

# Wavell State High School

## Student Code of Conduct

2020 – 2024

### *Equity and Excellence: Realising the Potential of Every Student*

*Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.*

*Queensland Department of Education*

## Contact Information

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Postal address:	PO Box 384 Nundah Q 4012
Phone:	3350 0333
Email:	<a href="mailto:principal@wavellshs.eq.edu.au">principal@wavellshs.eq.edu.au</a>
School website address:	<a href="http://www.wavellshs.eq.edu.au">www.wavellshs.eq.edu.au</a>
Contact Person:	Please initially contact your student's Head of Year for specific information about Wavell State High School and its behaviour expectations.

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## Purpose

At Wavell State High School, we respect the past, are responsive to our current context and lead to promote future opportunity for all. With our School Motto, *Esse Quam Videri*, 'To Be Rather Than Seem', and vision in which we are Empowering Learners, Empowering Futures, we will live through enacting our values of Integrity, Inclusion and Innovation. The strength of our Wavell State High School community is our people, our students, our staff, our parents/caregivers and our supporters. Our school embodies a culture of high expectations and we help our students become confident, creative and accomplished learners. With a dedicated staff and an innovative curriculum, which draw on both past traditions and contemporary practice, we strive for personal excellence.

We are a community where students are able to simultaneously engage with abstract academic concepts, together with Sports and The Arts all underpinned by a focus on individual personal development. We have a firm commitment to social justice, promoting a sense of community spirit and connectedness within our school. As lifelong learners we value effective communication, empathy, resilience, having courage to take risks, critical thinking and metacognition. We find perceptive and practical solutions to life's challenges through respectful and considered interaction with others. Our core principles that underpin learning at Wavell State High School:

- Equip: learning fosters the skills that are essential and valued.
- Enable: students have access to diverse pathways that keep their options open.
- Empower: the learning culture is dynamic, collaborative and challenging.

## Whole School Approach to Discipline

Through our whole school approach, shared expectations are evident, 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.

### Universal Behaviour Support

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

As a school community, we expect that all staff and students will enact our value of integrity by being:

- Prepared:** Bring appropriate resources to participate in every lesson.  
Arrive with an attitude to learn.  
Adhere to safety standards and procedures.
- Punctual:** Attend every class on time.  
Complete all tasks on time.
- Polite:** Show courtesy and respect to all members of the school community.  
Follow Wavell's golden school rule – follow 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 which fosters and promotes positive learning behaviours and wellbeing.
- Year Level Assemblies which promote positive learning behaviours and celebrate student progress.
- Reinforcement by staff during classroom activities.
- During lunch breaks the school grounds are closely monitored to create an atmosphere of safety. Staff members on playground duty actively supervise student behaviour.

It is reasonable to expect that not everyone will share the same sets of beliefs and to acknowledge that this contributes to a richly diverse school environment. It can also contribute to differences in expectations and compel us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any students or parents/caregivers who have questions or would like to discuss the Student Code of Conduct to make an appointment to meet with the Head of Year.

## Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students may differ. This reflects the principle of equity, where every student is given the support they need, to be successful. This also means that not everyone will be treated the same, because each student is supported with a personalised response 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. Although we understand the interest of other students, staff and parents/caregivers to know the consequences another student might have received, we will not disclose or discuss this information with anyone other than relevant staff members and the student's family. We expect that parents/caregivers 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 Teaching Approaches

Wavell State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching behaviour expectations and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, as well as opportunities for re-teaching.

Differentiation occurs at three levels, starting with broad, common education and becoming more personalised as we move through the levels, as illustrated in the diagram below.



### Differentiated Teaching Approaches

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

- Pre-correction (for example, "Remember, walk quietly to your seat.").
- Non-verbal and visual cues (for example, posters, hand gestures).
- Whole class practicing of routines.
- Ratio of 5 positive to 1 negative commentary or feedback to class.
- Corrective feedback (for example, "Hand up when you want to ask a question.").
- Rule reminders (for example, "When the bell goes, stay seated until I dismiss you.").
- Explicit behavioural instructions (for example, "Pick up your pencil.").
- Proximity control.
- Tactical ignoring of inappropriate behaviour (not student).
- Revised seating plan and relocation of student/s.

- Individual positive reinforcement for appropriate behaviour.
- Class-wide incentives.
- Reminders of incentives or class goals.
- Redirection.
- Low voice and tone for individual instructions.
- Give 30 second 'take-up' time for student/s to process instruction/s.
- Reduce verbal language.
- Break down tasks into smaller chunks.
- Provide positive choice of task order (for example, "Which one do you want to start with?").
- Prompt student to take a break or time away in class (for example, walk for a drink).
- Model appropriate language, problem solving and verbalise thinking process (for example, "I'm not sure what is the next step, who can help me?").
- Provide demonstration of expected behaviour.
- Private discussion with student about expected behaviour.
- Reprimand for inappropriate behaviour.
- Warning of more serious consequences (for example, removal from classroom/lunch detention).
- Buddy class.
- Detention.

## Focused Teaching Approaches

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

- Functional Behaviour Assessment.
- Individual student behaviour support strategies (for example, Student Behaviour Plan).
- Targeted skills teaching, in small group.
- Token economy.
- Detention.
- Behavioural contract.
- Counselling and guidance support.
- Self-monitoring plan.
- Check-in Check-out strategy.
- Teacher coaching and debriefing.
- Referral to Student Support Network for team-based problem solving.
- Stakeholder meeting with parents/caregivers and external agencies.

## Intensive Teaching

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

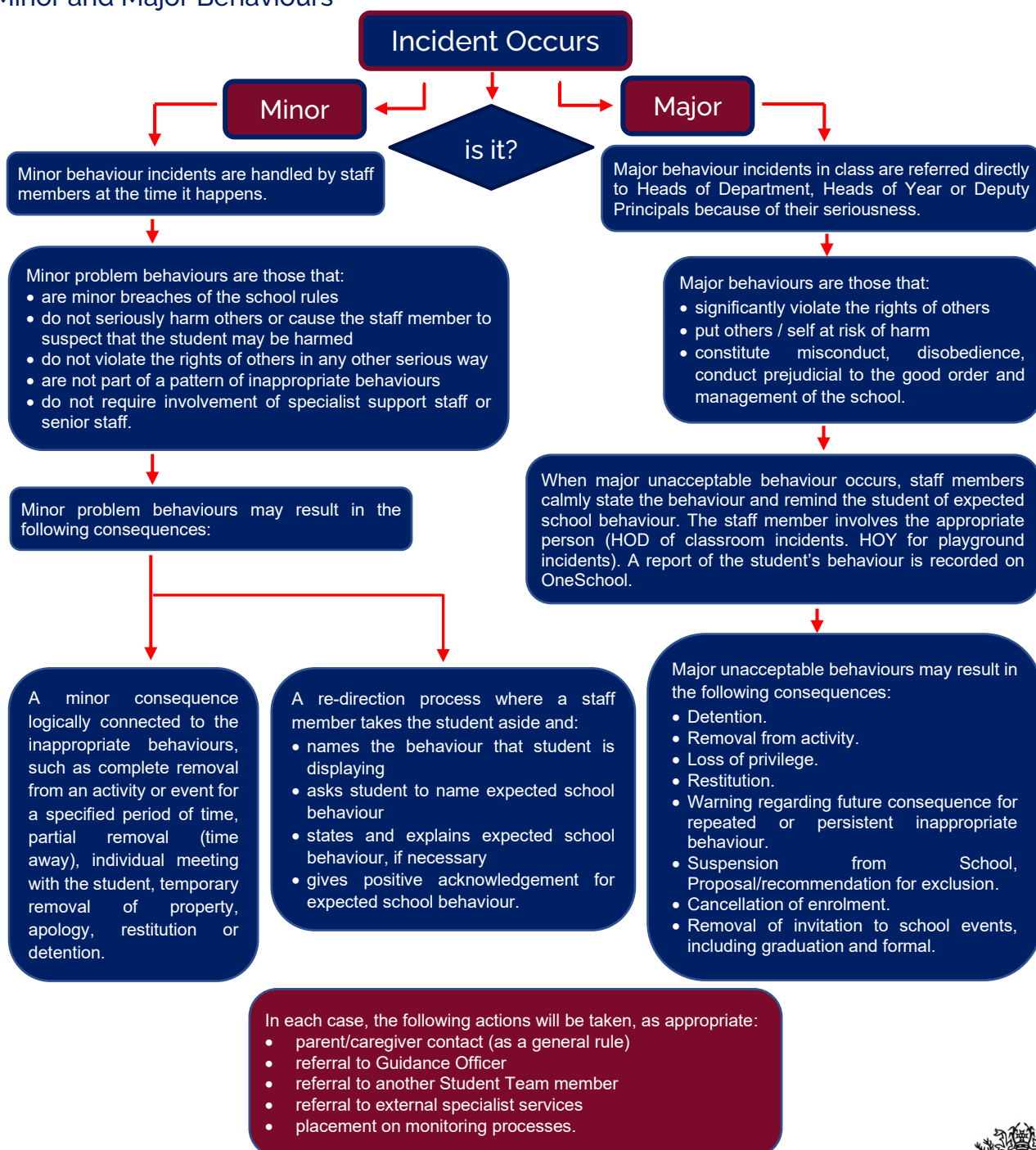
- Functional Behaviour Assessment based individual support plan.
- Complex case management and review.
- Stakeholder meeting with parents/caregivers and external agencies including regional specialists.
- Working in the office or other location as part of a specific plan.
- Temporary removal of student property (for example, mobile phone).
- Short term suspension (up to 10 school days).
- Long term suspension (up to 20 school days).
- Charge related suspension (student has been charged with a serious criminal offence and is suspended from school until the charge has been dealt with by the relevant justice authorities).

- Suspension pending exclusion (student is suspended from school pending a decision by the Director General or delegate (Principal) about their exclusion from school).
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently).
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## Disciplinary Consequences

We make systematic efforts to prevent unacceptable behaviour by teaching and reinforcing expected behaviours. Our students are confident and capable of meeting established expectations and they generally seek to do so. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

### Minor and Major Behaviours



## Definition of Consequences

Detention	<ul style="list-style-type: none"> <li>• The Principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</li> <li>• A detention can be applied during school hours or out-of-school hours. Teaching staff can use detention during the school day and this does not require prior notice. Students will be provided with food and toilet breaks.</li> <li>• The student team may use out-of-school hours detention of up to 1 hour duration, with 24 hours' notice to parents/caregivers and with consent.</li> </ul>
Temporary Removal of Property	The Principal or staff member has the power to temporarily remove property from a student, as per the procedure, <a href="#"><u>Temporary Removal of Student Property by School Staff</u></a> .
Suspension	<p>The Principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>• disobedience</li> <li>• misbehaviour</li> <li>• conduct that adversely affects, or is likely to adversely affect, other students</li> <li>• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</li> <li>• the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff</li> <li>• the student is charged with a serious offence</li> <li>• the student is charged with an offence other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.</li> </ul>
Proposed Exclusion or Recommended Exclusion	<p>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:</p> <ul style="list-style-type: none"> <li>• persistent disobedience</li> <li>• misbehaviour</li> <li>• conduct that adversely affects, or is likely to adversely affect, other students</li> <li>• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</li> <li>• the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff</li> <li>• if suspension of the students is inadequate to deal with the disobedience, misbehaviour, conduct or risk.</li> </ul>
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.

The following behaviours are considered unacceptable at Wavell State High School. Every case will have the particular circumstances considered before consequences are applied. Staff will then apply appropriate consequences from the range of consequences listed (not necessarily in the order they are written). Student's repeated non-compliance will result in an increasing number of suspension days. Depending on the seriousness, any one or more of the following consequences will be faced by the student. Where necessary, medical attention will be sought. Where there is a choice of consequences and/or extenuating circumstances, the Principal reserves the right to make the final determination.



The following table outlines examples of inappropriate behaviour. Please note that this is not an exhaustive list, it simply identifies examples:

Area	Behaviours	Possible Consequence
Classroom (see flowchart Page 8)	<p><b>Inappropriate classroom behaviours</b></p> <ul style="list-style-type: none"> <li>• Late to class.</li> <li>• Not completing classwork or homework.</li> <li>• Not completing course requirements.</li> <li>• Academic Misconduct – see <a href="#">Assessment Policy</a> for further detail.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will employ a range of strategies to re-engage the student in learning (refer to Differentiated Teaching Approaches, page 5).</li> <li>• Detention.</li> <li>• Repeated behaviours will be referred to Head of Department.</li> <li>• Invitations to school events may be withdrawn.</li> <li>• Invitations to Formal/Graduation may be withdrawn.</li> <li>• Academic integrity modules completed.</li> <li>• Duplicated work not marked.</li> <li>• Suspension.</li> <li>• Suspension with exclusion proposed.</li> <li>• Enrolment may be cancelled.</li> </ul>
Use of Technology	<p><b>Inappropriate use of email, internet or software application</b></p> <ul style="list-style-type: none"> <li>• Students must adhere to <a href="#">Use of mobile phone and other devices by students</a>.</li> </ul> <p><b>Inappropriate use of mobile phones or electronic devices</b></p> <ul style="list-style-type: none"> <li>• All mobile phones or other electronic devices must be turned off upon entry to the school grounds and remain out of sight until the cessation of the school day (Refer to <a href="#">Use of mobile phones and other devices by students</a>).</li> <li>• Students are not permitted to take photos or videos, inside the classroom or outside the classroom, using any mobile phone or electronic device including laptops/BYO devices.</li> <li>• Students are not permitted to use social media during school hours.</li> </ul>	<ul style="list-style-type: none"> <li>• Confiscation of phone or offending device; surrendered to Student Services.</li> <li>• Detention.</li> <li>• Internal withdrawal.</li> <li>• Students may be removed from internet access.</li> <li>• Suspension.</li> <li>• Suspension with exclusion proposed.</li> <li>• Enrolment may be cancelled.</li> </ul>

Area	Behaviours	Possible Consequence
Environment and Property	<ul style="list-style-type: none"> <li>Litter.</li> <li>Stealing or intent to steal.</li> <li>Interfering with the property of others.</li> <li>Graffiti/damaging/destroying property or intent to damage or destroy.</li> </ul>	<ul style="list-style-type: none"> <li>Reminded by the teacher of the expectation.</li> <li>Given a detention.</li> <li>Referred to the Head of Department/Head of Year/Deputy Principal.</li> <li>Parents/Caregivers notified.</li> <li>Suspension.</li> <li>Suspension with exclusion proposed.</li> <li>Enrolment may be cancelled.</li> <li>Police may be contacted.</li> </ul> <p><b>In all cases of graffiti, vandalism and theft, the student will be expected to make restitution.</b></p>
Compliance	<ul style="list-style-type: none"> <li>Failure to follow teacher instruction.</li> <li>Wilful disobedience.</li> </ul>	<ul style="list-style-type: none"> <li>Detention.</li> <li>Internal withdrawal.</li> <li>Repeated failure to comply with requests or instructions will result in suspension or exclusion or enrolment cancelled.</li> </ul>
Safety	<ul style="list-style-type: none"> <li>Unsafe behaviour.</li> <li>Water or food throwing/fights.</li> <li>Possessing or using weapons.</li> </ul>	<ul style="list-style-type: none"> <li>Reminded by the teacher of the expectation.</li> <li>Detention.</li> <li>Referred to the Head of Department/Head of Year/Deputy Principal.</li> <li>Parents/Caregivers notified.</li> <li>Suspension.</li> <li>Suspension with exclusion proposed or enrolment cancelled.</li> <li>Police will be contacted if necessary.</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>Late to school.</li> <li>Truancy out of class.</li> <li>Truancy out of school.</li> </ul>	<ul style="list-style-type: none"> <li>Students must obtain a leave pass from Student Services before leaving the school grounds.</li> <li>Heads of Year will follow up with students with repeated absences.</li> <li>Parents/Caregivers contacted to develop support strategy to address persistent lateness.</li> <li>Students required to make up lost time.</li> <li>Detention.</li> <li>Monitoring card.</li> <li>Internal withdrawal.</li> <li>Student referred to Deputy Principal/Principal.</li> <li>Suspension.</li> <li>Suspension with exclusion proposed.</li> <li>Enrolment may be cancelled.</li> </ul>

Area	Behaviours	Possible Consequence
Treatment of Others	<ul style="list-style-type: none"> <li>• Bullying/Threats: <ul style="list-style-type: none"> <li>- verbal</li> <li>- physical</li> <li>- intimidation</li> <li>- sexual/gender</li> <li>- social</li> <li>- racial.</li> </ul> </li> <li>• Violence.</li> <li>• Physical Aggression.</li> </ul> <p>(Refer to the <a href="#">Bullying Response Process Chart</a> and school's <a href="#">Antibullying Policy</a>).</p>	<ul style="list-style-type: none"> <li>• Students made aware of the school policy.</li> <li>• Mediation.</li> <li>• Detention.</li> <li>• Restorative processes.</li> <li>• Students to undertake antibullying education program with Guidance Officer/Chaplain.</li> <li>• Parent/Caregiver notified.</li> <li>• Suspension.</li> <li>• Suspension with proposal to exclude.</li> <li>• Enrolment may be cancelled.</li> <li>• Possible referral to police.</li> </ul>
School Community	<ul style="list-style-type: none"> <li>• Contacting media outlets without authorisation of the Principal.</li> <li>• Publishing material about staff or students in any public or school domain without consent.</li> <li>• Inappropriately using images or publishing images using the school name or identifying features without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Caregiver notified.</li> <li>• Students will be instructed to remove the material from public view or the internet.</li> <li>• Suspension.</li> <li>• Suspension with proposal to exclude.</li> </ul>
Personal Conduct	<p><b>Dress Code expectations</b></p> <p>Students are expected to adhere to the school's <a href="#">Dress Code</a>.</p>	<ul style="list-style-type: none"> <li>• The school has a store of uniform items that may be loaned to students.</li> <li>• If a student is unable to wear the correct uniform, they must bring a note from a parent/caregiver and obtain a uniform pass.</li> <li>• Students without a note from a parent/caregiver will do community service or receive a detention.</li> <li>• Students will be asked to remove non-uniform items. These may be temporarily confiscated.</li> <li>• Failure to adhere to the Dress Code may be treated as non-compliance (see <a href="#">compliance section</a>).</li> </ul>
	<p><b>Inappropriate language</b></p> <p>Language, gestures or writing that are regarded as offensive or obscene.</p>	<ul style="list-style-type: none"> <li>• Detention.</li> <li>• Parent/Caregiver notified.</li> <li>• Suspension.</li> <li>• Suspension with proposal to exclude.</li> </ul>
Personal Conduct	<p><b>Substance misconduct involving legal substances</b></p> <ul style="list-style-type: none"> <li>• Smoking/vaping or possession of materials associated with smoking/vaping in/around school grounds, on a school activity or while identifiable as a Wavell State High School student.</li> <li>• Alcohol consumption/possession is not permitted.</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension.</li> <li>• Students suspected of being in possession of smoking/vaping materials may be requested by the Head of Year to demonstrate what they have in their possession.</li> <li>• Parents/Caregivers will be notified.</li> <li>• Students who are in the company of those involved can expect similar consequences.</li> <li>• The consequences for use/possession/distribution of alcohol will depend on the circumstances and may involve suspension or proposed exclusion.</li> </ul>

Area	Behaviours	Possible Consequence
	<p><b>Substance misconduct involving illegal substances</b></p> <ul style="list-style-type: none"> <li>• Wavell SHS has zero tolerance for the use, possession or supply of drugs.</li> <li>• Drugs may include prescription medication, inhalants, illicit or prohibited substances and substances purported to be a drug.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Caregivers will be informed as soon as practical.</li> <li>• Suspension with a proposal to exclude.</li> <li>• Police will be appropriately involved.</li> <li>• Students who are in the company of those involved in a drug related incident can expect similar consequences.</li> </ul>
	<p><b>Any sexually explicit act</b></p> <p>Inappropriate writing, gestures, touching, exposure or comments of a sexual nature.</p>	<ul style="list-style-type: none"> <li>• Students will be counselled about socially acceptable behaviour.</li> <li>• Parents/Caregivers informed.</li> <li>• Detention.</li> <li>• Students may be suspended or excluded.</li> <li>• A report may be made to the police.</li> </ul>

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. Student disciplinary absences (suspension and exclusion) may be considered in the event of a serious, one-off behaviour incident or after consideration has been given to all other responses. There are four types of SDA:

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

## School Policies

Wavell State High School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property.
- Use of mobile phones and other devices by students.
- Preventing and responding to bullying.
- Appropriate use of social media.

## Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The Temporary Removal of Student Property by School Staff Procedure outlines the processes, conditions and responsibilities for State School Principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Wavell State High School and will be removed if found in a student's possession:

- illegal items or weapons (for example, guns, knives\*, throwing stars, brass knuckles, chains)
- permanent markers and correction fluid
- imitation guns or weapons
- potentially dangerous items (for example, blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (for example, fireworks, flares, sparklers)
- flammable solids or liquids (for example, fire starters, mothballs, lighters)
- poisons (for example, weed killer, insecticides)
- inappropriate or offensive material (for example, racist literature, pornography, extremist propaganda).

\* *No knives of any type are allowed at school. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.*

\*\* *The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).*

## Responsibilities

**Staff** at Wavell State High School:

- Do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- May seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent/caregiver or calling the police.
- Consent from the student or parent/caregiver is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.
- There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents/caregivers (for example, to access an EpiPen for an anaphylactic emergency).
- Consent from the student or parent/caregiver is required to search the person of a student (for example, pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents/caregivers should be called to make such a determination.

## Parents/Caregivers of students at Wavell State High School:

- Ensure your children do not bring property onto school's grounds or other settings used by the school (for example, camp, sporting venues) that:
  - is prohibited according to the Wavell State High School Student Code of Conduct;
  - is illegal;
  - puts the safety or wellbeing of others at risk;
  - does not preserve a caring, safe, supportive or productive learning environment; and
  - does not maintain and foster mutual respect,
- Collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

## Students of Wavell State High School:

- Do not bring property onto school grounds or other settings used by the school (for example, camp, sporting venues) that:
  - is prohibited according to the Wavell State High School Code of Conduct;
  - is illegal;
  - puts the safety or wellbeing of others at risk;
  - does not preserve a caring, safe, supportive or productive learning environment; and
  - does not maintain and foster mutual respect.
- Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of Mobile Phones and Other Devices by Students

The following policy is to be used in conjunction with the Wavell State High School Student Code of Conduct and the Wavell State High School Prevention and Responses to Incidences of Bullying including Cyberbullying.

Wavell State High School is a no mobile phone school. All electronic devices including mobile phones, earbuds/headphones and other items are to be turned off and not visible upon entering the school grounds. Smart watches need to be set to school mode to disable telephony and messaging capability during school hours. Students have access to a student phone in the Student Services Office should they for any reason require or need to contact parents/caregivers. If a parent/caregiver needs to contact a student, they can do so through Student Services Office, who will deliver the message to the student. If parents/caregivers are to be contacted for any reason such as, the student is ill or has been injured, Student Services staff will contact parents/caregivers immediately.

It is **unacceptable** for students at Wavell State High School to:

- Use a mobile phone or other devices in an unlawful manner.
- Use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (for example, forwarding, texting, uploading, Bluetooth use etc.) of such material.
- Use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments.
- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

Laptops and other electronic devices are a tool to enable learning in the classroom and students are expected to follow teacher direction around appropriate use of electronic devices for learning in the classroom. Under no circumstances will the school accept responsibility for the loss of any personal items. It is an expectation that students are prepared for learning and ensure devices are fully charged before school.

It is **unacceptable** for students at Wavell State High School to:

- Use the device, including the use of camera and video devices, for anything other than teacher approved educational purposes.
- Use the school's internet and email account for anything other than school related tasks.
- Divulge network account details (username and/or password) or use another student's account details.
- Record another person without appropriate consent.
- Download, distribute or publish offensive messages or pictures.
- Use obscene, inflammatory, racist, discriminatory or derogatory language.
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking.
- Insult, harass or attack others or use obscene or abusive language.
- Deliberately waste printing and internet resources.
- Damage computers, printers or network equipment.
- Commit plagiarism or violate copyright laws.
- Ignore teacher directions for the use of social media, online email and internet chat.
- Communicate or share documents with teachers and peers (school related) with any account, email or software that is not linked to a school email address or school approved software.
- Send chain letters or spam email (junk mail).
- Knowingly download viruses or any other programs capable of breaching the department's network security.
- Connect to 3G/4G/5G cellular or personal hotspots.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Wavell State High School Student Code of Conduct and Information and Communication Technologies (ICT) Agreement. In addition, students and their parents/caregivers should:

- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities.
- Ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.
- Be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs;
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices;
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes;
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access;
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed; and
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Consequences for inappropriate use or disruption to learning will range from detention, internal withdrawal, to suspension or exclusion depending on the circumstances surrounding the incident. Students may also be liable for the cost of repairs to any damage electronic devices or ICT equipment.

## Preventing and Responding to Bullying

Wavell State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures.
- Raising achievement and attendance.
- Promoting equality and diversity.
- Ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Wavell State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Wavell State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language; and
- young carers or children in care.

At Wavell State High School there is broad agreement among students, staff and parents/caregivers that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in accordance with the Wavell State High School Student Code of Conduct.

### Bullying

The agreed national definition for Australian schools describes bullying as:

- Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
- Involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- Happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- Having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.



Behaviours that do not constitute bullying include:

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








However, these conflicts are still considered serious and need to be addressed and resolved. At Wavell State High School our staff will work to quickly respond to any matters raised of this nature, in collaboration with students and parents/caregivers.

The following flowchart explains the actions Wavell State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Wavell State High School - Bullying Response Flowchart for Teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

 <p>Step 1 Listen</p>	<p>Provide a safe, quiet space to talk. Reassure the student that you will listen to them. Let them share their experience and feelings without interruption. If you hold immediate concerns for the student's safety, let the student know how you will address these. "Immediate" in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.</p>
 <p>Step 2 Document</p>	<p>Ask the student for examples they have of the alleged bullying (for example, hand written notes or screenshots). Write a record of your communication with the student. Check back with the student to ensure you have the facts correct. Enter the record in OneSchool. Notify parents/caregivers that the issue of concern is being investigated.</p>
 <p>Step 3 Collect</p>	<p>Gather additional information from other students, staff or family. Review any previous reports or records for students involved. Make sure you can answer who, what, where, when and how. Clarify information with student and check on their wellbeing.</p>
 <p>Step 4 Discuss</p>	<p>Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue. Make a time to meet with the student to discuss next steps. Ask the student what they believe will help address the situation. Engage the student as part of the solution. Provide the student and parent/caregiver with information about student support network. Agree to a plan of action and timeline for the student, parent/caregiver and yourself.</p>
 <p>Step 5 Implement</p>	<p>Document the plan of action in OneSchool. Complete all actions agreed with student and parent/caregiver within agreed timeframes. Monitor student and check in regularly on their wellbeing. Seek assistance from student support network if needed.</p>
 <p>Step 6 Review</p>	<p>Meet with the student to review situation. Discuss what has changed, improved or worsened. Explore other options for strengthening student wellbeing or safety. Report back to parent/caregiver. Record outcomes in OneSchool.</p>
 <p>Step 7 Follow up</p>	<p>Continue to check in with student on regular basis until concerns have been mitigated. Record notes of follow-up meetings in OneSchool. Refer matter to specialist staff within 48 hours if problems escalate. Look for opportunities to improve school wellbeing for all students.</p>

## Cyberbullying

Cyberbullying at Wavell State High School is treated with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents/caregivers who wish to make a report about cyberbullying should approach the Head of Year or year level Deputy Principal for support.

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

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

Parents/caregivers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/caregivers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State School staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to respective year level Deputy Principals.

## How to manage online incidents that impact your school

### Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

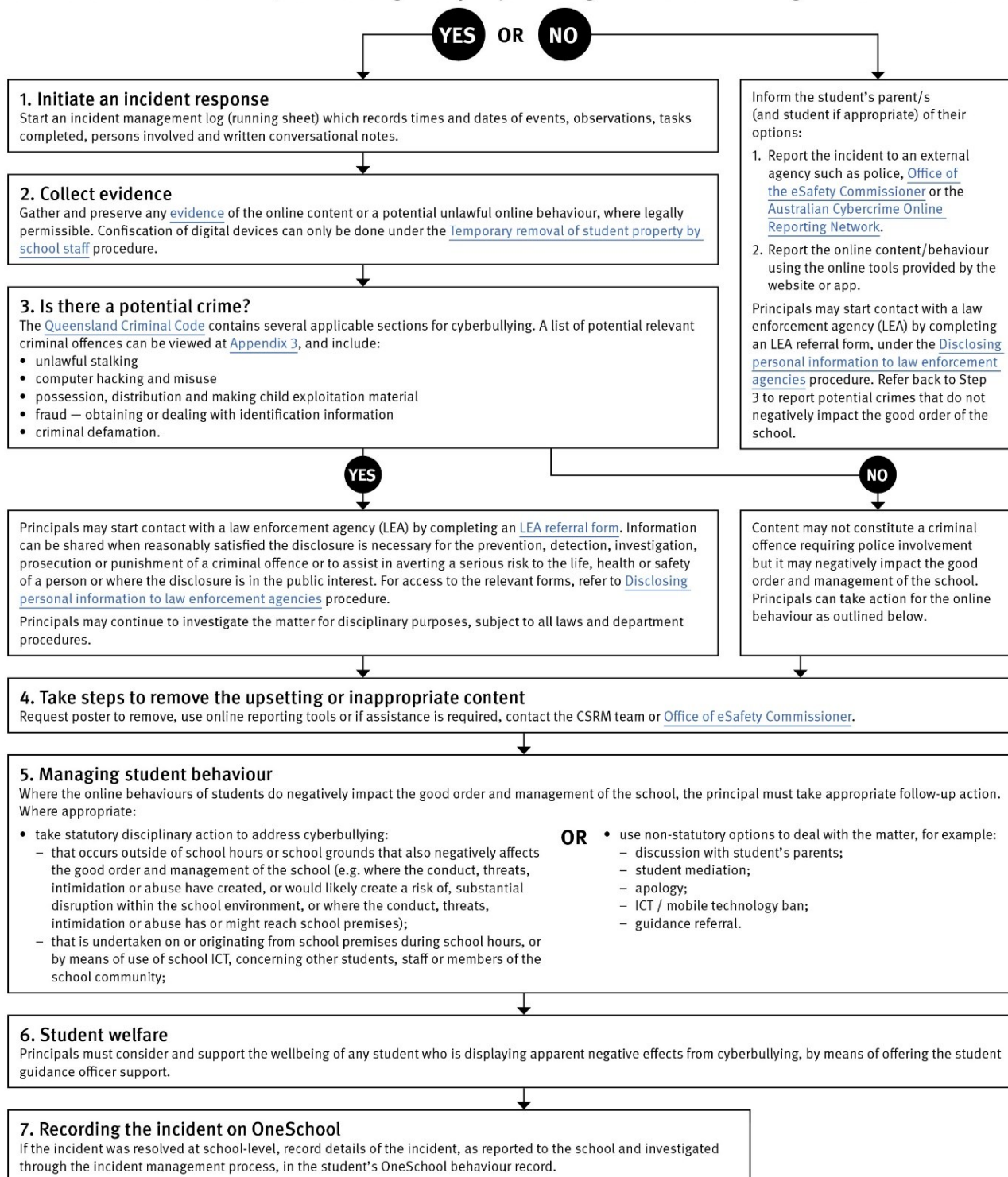
### Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

### Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSR) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

Does the online behaviour/incident **negatively impact the good order and management of the school?**



## Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents/caregivers](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist Principals in incident management.

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

## Student Intervention and Support Services

Wavell State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff and are also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Wavell State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## Appropriate Use of Social Media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, Principals and even parents/caregivers can be permanently damaged – and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents/caregivers may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent/caregiver you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents/Caregivers are their child's first teachers – so they will learn online behaviours from you.

### Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents/caregivers of school notices, the department prefers that parents/caregivers contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school Principal.

### Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

### What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents/caregivers are not. If you are tagging or naming students, consider that other parents/caregivers may not want their child's name attached to images online.

If another student does post an image of you and you don't feel comfortable about it, you may seek support from your parent/caregivers or, for further school support, you may contact your Head of Year, year level Deputy Principal or the Guidance Officer.

## What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- Refrain from responding.
- Take a screen capture or print a copy of the concerning online content.
- If you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school Principal, or police, as needed for escalation of serious concerns.
- Block the offending user.
- Report the content to the social media provider.

## Restrictive Practices

School staff at Wavell State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional heightened state and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's [Restrictive Practices Procedure](#) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students.
2. Safeguards students, staff and others from harm.
3. Ensures transparency and accountability.
4. Places importance on communication and consultation with parents/caregivers.
5. Maximises the opportunity for positive outcomes.
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/mechanical restraint/clinical holding) which are based upon behaviour risk assessment or clinical health need, and are recorded in advance in the students' Individual Behaviour Support Plans and/or Individual Student Safety Plan. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the [Restrictive Practices Procedure](#).

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

## Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (for example, in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.