	<p>Teacher</p>	Confiscation, Counselling, Detention, Extra Tasks, Late Assignment Tasks, Letter Home, Litter Duty, Make Up Time, Natural Consequences, Parent Interview, Parent Phone Call, Reprimand and Warning, Restorative Justice, Seating Plan Changed, Mediation Between Students.	
<p>Repeated or Ongoing Misbehaviours</p> <p>Repeated misbehaviour despite more than three (3) strategies enacted by the teacher either in class or playground or welfare issues or a more serious matter-classroom issue- to HOD playground issue to Year Level Coordinator.</p>	<p>A) Referral to HOD by teacher.</p>	Confiscation, Counselling, Detention, Extra Tasks, Guidance Officer Referral, Late Assignment Tasks, Letter Home, Litter Duty, Loss of Privileges, Make Up Time, Mediation, Natural Consequences, Parent Interview, Parent Phone Call, Performance intervention, Reprimand and Warning, Restorative Justice, Seating Plan Changed, Withdrawal.	HOD to review and manage incident for curriculum matters, either providing further behaviour support or referring to Deputy Principal.
	<p>B) Referral to Year Level Coordinator by teacher.</p>	Attendance Sheet, Behaviour Sheet, Confiscation, Counselling, Detention, Guidance Officer Referral, HOD Referral, Letter Home, Litter Duty, Loss of Privileges, Mediation, Natural Consequences, Parent Interview, Parent Phone Call, Performance Checks, Reprimand and Warning, Restorative Justice, Withdrawal.	Year Level Coordinator to review and manage incident for playground or welfare issues, either providing further behaviour support or referring to Deputy Principal
<p>Extreme Incidents or Continued Misbehaviours</p> <p>Extreme and or repeated misbehaviour referred through the HOD or Year Coordinator to the Deputy Principal.</p>	<p>Referral to Deputy Principal by HOD or Year Level Coordinator</p>	Attendance Sheet, Behaviour Sheet, Confiscation, Counselling, Detention, Guidance Officer Referral, HOD Referral, Letter Home, Loss of Privileges, Mediation, Natural Consequences, Parent Interview, Parent Phone Call, Performance Checks, Performance intervention, Mediation, Restorative Justice, Withdrawal.	Provision of further behaviour support or recommending Suspension or Exclusion Proposal or Cancellation to Principal.
<p>Critical Incidents, Emergency Responses or Continued Uncorrected Misbehaviours</p> <p>Continued misbehaviour post administration intervention referred by the DP to Principal.</p>	<p>Referral to Principal by DP</p>	Confiscation, Counselling, Guidance Officer Referral, HOD Referral, Year Level Coordinator Referral, Deputy Referral, Parent Interview, Parent Phone Call, Mediation, Restorative Justice	Suspension, Exclusion Proposal or Cancellation Recommendation.

School Discipline Policies

SECTION I STUDENTS ARE EXPECTED TO BE NEAT, CLEAN AND DRESSED IN FULL SCHOOL UNIFORM AT ALL TIMES.

Procedures

1. Full, formal school uniform (as listed in the Prospectus) must be worn correctly to and from school except in the cases below:

Full sports uniform should be worn to and from school on days when:

- Years 7 - 9 students have their Tuesday sports afternoon
- Years 10 - 12 have their Wednesday sports afternoon
- On other days as designated by the Principal.

Students who have difficulty obtaining correct school uniform should discuss this with the relevant Year Level Coordinator who may offer appropriate assistance.

2. All students must change into full sports uniform in the break prior to their HPE lesson and they must change back into formal uniform at the next break.

3. In other specialist areas where specific uniforms or shoes are required, students are to change at the beginning and end of the lesson. On these specialist days, full formal uniform is to be worn to and from school.

4. A note from a Parent/Guardian must be produced when students cannot adhere fully to the dress code. Notes must be presented to a Year Level Coordinator or a member of the Administration before the commencement of form class or lessons.

5. Only the school hat may be worn. For outdoor activities students must wear the school hat and take precautions against sun damage by using 30+ sunscreen and/or staying in the shade. The hat is to have no external writing on it. Students must write their name only on the inside of the hat.

6. Only the school jumper or blazer may be worn. In emergencies, students may borrow a jumper from a Year Level Coordinator. Items of clothing from Excellence Uniforms are not to be worn with the regular uniform. This includes items such as jumpers, jackets, shorts and socks.

7. Clothing items that are not part of our school uniform are not permitted to be worn. These include; Track Suits— either as a complete set or separate pieces, printed or coloured T-shirts under formal or sports shirts, boys' belts other than black leather with a plain buckle, socks of incorrect length or sports socks printed with writing other than Wavell, knee highs, ear studs (boys), studs/ piercing in other parts of the face (boys or girls), All students are expected to wear black leather lace up college shoes. Sports joggers, predominately white in colour are to be worn with the Sports Uniform. No canvas shoes are permitted.

8. On arrival home, students should change out of school uniform and should not wear part school uniform and part casual clothing in public.

9. Students are required to keep their hair clean, neat and tidy at all times and tied back where necessary as a safety precaution.

10. Extremes of dress, hairstyle and/or appearance, including make-up, are to be avoided and will not be tolerated. Issues identified should be raised with the Principal.

11. Boys are expected to be clean-shaven. Exemptions for this are very rare and should be discussed with the Principal at enrolment.

12. Acrylic finger nails and coloured nail polish is not acceptable and should not be worn.

13. Girls should only wear one pair of simple sleepers or studs (for safety reasons) and a small signet ring. Boys are not permitted to wear jewellery. Boys and girls should wear a simple watch with a plain band and no adornments. No other jewellery, including that associated with body piercing, is to be worn. It is not acceptable to cover any form of piercing with a band-aid (or similar covering) or use a clear stud, even during the healing process, unless authorized by the Principal.

Consequences

General non-compliance:

1. All teachers will speak to students in incorrect uniform; ask for a uniform slip and/or a note that has been authorised by a Year Level Coordinator or other Administrator. This action is to reinforce the uniform policy.

2. Students will be asked to remove inappropriate jewellery, jumpers and hats and to change into correct school uniform if they have it at school. Students with grooming issues will be asked to rectify. In many cases, parents will be contacted and students may be sent home to change into the correct uniform.

3. Students wearing incorrect uniform without a reasonable excuse, explained by a parental note will be required to attend a lunchtime detention.
4. Students who wear the uniform incorrectly or present with grooming issues may be required to do lunchtime detentions or internal school withdrawal.
5. Students without a school that will not be able to play on the oval or in outdoor activities. They will be required to move to a covered area.
6. Students may be required to change into appropriate items of uniform clothing supplied by the school.
7. Students will not be permitted to leave the school for any out of school activity, including sport, whilst wearing incorrect school uniform or with grooming issues.

Repeated non-compliance:

1. Students may be referred to a Year Level Coordinator who may:
 - Temporarily confiscate non-approved jewellery, hats, jumpers and non-approved footwear. Property will be returned to the student at a later time.
 - Contact parents regarding the student's incorrect uniform or grooming issues and organise for the situation to be rectified. Assistance may be offered if there is a problem purchasing the correct school uniform.
 - Send the student home to change into correct uniform with parental permission.

Ongoing non-compliance:

Students may be referred to the Principal or Deputy Principal. If non-compliance is persistent, the student will be regarded as a non-cooperative student and will lose a number of school privileges. In extreme cases, the student may be suspended, for failing directions.

SECTION II
STUDENTS ARE EXPECTED TO BE PUNCTUAL AND ATTEND SCHOOL REGULARLY.

Procedures

1. If a student arrives at school after Form Roll Marking they must report to the Attendance Officer at Student Services. Wherever possible, a note of explanation from a parent/guardian must be brought and given to the Attendance Officer or accounted for by parent/ guardian via email, text message or QParent.
2. Following any absence from school or school activities an explanation from a parent/guardian must be presented either by a note to the Form Teacher on the day of return to school; by a parent generated email, text message to the attendance officer or via QParent.
3. If a student knows beforehand that they will be absent from school for a period of time it is expected that they bring a note to a Year Level Coordinator before their absence. If the absence extends beyond two days, parents should phone, email or text message the Attendance Officer. Registered QParents may report the extended absence online. A note should be brought immediately when the student returns to school. In cases of extended overseas travel during a school term, parents are expected to contact the attendance officer and apply for "Student Exemption". If approved, the student enrolment is maintained during their extended absence.
4. When a student needs to leave school early they must present a parent's note to a Year Level Coordinator or Deputy Principal to be signed. This note must then be taken to the Attendance Officer to obtain a permission slip to leave school.
5. No student is allowed to leave the school grounds during the day without a permission slip.
6. In special circumstances, a student who wishes to go home for lunch must bring a note from a parent/guardian. If valid reasons are provided, the Year Level Coordinator will issue a lunch pass. This pass entitles the student to go to the stated address only. Other students must not accompany the student.
7. A student who feels ill during the school day must get written permission from their teacher to go to the School Office where a decision will be made about what action is to be taken. It should be noted that Sick Bay is only for First Aid and emergencies. Parents/Guardians will be contacted to collect sick students. Students should not contact parents without first informing the School Office.
8. A student should not stay away from school without their parent's/guardian's permission or skip classes or any school activity. If they do so, it will be regarded as truancy.
9. Students must be in allocated classes unless previously organised with a teacher and documentary evidence is supplied (use of Student Movement Record in Planner). Failure to follow this will be regarded as truancy.
10. Independent students (those who do not live with a parent or guardian) must register evidence with the Deputy Principal responsible for their year level. Arrangements will then be made for signing absence notes, permission slips etc.

11. Students who have frequent unapproved absences may become ineligible to receive a Queensland Certificate of Education, because they have not met the attendance and instructional requirements of the Queensland Curriculum and Assessment Authority and the School.

12. Students on Youth Allowances are allowed five unapproved absences per term before they incur a financial penalty. Approved absences are for illness, a death in the family and, in a small number of cases, other absences approved by the Principal. Students should not assume an absence will be approved if they bring a note. If unsure, students should check with a member of the Administration prior to the absence.

13. Whenever possible, a doctor's certificate should be brought for absences due to illness, particularly if the absence is for more than three days.

14. Those Senior students on spares in Lesson 1 or 4 and who have registered parental permission with the Senior Secondary Deputy Principal may arrive late or leave early as their timetable permits. These students are required to sign in or out on a daily basis at Student Services.

Consequences

Initial non-compliance:

1. *Non-attendance at Form Meeting:* At the end of the morning form meeting the Form Teacher will record student absent. Any student who misses form meeting must report to the Attendance Officer to be marked present at school and record the reason. A text message will be sent to parent/guardians of any student recorded as absent at form meeting.

2. *Late to school without a note:* Attendance Officer records name, reason and text messages parent/guardian.

3. (a) *Returning from absence without a note:* Teacher reminds student of procedure.

(b) *Forging of communication:* Parents contacted, student given detention or suspended.

4. *Leaving school without permission:* Parents contacted, student to make up missed work at lunch or after school.

5. *Abuse of lunch pass:* Warning that pass will be withdrawn.

6. *Reporting sick at the School Office without a note:* Whenever possible, student sent back to get a note from teacher.

7. *Truancy:* Refer to a Year Level Coordinator/Deputy Principal, parents contacted, detention, make up lost work.

Repeated non-compliance:

1. *Late to school without a note several times:* Sent to Year Level Coordinator/Deputy Principal by the Attendance Officer. A detention is issued by Deputy Principal or Coordinator if deemed appropriate.

2. (a) *Note not brought after reminders:* Form Teacher contacts parents/guardian.

(b) *Forging of communication:* Parent/guardian contacted, student may be suspended.

3. *Leaving school without permission:* Referred to Year Level Coordinator, parent/guardian contacted, student may be suspended.

4. *Abuse of lunch pass:* Pass withdrawn, parent/guardian contacted.

5. *Frequently at Sick Bay:* Referred to a Year Level Coordinator to discuss problem, parents may be contacted

6. *Truancy:* Referred to Year Level Coordinator/Deputy Principal, parents contacted, the student may be given a detention or suspended, and the student may need to make up lost work, referred to Guidance Officer. Coordinator or Deputy Principal may place student on a "Performance intervention" program, including daily attendance monitoring cards.

Ongoing non-compliance:

1. *Frequently late to school:* Parent/guardian contacted, and interview organised.

2. *Note not brought for absence:* Referred to Year Level Coordinator/Deputy Principal.

3. *Forging of communication:* May be suspended, may have enrolment cancelled or exclusion may be proposed.

4. *Leaving school without permission:* Referred to Deputy Principal, student may be suspended.

5. *Often at Sick Bay:* Parent/guardian contacted to express concern about student's health.

6. *Truancy:* Student referred to Deputy Principal/Principal, parents contacted student may be suspended with exclusion proposed or their enrolment cancelled if in Year 11 or 12.

SECTION III

STUDENTS ARE TO COME TO SCHOOL READY TO LEARN AND TO RESPECT THE RIGHTS OF OTHERS TO LEARN AND THE RIGHT OF THE TEACHER TO TEACH.

Procedures

1. *This is Wavell's golden school rule.* Students are to follow the directives of staff at all times –in and out of the classrooms.

2. Students must bring appropriate equipment to class; for example, pens, pencils, eraser, ruler, textbooks, notepaper, practical equipment, Student Planner and BYOx device.
3. Students must start to move to class on the first bell so that they arrive at their classrooms ready to enter by the second bell. Students who are late to class must have a satisfactory reason or a note of explanation from a staff member.
4. Homework must be completed and brought to class.
5. Wait in a quiet and orderly manner outside classrooms, keeping the passageways clear, until the teacher arrives. Pushing, shoving and running on verandas is dangerous and therefore forbidden.
6. Consumption of food or drink in classrooms is prohibited. With teacher approval, bottles of water may be taken into the room. No food or drink, including water, is to be taken into any computer laboratory.
7. Students must visit the toilets during morning tea and lunch breaks, not after the bell has sounded for class. If students wish to leave the class during class time, they must have their student planner with them signed by the teacher.
8. When answering questions or wanting individual attention, students should raise their hand and wait quietly.
9. Students are to sit in allocated seats unless directed to move by the teacher.
10. Students are expected to conform to ethical standards for academic behaviour, (see the school's policy on Academic Misconduct for greater detail).
11. Students are expected to bring their ID Card to school each day.

Consequences

Initial non-compliance:

1. Teacher to speak to student and remind him/her of expectations.
2. Students may be directed to make up lost time/work at lunchtime.
3. Possession and/or use of a mobile phone may at the discretion of the Principal, attract a suspension.
4. Instances of academic infringement, including cheating and plagiarism will receive appropriate consequences as deemed by the school's policy on Academic Misconduct.

Repeated non-compliance:

1. Teacher to give detention and record on OneSchool.
2. If detentions are not effective, students will be referred to the appropriate Head of Department.
3. Students who are under-performing in their academic work may be placed on a 'Performance intervention' program.

Ongoing non-compliance:

1. Parents contacted by the Head of Department or teacher and this is recorded.
2. If this is not effective, the Head of Department will refer the student to the Deputy Principal. Parents notified. Depending on the severity of the situation, students may be:
 - Referred to the Guidance Officer for counselling and/or
 - Given detention
 - Suspended
 - Suspended with exclusion proposed
 - Have enrolment cancelled (for post-compulsory students only).
3. Inappropriate items are to be given to a Year Level Coordinator for the student to collect at a later time; electronic devices will be collected by a parent from Student Services.
4. Senior students failing to improve after a "Performance intervention" program may be considered by the Principal for suspension, exclusion or cancellation of enrolment.
5. In cases of Academic Misconduct, the Deputy Principal may place student on a "Performance intervention" program or in repeated instances, the Principal may suspend, propose exclusion or cancel enrolment of the student, in question.

SECTION IV

STUDENTS SHOULD BE COOPERATIVE, CONSIDERATE AND COURTEOUS TO ALL MEMBERS OF THE SCHOOL AND GENERAL COMMUNITY.

Procedures

1. If a student is given an instruction by a member of staff, including being asked to attend a detention, they must comply with the direction. Having complied, if the student thinks the detention was not fair, the matter may be taken up politely with the teacher at the next break. If the student still believes that they are being treated unfairly by a teacher, they may take the matter up with a member of the Administration.
2. Courtesy must be extended to all members of the school and general community when at school or on school activities. Students must also extend this courtesy to people with whom they come in contact while travelling to and from school.

3. It is expected that school boundaries are observed by each student. This includes areas deemed as “out of bounds”, bike racks, reserved year level areas, temporarily excluded zones for activities such as internal/external examinations, car parks, loading zones and entrance ways to the school.
4. Language, gestures or writing that are regarded as offensive or obscene by any members of the school community will not be tolerated. This applies both inside and outside the classroom.
5. Students travelling to and from school on public transport are to be orderly and well behaved thereby promoting the positive reputation of the school.
6. Students are to listen politely when another person is talking. Rudeness or answering back will not be tolerated.
7. Inappropriate touching and sexual behaviours of any kind do not belong in a school environment and all students must refrain from engaging in any activity of this type. (this includes intimate touching, holding hands, kissing and overt sexual behaviours).
8. Inappropriate behaviour conducted in the Wavell High School uniform brings the school’s name into disrepute and this will not be tolerated.
9. Use of social media to bring Wavell State High School or the school community into disrepute is a serious act of disrespect. This may include actions such as posting of images, audio or video recordings of others (staff, student or volunteer) making inappropriate statements about the school or the school community or making inappropriate statements on a site that clearly links you to Wavell State High School. * See Student Anti-Bullying Policy.
10. Lying, including but not limited to telling untruths, deliberate omission of detail and action taken to avoid telling the truth to teachers is deemed as inappropriate and disrespectful student behaviour, and will not be tolerated.
11. Students are expected to care for the school environment, including putting litter into appropriate bins, recycling, not chewing gum at school and not doing graffitiing.

Consequences

Initial non-compliance:

1. Staff member to speak with student and reinforce rule.
2. In serious cases, the student may be referred to Year Level Coordinator/Deputy Principal who may with the approval of the principal issue students a detention, suspension or in very serious cases exclude the student from Wavell State High School.

Repeated non-compliance:

1. Teacher gives student a detention.
2. In serious cases, the student may be referred to Year Level Coordinator/Deputy Principal, parents contacted and the student may be suspended.

Ongoing non-compliance:

1. Ongoing non-compliance will be regarded as persistent and wilful disobedience. Student referred to Year Level Coordinator/Deputy Principal, parents contacted and student may be:

- Suspended
- Suspended with exclusion proposed
- Have enrolment cancelled.

Serious cases:

In some instances, even a “one-off” incident, the student may be referred to Deputy Principal/ Principal, parents contacted and the student may be suspended or exclusion proposed.

Non-Cooperative Student

A Non-Cooperative student will be deemed as such, by the Principal, when the student persistently refuses to comply with school expectations.

Consequences

Such a student may lose a number of school privileges including participation in:

- School excursions
- School dances
- Inter-school sports
- Representative sports
- School Camps
- Senior Formal
- School/Class activities where Workplace Health and Safety issues are at risk. This will be determined by the Principal.

Additionally, in order to minimise the spread of non-compliance throughout the student body, such a student’s movements may be restricted in the playground to a specified area determined by the Principal for morning tea and lunch breaks.

SECTION V
STUDENTS ARE EXPECTED TO BEHAVE SO THAT THE SCHOOL IS A SAFE ENVIRONMENT FOR ALL.

Procedures

1. All members of the school community should be treated with respect at all times. Physical and verbal abuse, intimidation and other behaviours which are considered to be bullying are totally unacceptable.

Students who are being bullied may speak to any teacher, Year Level Coordinator, Guidance Officer, Deputy Principal or Principal, who will discuss with them what can be done. It is the responsibility of all students to report bullying.

**** See the school's Anti-Bullying Policy***

Fighting (physical assault on another person) is prohibited. The use of disproportionate response by using violence in the name of "self-defence" is not acceptable.

2. Inappropriate writing, gestures, touching or comments of a sexual nature are sexual harassment. (These behaviours will not be tolerated from students of any gender).

Students who have been sexually harassed may speak to the Guidance Officer who can advise them of their rights. They may also speak to any member of Staff with whom they feel comfortable.

3. Inappropriate touching, inappropriate acts of exposure of self or others and sexual behaviours of any kind do not belong in a school environment and all students must refrain from engaging in any activity of this type. (this includes intimate touching, holding hands, kissing, removal of clothing and overt sexual behaviours).

4. Throwing objects, including food, food containers, sticks and stones, is dangerous and will not be tolerated.

5. Any activity that is illegal (eg. gambling) will not be tolerated.

6. Spitting will not be tolerated.

7. Students are not to be out of bounds. This includes the oval, basketball courts and tennis courts before school and during the morning tea break, unless there is direct supervision by a teacher. All early students, arriving before 8.15am, must remain in the Administration Courtyard.

8. Students must always follow the safety standards and procedures as per the safety rules of the school, faculty, or organisation delivering instruction. Students must follow the conditions set by the classroom teacher, member of staff, or external organisation staff member in order to manage risk.

9. Objects that teachers or the Administration regard as potentially harmful are not to be in the possession of students should not be brought to school or other settings used by the school (e.g. camp, sporting venues etc). Examples of these include:-

- Knives or any other object/device that can be used to injure or intimidate.
- Skateboards.
- 'Stink Bombs'
- Inappropriate footwear, e.g. open-toed shoes.
- Items deemed inappropriate by the Principal, e.g. lighters, laser lights aerosol spray cans, permanent markers.

10. Activities that are considered by teachers or the Administration to be potentially harmful to persons or property are forbidden. Examples of these are:

- Sitting on port racks.
- Blocking stairs and doorways.
- Running in the vicinity of buildings, on verandas and in crowded areas.
- Throwing, kicking or passing balls and other objects except in designated areas.
- Playing handball, except in designated areas.
- Playing contact sports unless under the supervision of a teacher – (or appropriately qualified person.)
- Being in possession of water bombs, eggs (except for cookery lessons) or other objects that could be used as missiles.

11. It is expected that school boundaries are observed by each student. This includes areas deemed as "out of bounds", bike racks, reserved year level areas, temporarily excluded zones for activities such as internal/external examinations, car parks, loading zones and entrance ways to the school. Area at end of D Block (Refuse Storage Area) is not to be used as a meeting place for students, it is a transit area.

12. Bicycles are not to be ridden in the school grounds. They are to be walked into the grounds (recommended entrance is Brae Street entrance) and chained to the bike racks. Helmets should be worn as the law requires. Bicycles are to be securely locked to the bike racks.

13. Students must only be in classrooms, the pool area, Sports Centre, laboratories, computer rooms, kitchens and workshops when supervised by a teacher. At all other times these areas are out-of-bounds.

14. Black leather college lace-up shoes must be worn in all practical areas such as kitchens, laboratories and workshops. The wearing of school shoes is a Workplace Health and Safety issue.

15. Any accident must be reported to the School Office where First Aid can be administered and an accident report completed.

16. Any changes of addresses, phone numbers or emergency contacts must be reported to the School Office immediately. This is to facilitate assistance in an emergency.

17. Food/Service deliveries are not to be ordered or to be delivered to Wavell SHS. There is an extreme safety risk with strangers dropping food off at school gates. All delivery of food by parents must come through the front administration office.

Consequences:

Initial non-compliance:

1. Depending on the seriousness, any one or more of the following consequences will be faced by the student:

- Reminded by the teacher of the rule.
- Asked to leave a dangerous situation.
- Given a detention.
- Referred to the Head of Department/Year Level Coordinator/Deputy Principal.
- Parents notified.
- Suspension.
- Suspension with exclusion proposed or enrolment cancelled.

2. In the case of bullying, students may also be referred to the Guidance Officer or other relevant student support staff member for support.

3. In the case of sexual misconduct, counselling from the School Nurse will be recommended. If students are 14 years or younger, a Student Protection Report must be submitted by the school. In response to a serious incident the school may be need to contact the police.

Repeated non-compliance:

1. Depending on the seriousness, one or more of (a) to (g) above will happen to the student.
2. Bullies will be referred to the Guidance Officer or student support staff for counselling.

Ongoing non-compliance:

1. Student referred to the Principal and will be suspended or suspended with exclusion proposed or have enrolment cancelled.

SECTION VI

STUDENTS ARE EXPECTED TO RESPECT THE RIGHTS AND PROPERTY OF THE SCHOOL COMMUNITY.

Procedures

1. Everyone is responsible for the cleanliness of the school grounds and buildings. All rubbish is to be placed in bins provided.

2. Verandas, classrooms, laboratories, kitchens, workshops, the Hall and Sports Centre are out of bounds before school, morning tea, lunch and after school UNLESS the student is going to see a teacher or a teacher accepts responsibility for the student being there.

3. Students are welcome to seek help from teachers by visiting the appropriate staffroom, knocking and making a request. Student entry into staffrooms and "staff only" areas is not permitted at any time.

4. It is expected that school boundaries are observed by all students. This includes areas deemed as "out of bounds", bike racks, reserved year level areas, temporary excluded zones for activities such as internal/external examinations, car parks, loading zones and entrance ways to the school. This is because of the possibility of damage and injury or disruption to the good order and management of the school.

5. It is everyone's responsibility to ensure that the whole school environment (including all property of the school community) is kept free of graffiti and wilful damage. Failure to comply will be regarded as vandalism.

6. Because chewing gum is a problem when carelessly discarded, it is banned at all times.

7. Permanent markers are not to be brought to school.

8. Stealing is prohibited.

9. Valuable items should not be left in bags. Any valuable items brought to school must be taken to the School Office for safekeeping.

10. Money should never be left in bags, but should be carried at all times by the student.

11. Go cards should be named and registered with Translink and kept securely by the student.

12. House keys should be unlabelled, so as to minimise the effects of loss.

13. All clothing and personal items should be marked clearly to aid in their return if lost.

14. ID Cards should be regarded as a valuable item and kept securely by the student. Lost ID Cards need to be reported immediately to the school. Students must not touch or use another student's ID Card.

Consequences I: *Cleanliness, Verandas, Valuable Items, Language, Chewing Gum:*

Initial non-compliance:

1. Staff to speak with student, reinforce rule and give appropriate instruction/task.

Repeated non-compliance:

1. Student given detention.
2. Student may be referred to Head of Department/Year Level Coordinator.

Ongoing non-compliance:

1. Student referred to a Year Level Coordinator/Deputy Principal. Parents contacted and may be asked to collect. Student may be suspended.

Consequences II: *Graffiti and Vandalism:*

Initial non-compliance:

1. The consequences for graffiti/vandalism will depend on its extent and severity. Student referred to Head of Department/Year Level Coordinator/Deputy Principal and parents may be notified of incidents eg. writing on desk, scratching paint. Student may be:

- Asked to repair or pay for repair and/or:
- Given a detention;
- Suspended;
- Suspended with exclusion proposed
- Police may be contacted.

Repeated non-compliance:

1. Referred to a Year Level Coordinator. Parents notified. Student may be:

- Suspended;
- Suspended with exclusion proposed;
- Police may be contacted.

Ongoing non-compliance:

1. Referred to a Year Level Coordinator/Deputy Principal. Suspension and possible exclusion proposed. Police may be contacted.

Consequences III: *Theft:*

Initial non-compliance:

1. The consequences for theft will depend on what is stolen and the circumstances. Refer to the Head of Department/Year Level Coordinator/Deputy Principal. In all except very minor cases, parents will be notified.

Student may be:

- Given a detention;
- Suspended;
- Suspended with exclusion proposed;
- Police may be contacted.

Repeated non-compliance:

1. Referred to Year Level Coordinator. Parents notified. Police may be contacted. Student may be:

- Suspended;
- Suspended with exclusion proposed;
- Police may be contacted.

Ongoing non-compliance:

1. Referred to Year Level Coordinator/Deputy Principal. Suspension with exclusion proposed. Police may be contacted.

In all cases of GRAFFITI, VANDALISM and THEFT, the student will be EXPECTED TO MAKE RESTITUTION.

SECTION VII
POTENTIALLY HARMFUL SUBSTANCES (ALCOHOL, CIGARETTES, TOBACCO/HERBAL MIX, PRESCRIPTION DRUGS, ILLEGAL DRUGS AND ASSOCIATED IMPLEMENTS) ARE NOT TO BE IN STUDENTS' POSSESSION OR USE.

Procedures

1. Smoking and the consumption of electronically delivered vapour, commonly referred to as vaping, is forbidden within the school grounds and at any time while in school uniform or on any school activity including travelling to and from school.
2. Consuming, possessing, using, selling, giving, buying of alcohol, cigarettes, tobacco/herbal mix, caffeine tablets, non-nicotine and nicotine delivery systems (vapes), and/or other illicit, non-prescription drugs or unsubscribed prescription medication while in school hours, while in school uniform or on a school activity is prohibited. This includes while travelling to and from school.

3. Possessing implements that can be associated with consuming harmful substances while in school uniform or on a school activity is prohibited. This includes while travelling to and from school.
4. Medicines (eg. Panadol) and Prescription Drugs are only to be at school if the student brings a note from their parents and the medication is appropriately submitted to the School's Office.

Consequences

Initial non-compliance:

- All students who engage in activities detrimental to their health (i.e. smoking) will be given the opportunity to participate in a positive health learning program arranged by the School Nurse or other staff member.
 - In all cases involving potentially harmful substances, students and/or parents will be offered an opportunity to speak to a student support staff member who will be able to provide advice and refer them to outside agencies or individuals for further support.
1. *Smoking*: When evidence exists that a student has been smoking or supporting another student to smoke (i.e. standing with them while they engage in the behaviour) or that they are in possession of cigarettes, tobacco, herbal mix, lighters, matches or other associated implements, the student will be referred to a Year Level Coordinator or Deputy Principal and dealt with in the following manner:
 - Junior Secondary: Parents notified and student advised of an anti-smoking program, given detentions and may be suspended.
 - Senior Secondary: Parents notified, student may be given detentions or suspended.
 2. *Alcohol*: The consequences for use/possession/distribution or sale of alcohol will depend on the circumstances. Students referred to Deputy Principal, parents notified. Student may be: Suspended and referred for drug and alcohol counselling to Guidance Officer, School Nurse or an outside agency; or suspended with exclusion proposed.
 3. *Illegal Drugs*: Student will be referred to the Principal, parents contacted, student suspended with exclusion proposed at the discretion of the Principal. The Police will be notified. The school nurse will offer counselling through the Department of Health.
 4. *Implements associated with illegal drug use*: Student will be referred to the Principal who will make a decision regarding suspension or possible exclusion and contact parents. Police will be notified.
 5. *Activities potentially harmful to health*: Student referred to a Year Level Coordinator or Deputy Principal, parents contacted and a detention or suspension given.
 6. *Medicines or Prescription Drugs*: Depending on the specifics of the circumstances teacher may remind student of policy and parents may be contacted. Students may be issued consequences including detentions, suspension or possible proposal to exclude.

Repeated non-compliance:

1. *Smoking, implements associated with drug use, activities potentially harmful to health*: Student referred to the Principal, parents contacted, student suspended or exclusion proposed.
2. *Alcohol*: Student referred to Principal, suspension with exclusion proposed.
3. *Personal Medicine and Prescription Drugs*: Student referred to a Year Level Coordinator/Deputy Principal, parents contacted. Students may be issued consequences including detentions, suspension or possible proposal to exclude.

Network of Student Support

Wavell State High School has an extensive network of personnel supporting its Behaviour Management policy both school based and external.

School-based:

Principal	School Nurse
4 Deputy Principals	School Chaplain
13 Heads of Department	Community Education Counsellor
2 Guidance Officers	Student Representative Council
Year Level Coordinators	School Council
Special Education Unit & Teacher Aides	P & C and Sub Committees
Classroom teachers	Ancillary Staff (Office Staff, Janitor, Groundsman)
Form Teachers	Workplace Health and Safety Coordinator
Prefect Body	Volunteer Tutors (Learning Difficulties)

External:

STIP	Child Protection & Investigation Unit
LASER	Child and Youth Mental Health Services
Youth Support Worker	Guest Speakers (Schoolies, Transport, Careers)

(See earlier section on Communication Pathways.)

Support is also available through the following government and community agencies:

Disability Services Queensland	Queensland Health
Child and Youth Mental Health	Department of Communities (Child Safety Services)
Police	Local Council
Neighbourhood Centre	

Online support:

http://wavellshs.eq.edu.au/wcmss/	http://education.qld.gov.au/
www.qsa.qld.edu.au/	www.health.qld.gov.au/
http://www.mindmatters.edu.au/states/qld/qld_welcome.html	

TEMPORARY REMOVAL OF STUDENT PROPERTY

Classroom
<i>General Prohibited items (sharpies/ aerosol/sports equipment, low value and non-dangerous items etc)</i>
Teacher takes possession of the prohibited item. OR Requests student take item to YLC during lesson time.
Teacher/ YLC advises student of process for collection of item and the reasonable duration of the temporary removal. (Notionally teachers staffroom or YLC office.).
Teacher records action on OneSchool. Refers as appropriate (HOD/YLC)
YLC follow up if requested by teacher
If recurring offence - teacher to contact home or request HOD support
Student/ family collects item from HOD/YLC at time and place advised

(Teachers who take possession of student property do so with the understanding they are personally responsible for that item until it is returned to the appropriate party)

<i>Mobile phone / prohibited tech equipment or higher value items- (see mobile phone policy)</i>
Requests student take item to Student services during lesson time
Action is recorded on OneSchool. Referred to YLC Student services/YLC Advises student of item storage and collection process including the reasonable duration of the temporary removal and provides interim secure storage
YLC referral to enact mobile phone/ prohibited tech policy
YLC process of collection is undertaken with student (and family where required)
Disciplinary action dependent on frequency and severity of offence (at discretion of YLC)

Dangerous Items are to be taken from the students and delivered directly to a DeputyPrincipal.

Playground
<i>General Prohibited items (sharpies / aerosol/sports equipment etc, non-dangerous items)</i>
Teacher notes student name and year level to record action in OneSchool on completion of PGD. Requests student take item to YLC immediately
Action is recorded on OneSchool. Referred to YLC YLC Advises student of item storage and collection process including the reasonable duration of the temporary removal and provides interim secure storage. Issues a receipt.
YLC process of collection is undertaken with student (and family where required)
Disciplinary action dependent on frequency and severity of offence (at discretion of YLC)

NB: Students who refuse or fail to follow teacher direction are in contravention of 'The golden rule' consequences will be applied with consideration to contextual and individual circumstances.

<i>Mobile phone / prohibited tech equipment or higher value items- (see mobile phone policy)</i>
Teacher notes student name and year level to record action in OneSchool on completion of PGD. Requests student take item to Student services immediately
Action is recorded on OneSchool. Referred to YLC Student services/YLC Advises student of item storage and collection process including the reasonable duration of the temporary removal and provides interim secure storage
YLC referral to enact mobile phone/ prohibited tech policy
YLC process of collection is undertaken with student (and family where required)
Disciplinary action dependent on frequency and severity of offence (at discretion of YLC)

Dangerous Items are to be taken from the students and delivered directly to a Deputy Principal.

TEMPORARY REMOVAL OF STUDENT PROPERTY

Student is enrolled at the school

COMMUNICATION
of expectations

WSHS staff provide students and parents with clear communication to inform what student property can be temporarily removed and the expectation in relation to property students may bring to school. This information should be provided on enrolment and reiterated regularly via the school's communication

IDENTIFICATION
Inappropriate student
property

WSHS staff identify student property that is illegal, not compliant with Student Code of Conduct or puts the safety or wellbeing of others at risk.

REMOVAL
of property

WSHS staff refer the student to the YLCs who remove student property and store safely, noting that they are not authorised to open bags, unlock mobile phones or read, copy or delete messages stored on phones without the consent of the student or parent.

DETERMINE
time to retain property

WSHS staff determine what constitutes a reasonable time to retain student property.

RETURN
of property

Student property is made available for collection by student/ parent, or property is retained by WSHS.

RETENTION
of property

Property is retained and/or disposed of if it is:

- Not collected despite reasonable efforts
- Suspected that the student is not the lawful owner
- Illegal to possess or threatens the safety or wellbeing of the school community

Use of mobile phones and other devices by students

Wavell State High School is a no mobile phone school.

Mobile phones, cameras, electronic devices and other items likely to distract or disturb the learning environment are not to be brought to school. This excludes laptops registered on the BYOX program. Apple watches or cellular personal smart watches need to be set to school mode to disable telephony and messaging capability during school hours.

If, for safety reasons, it is necessary to carry a mobile phone after school, application is to be made to the Principal and, if successful, the phone is to be stored in Student Services Office during the day.

Students have access to a student phone in the Student Services Office should they for any reason require or need to contact parents.

It is expected that upon entering the school grounds, these devices are not visible and all use has ceased until the cessation of the school day. Students are strongly encouraged to keep phone off and away until they have exited the school grounds.

If a parent needs to contact a student, they can do so through Student Services Office, who will deliver the message to the student.

If parents are to be contacted for any reason such as, the student is ill or has been injured, Student Services staff will contact parents, caregivers or guardians immediately.

Consequences for using any devices as listed above include:

- If a student is found with or using a mobile phone for the first time in class, an internal withdrawal will follow in the Withdrawal Room in the Year Level Coordinators Office and the student will be expected to submit the device to staff at Students Services for safe keeping, for the day, for collection by the student at the end of the day.
- If a student is found with or using a mobile phone for the first time in the playground, the student is issued a lunchtime detention and the student will be expected to submit the device to staff at Students Services Office for safe keeping, for the day, for collection by the student at the end of the day.
- If a student is found with or using a mobile phone for the second time in class, they may be suspended at the Principal's discretion and the student will be expected to submit the device to staff at Students Services Office for safe keeping, for the day, for collection by the parent at the end of the day.
- If a student is found with or using a mobile phone for the second time in the playground, an internal withdrawal will follow in the Withdrawal Room in the Year Level Coordinators Office and the student will be expected to submit the device to staff at Students Services for safe keeping, for the day, for collection by the parent at the end of the day.
- If there is a repeated pattern of mobile phone use in class, consequences will escalate.
- If there is a repeated pattern of mobile phone use in the playground then an external suspension is likely to apply.

Preventing and responding to bullying

Wavell State High School students and staff do not tolerate bullying in any form.

Reasons for the Policy:

Everyone has a right to feel safe at school. Bullying cannot be allowed in a school which wants everyone to be safe and happy.

What is Bullying?

Bullying involves an imbalance of power where a physically, mentally and/or emotionally stronger person exerts a form of control over another person. It can be a one-off event but is often an ongoing sequence of intimidation, threats and harassment. This is the behaviour that can cause long-term emotional and psychological damage and is never tolerated at school.

Bullying can be:

- **Physical:** for example, hitting, pushing, tripping, spitting on, throwing things at or interfering with another's property by stealing, hiding or damaging it.
- **Verbal:** for example, calling people names, threatening, teasing, spreading rumours, making fun of others' achievements, saying rude things about another's race, colour, religion etc., writing offensive notes, graffiti, nasty text messages or inappropriate internet communications.
- **Exclusion:** deliberately leaving people out of a group to make them feel bad.
- **Gesture:** making rude or threatening signs to someone.
- **Extortion:** threatening someone so they will give you something or will do something for you.

What happens if there is Bullying?

- A student who is bullied can become stressed and angry, can find it hard to concentrate at school and may truant because they are so unhappy.
- Bullies can become aggressive and get into trouble both in and out of school.
- Students who watch others being bullied can be upset when they see them hurt and embarrassed. They may also worry that they may be bullied themselves at any time.

What should students do if there is Bullying?

- Report bullying to your Form teacher. Students may also report this to another teacher, a Coordinator, the Guidance Office or Deputy Principal.
- Contact the school to make an appointment if appropriate.
- Students will be required to make a confidential statement to enable the incident to be investigated.
- Support will be offered to all students involved.
- Appropriate action will be taken by the school based on the investigation and the School's Behaviour Management Policy.
- Caregivers/ parents will be notified of issues involving their student.
- Mediation between students may be offered, if all parties are in agreement.
- The situation will be monitored.
- Further instances of bullying, after school-based intervention, must be reported.

What about Cyber Bullying?

Due to our strict policies on mobile phone usage, cameras and our Information and Communication Technologies Agreement, most instances of cyber bullying reported have occurred at home, after school hours. Cyber bullying becomes a school issue when the act is engaged in during school or if the bullying behaviour negatively impacts student safety or the good order and management of the school.

What should students do if they are a victim of Cyber Bullying?

- Don't respond.
- Block the other person.
- Print off the conversation.
- Tell someone (parents or even police).
- Report your problem to school if you are experiencing bullying in class, in the playground, or on your way to and from school.
- Contact the esafety commission to report, seek advice and assistance
<https://www.esafety.gov.au/>

Bullying is not good for anyone.

What students should do to prevent Bullying?

- Always respect the rights of others including the right to be different.
- Refuse to become involved in any bullying.
- If you are present when any bullying happens, if it is safe:
 - try to stop it;
 - report the bullying to a teacher so that something can be done about it.
- If you are bullied, do not strike out, yell at the bully or call him/her names.

Reporting bullying is not "dobbing" or "telling tales". We all need to tell about bullying so that it is no longer secret and Wavell High School can become safe for everyone.

Bullying response process chart for teachers

Key contacts for students and parents to report bullying:

Year 7 – 12 - Form teacher or Year Level Coordinator

Step One
Listen

- Report bullying to your Form teacher. Students may also report this to another teacher, a Coordinator, the Guidance Officer or Deputy Principal.
- Provide a safe, quiet space to talk – Year Coordinator or GO office
- Allow student/s to share their experience and feelings without interruption
- Identify who, what, where, when and how
- If you hold immediate concerns for the student's safety, let the student know how you will address these. (**Immediate** in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours)

Step Two
Document

- Ask the student for a statement and/or examples they have of the alleged bullying so that the incident can be investigated further
- Check back with the student to ensure you have the facts correct
- Notify parent/s that the issue of concern is being investigated
- Enter the record in OneSchool

Step Three
Collect

- Gather additional information from other students, staff or family
- Clarify information with student

Step Four
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Appropriate action will be taken by the school based on the investigation and the School's Behaviour Management Policy
- Mediation between students may be offered, if all parties are in agreement
- Discuss the outcome of the issue/situation/action with students and parents
- Provide the student and parent with information about the student support network

Step Five
Implement

- Monitor student and check in regularly on their wellbeing
- Document in OneSchool

Step Six
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Record outcomes in OneSchool

Ongoing
Follow up

- Continue to check in with student and parents
- Further instances of bullying, after school-based intervention, must be reported
- Record notes of follow-up meetings in OneSchool

Appropriate Use of Social Media

Student usage of Social Media Policy

Wavell State High School is a phone free school. As such students are encouraged to engage with each other IRL (in real life) F2F (face to face) during the school day. Social media is not to be used by students during school hours.

Facebook, Instagram and other major platforms are filtered and access via the school network is restricted during school hours in line with our expectations that students are not to use social media during school hours.

Students who access social media during school hours will be presumed to have done so via an unauthorised network (or other cellular device) and will be issued with consequences according (Mobile phone policy).

Parents/guardians are responsible for appropriate internet use by students outside the school environment.

Conduct while on social media (outside of school hours)

Student conduct while on social media is to conform to societal expectations. As a framework it is expected that all Wavell State High School students conduct themselves online according to our general code of behaviour.

Students are to demonstrate, Prepared, Punctual and Polite behaviour at all times. Specifically Polite behaviours.

1. Polite - Show courtesy and respect to all members of the school community

.Do not engage in conversation or post or share information that is hurtful or unhelpful.

Students are to ensure that their online conduct is congruous with the following sections of the Student Code of Conduct.

SECTION III STUDENTS ARE TO COME TO SCHOOL READY TO LEARN AND TO RESPECT THE RIGHTS OF OTHERS TO LEARN AND THE RIGHT OF THE TEACHER TO TEACH.

SECTION IV STUDENTS SHOULD BE COOPERATIVE, CONSIDERATE AND COURTEOUS TO ALL MEMBERS OF THE SCHOOL AND GENERAL COMMUNITY

SECTION V STUDENTS ARE EXPECTED TO BEHAVE SO THAT THE SCHOOL IS A SAFE ENVIRONMENT FOR ALL

SECTION VI STUDENTS ARE EXPECTED TO RESPECT THE RIGHTS AND PROPERTY OF THE SCHOOL COMMUNITY

Where a student's conduct online has had an impact on the good order and management of the school, including potential reputational damage, consequences may occur.

Inappropriate student conduct that occurs online outside of school hours may be reported to the appropriate authorities.

Restrictive Practices

Staff may, if confident and not at personal risk, 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 him/herself or to others.

Appropriate physical intervention may be used to ensure that Wavell State High School'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.

It is important that all understand:

- physical intervention will not be used as a form of punishment
- physical intervention will only be used when a less severe response is deemed inadequate to resolve the situation
- the underlying function of the behaviour.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

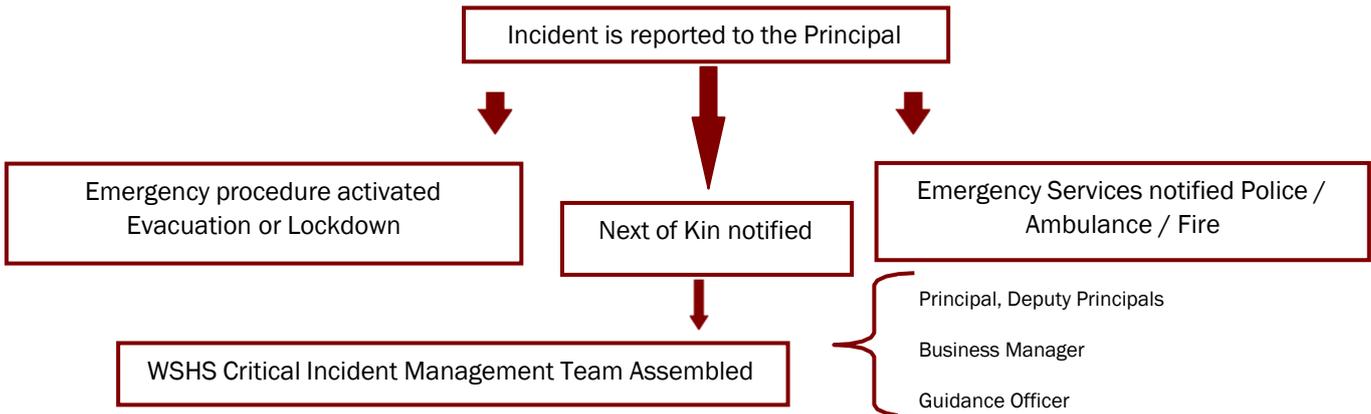
- OneSchool incident report
- Health and safety incident report.

Critical Incidents

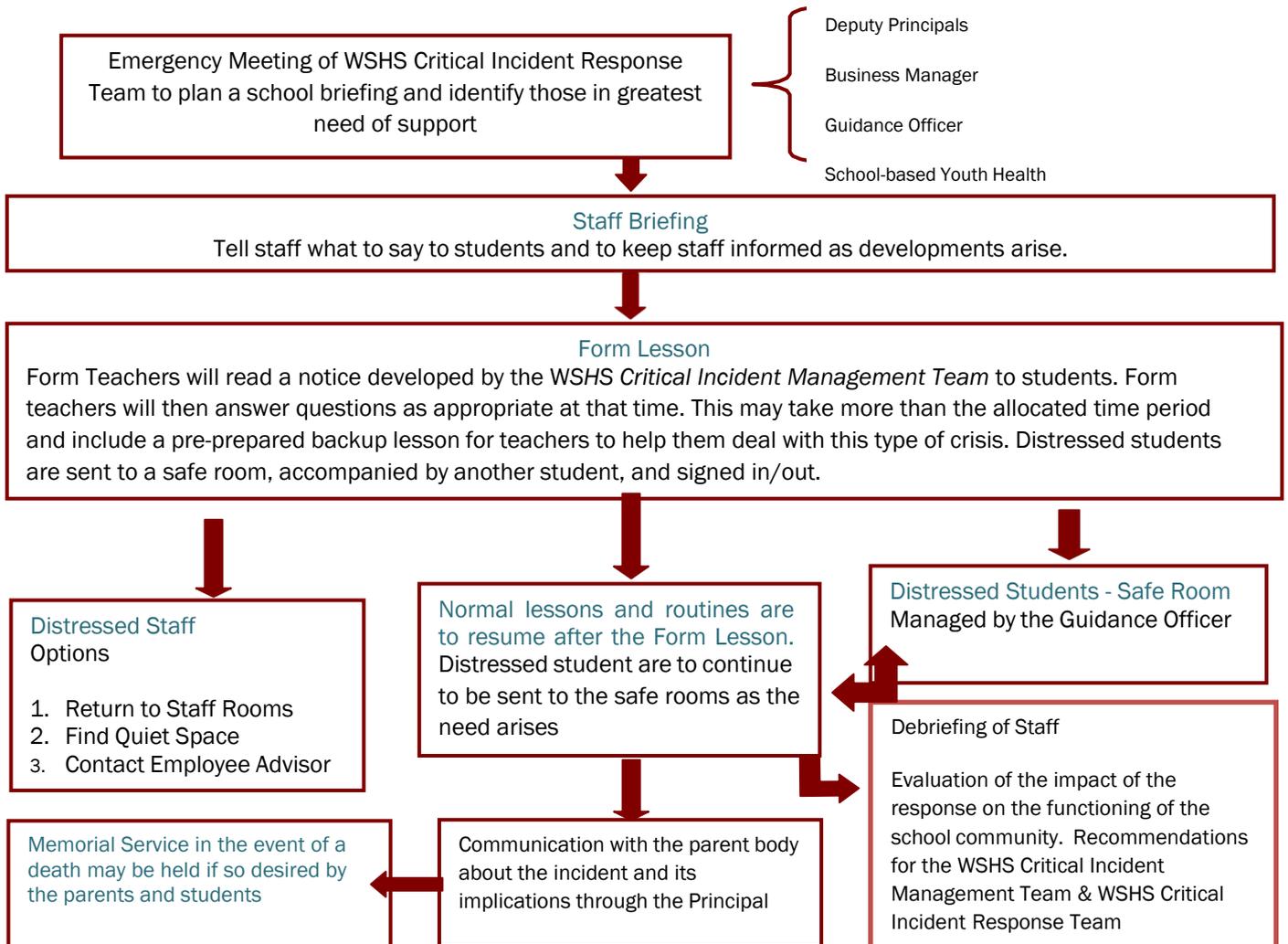
CRITICAL INCIDENT FLOWCHART

A critical incident is a major accident, disaster or traumatic event with serious effects on the school community, including personal injury, loss of life and damage to property. It may occur within the school campus, during off-campus school activities, or in the community.

Crisis Response Management Plan - Stage 1



Crisis Response Management Plan - Stage 2



Emergency or critical incident responses

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

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).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

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).

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).

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).