Wandoan State School
P – 10

Responsible Behaviour Plan for Students

2013-2016
Responsible Behaviour Plan for Students

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Wandoan State School P-10 we are committed to providing a safe, supportive environment in which all members of the school community have the opportunity to exercise their rights, provided they fulfil their responsibilities.

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

At Wandoan State School P-10 we believe that a Responsible Behaviour Plan for Students:

- Is necessary so that quality learning can occur
- Can be best achieved through a whole school approach based on the principles and practices of School Wide Positive Behaviour Support (SWPBS)
- Should be adhered to by all staff, administration and the wider school community to ensure consistency of approach for prevention, positive support and intervention.
- Should be easily understood by all concerned.
- Should be consistent, fair, respectful and just and does not detract from a person’s dignity.

The Wandoan State School P-10 approach to developing responsible behaviour is focused on relationships and takes place in a caring supportive environment where all members feel safe and welcome.

We believe that self-control and taking responsibility is necessary for children’s welfare and happiness and their ability to function effectively in society.

The school cannot work alone in creating a responsible and socially acceptable environment and the involvement of parents is therefore of paramount importance. Parents and staff have a joint responsibility to encourage and teach students to be accountable for their behaviour and that, in turn, will contribute to the wider community wellbeing and quality of life. We are all responsible for our actions and behaviour.
2. Consultation and data review

The school reviewed the policy throughout 2012/13 and redrafted the policy in Term 4 of 2013 to meet the changing needs of the school context in 2013. The school became a School Wide Positive Behaviour Support School (SWPBS) in Developmental Phase in 2013 and enters 2014 at Universal phase 1. The SWPBS leadership committee in consultation with the cluster AVT Behaviour Support / External Coach were key participants in this process.

It is intended that this Plan be added to during the next 3 years as the school develops further processes from SWPBS. A yearly minor review and update is planned for November of each year 2014, 2015 and 2016.

Policies of other schools were reviewed during this process. The P&C, School Council, Community, Students and Staff were consulted, feedback received, and appropriate amendments made accordingly.

Staff have engaged (and will continue to engage) in behavioural, generation Y and bullying professional development to reinforce their knowledge of current behavioural issues and strategies and to guide the development of behaviour matrix and defining Major and Minor incidents.

The establishment of a school wide behaviour matrix allows the school to operate a consistent approach to behaviour and this will be achieved through the teaching of specific expected behaviours from the matrix.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and Regional Director (Schools) in November 2013, and will be reviewed in 2016 as required in legislation. A yearly minor review and update is planned for November of each year 2014 and 2015 which will be endorsed by P&C President/Chair of School Council and Regional Director.
3. Learning and behaviour statement

Our school is a School Wide Positive Behaviour Support (SWPBS) school. The school became a School Wide Positive Behaviour Support School (SWPBS) in Developmental Phase in 2013 and enters 2014 at Universal phase 1. The SWPBS school processes will continue to develop over the next 3 to 4 years.

Wandoan State School P-10 SWPBS team is committed to implementing a practical, cohesive, supportive behavioural management program that can be applied proactively and consistently across all school and associated environments.

All areas of Wandoan State School P-10 are learning and teaching environments. We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for teaching of appropriate behaviours, facilitating and rewarding positive behaviours, and responding to unacceptable behaviours. Through this plan, shared expectations for student behaviour are provided to everyone, assisting Wandoan State School P-10 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.

Wandoan State School P-10 aims to provide every student with educational experiences that develop moral, emotional, social and academic wellbeing for all students. The effectiveness of the educational experiences is inextricably linked to behaviour. The behaviour of staff and students at Wandoan State School P-10 is underpinned by the following beliefs.

- All members are encouraged and supported in reaching their potential
- All members feel safe and valued.
- Each person should treat others as they would like to be treated.
- That all school community members demonstrate respect and interact in a positive manner with all other people.
- That all school community members must be made aware of, and learn to accept, responsibility for their behaviour and the consequence of that behaviour.
- Consequences should follow behaviour and should be understood by all.
- We are all active participants in learning.
- All people are unique and our differences should be accepted and valued.
- Social and academic learning outcomes are maximised for all through quality curriculum, interpersonal relationships and school organization.
- That effective behaviour management should be promoted in a positive way to ensure a child develops self-respect for him/herself, for others and the environment.
- That it is the shared responsibility between all stakeholders in school, home and community to guide our children to develop socially acceptable behaviour.
- That effective behaviour management must be supported by strategies that meet the needs of each student at their stage of development.
- That learning and teaching reflect the principles of equity, effectiveness, responsiveness, participation and accountability.
Wandoan State School P-10 values are:

Respect, Responsibility, Reaching.

Consequently Wandoan is a “3 R’s” school.

These values underpin everything that we do and form part of a common understanding between students, staff and community.

Our strong emphasis on positive reinforcement seeks to develop lifelong skills of responsible self-discipline and respect for ourselves and others.

For effective learning to occur in a safe, supportive and disciplined environment, it is enforced that students and the wider community respect the following basic rights:

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

Students who are unwilling to recognise and promote these rights are required to take responsibility for their unacceptable behaviour by adhering to a range of school consequences. These are endorsed by Education Queensland and outlined in this Responsible Behaviour Plan for Students.

The following table outlines Rights and Responsibilities of members of the school community.
Rights and Responsibilities of Students, Teachers, Parents/Carers and Administration.

All members of school communities are expected to:

Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

<table>
<thead>
<tr>
<th>Students have a right:</th>
<th>Students have a responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To obtain an education and reach their potential.</td>
<td>To work hard to gain an education and reach their potential.</td>
</tr>
<tr>
<td>To be treated with courtesy and respect.</td>
<td>To treat other students and staff with courtesy and respect.</td>
</tr>
<tr>
<td>To work and play in a safe environment.</td>
<td>To ensure they do not endanger, harass or bully others.</td>
</tr>
<tr>
<td>To learn without disruption by others.</td>
<td>To ensure they do not interfere with other students’ learning.</td>
</tr>
<tr>
<td>To express themselves and be an individual in a socially acceptable manner.</td>
<td>To express themselves and be an individual in a socially acceptable manner.</td>
</tr>
<tr>
<td>To belong to our school and be proud of it.</td>
<td>To follow school rules.</td>
</tr>
<tr>
<td>To expect that personal property will not be damaged or destroyed by others.</td>
<td>To care about our school and its equipment.</td>
</tr>
<tr>
<td>To know what is expected of me.</td>
<td>To help others fulfil responsibilities and not hinder anyone.</td>
</tr>
<tr>
<td>To belong to our school and be proud of it.</td>
<td>To act in a safe and responsible manner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents have a right:</th>
<th>Parents have a responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be respected as the major influence upon a child’s development.</td>
<td>To support their children in reaching their potential.</td>
</tr>
<tr>
<td>To express themselves on school matters in an acceptable manner.</td>
<td>To encourage appropriate behaviour in their children.</td>
</tr>
<tr>
<td>To be safe at school.</td>
<td>To encourage children to accept school and community rules.</td>
</tr>
<tr>
<td>To have access to school personnel at a mutually arranged time.</td>
<td>To provide feedback to our school regarding our school policies and practices.</td>
</tr>
<tr>
<td>To expect teachers to provide programs of instruction and communicate evaluation, both positive and negative, of their children.</td>
<td>To help children with their home study.</td>
</tr>
<tr>
<td>To expect that their children have the use of appropriate resources of the school to enhance their educational standards.</td>
<td>To communicate with the school any matters pertaining to their child’s attendance, behaviour, medical status or change of circumstance.</td>
</tr>
<tr>
<td>To be informed about the curriculum expectations of the school.</td>
<td>To allow school staff to deal with issues that are related to school.</td>
</tr>
<tr>
<td>To expect an environment in which children can develop academically, socially, emotionally and physically.</td>
<td>To ensure their children have the necessary equipment to enable them to participate in learning experiences.</td>
</tr>
<tr>
<td>To have access to school personnel at a mutually arranged time.</td>
<td>To ensure their children come to school appropriately dressed.</td>
</tr>
<tr>
<td>To expect teachers to provide programs of instruction and communicate evaluation, both positive and negative, of their children.</td>
<td>To ensure their children’s items are named or labelled.</td>
</tr>
<tr>
<td>To expect that their children have the use of appropriate resources of the school to enhance their educational standards.</td>
<td>To ensure that their children arrive on time.</td>
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<tr>
<th>Teachers / Staff have a right:</th>
<th>Teachers / Staff have a responsibility:</th>
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<tr>
<td>To be respected.</td>
<td>To support their children in reaching their potential.</td>
</tr>
<tr>
<td>To expect students understand and accept that school is a place of learning.</td>
<td>To respect and take care of self, students and property.</td>
</tr>
<tr>
<td>To express themselves and to be individuals according to the Code Of Conduct.</td>
<td>To see that school policies and practices are consistently implemented throughout our school.</td>
</tr>
<tr>
<td>To discipline students fairly.</td>
<td>To encourage children to learn and behave appropriately.</td>
</tr>
<tr>
<td>To receive the full support of parents and the school community.</td>
<td>To provide an appropriate role model for students.</td>
</tr>
<tr>
<td>To expect parents to share any concerns about pupils directly with the teachers.</td>
<td>To aim their teaching, including homework, at specific needs of students and direct their efforts towards maximising student learning.</td>
</tr>
<tr>
<td>To have privacy and security of self and property.</td>
<td>To help make our school a happy and safe place.</td>
</tr>
<tr>
<td>To reach their potential as professional educators.</td>
<td>To abide by the Code Of Conduct in a positive manner.</td>
</tr>
<tr>
<td>To be respected.</td>
<td>To respect the confidentiality and privacy of students and parents.</td>
</tr>
<tr>
<td>To express themselves and to be individuals in an appropriate manner.</td>
<td>To align school practice and policy with classroom practice and demonstrate this in their planning.</td>
</tr>
<tr>
<td>To have privacy and security of self and property.</td>
<td>To support children in reaching their potential.</td>
</tr>
<tr>
<td>To reach their potential in their work environment.</td>
<td></td>
</tr>
</tbody>
</table>

Ancillary staff & school helpers have a right:  
To be respected.  
To express themselves and to be individuals in an appropriate manner.  
To have privacy and security of self and property.  
To reach their potential in their work environment  

Ancillary staff & school helpers have a responsibility:  
To respect and take care of self, students and property.  
To encourage children to behave appropriately.  
To provide an appropriate role model for students.  
To respect the confidentiality and privacy of students/parents  
To support children in reaching their potential.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Wandoan State School P-10, we work on 3 tiers of Behaviour support as shown in the diagram below. Processes and Strategies for the Tiers is provided after the diagram.

**CONTINUUM OF SCHOOLWIDE INSTRUCTIONAL & POSITIVE BEHAVIOUR SUPPORT**

**Tier III:** Intensive intervention to reduce complications, intensity and severity of current cases

**Tier II:** Targeted intervention to reduce current cases of problem behaviour

**Tier I:** Universal prevention to reduce new cases of problem behaviour
• **Universal behaviour support (Tier 1 support)**

Our whole school approach provides a supportive learning environment through:

- Clear articulation and communication of the Responsible Behaviour Plan for Students;
- Implementation of agreed programs and procedures that are known and understood by all members of the school community;
- Managing incidents through clear and well understood processes.

CARE, COURTESY and COOPERATION among all members of the school population are necessary to create a productive learning environment and pleasant atmosphere. Each person must be responsible for their own actions. Additionally, each person is expected to respect the rights of every other person at Wandoan State School P-10.

Therefore, the Responsible Behaviour Plan for Students requires that:

1. All students have a right to learn and achieve their full potential without being disrupted by others.
2. All members of the school community should be treated with courtesy and respect.
3. All individuals have a right to work in a safe and clean environment.

All members of the school community are responsible for school standards and behaviour. These standards are outlined previously in Section 3 Pages titled – “Rights and Responsibilities of Students, Teachers, Parents/Carers and Administration”.

Wandoan State School P-10’s **primary focus** is on the development and facilitation of a **positive school culture** that acknowledges and rewards the good and productive behaviour of a vast majority of its students.

**WHOLE SCHOOL POSITIVE CONSEQUENCES FOR ACCEPTABLE BEHAVIOUR**

The rewards and acknowledgement system that is run across the whole school to encourage positive behaviour is an essential feature of School Wide Positive Behaviour Support framework. The following matrix states how students can meet the school-wide expectations of being Respectful, Responsible and Reaching across all locations throughout the school.

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

- Form class mini lessons with one expectation taught across the school in all year levels.
- Extended Pastoral care lesson once a fortnight.
- School parades/assemblies
- The matrix being published in student diaries;
- The matrix being published on the school website;
- School newsletter
- Teachers, Parents and student handbook
- Posters displayed in all classrooms that show the classroom-specific expectations and consequences for inappropriate behaviour;
- Posters displayed around the school ground that show the grounds and amenities-specific expectations;
- Reinforcement of learning from behaviour lessons on School Assemblies, Rewards for Positive Behaviour System draw and statistic celebration on assemblies
- Active supervision by staff during classroom and non-classroom activities.

Wandoan State School P-10 implements the following proactive and preventative processes and strategies to support student behaviour:
• Student Information sheets provided for key expectations both in paper form and on our school website;
• Comprehensive induction programs in the Wandoan State School P-10 Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
• Individual Behaviour Support Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
• A set of school wide behavioural expectations for students outlines our agreed school values and behaviour benchmarks when awarding A-E standards of behaviour in reports.
• Development of specific policies to address:
  a) Procedures for Preventing and Responding to Incidents of Bullying (Appendix B).
  b) The Use of Personal Technology Devices* at School (Appendix A)

Wandoan State School P-10’s focus will be on positive relationship building between student and staff groups. This level of support can involve the use of group intervention and support processes, strategies and programs to address identified needs of a target group of students.

- Small group social skilling
- Managing emotions workshop
- Conflict resolution
- Behaviour monitoring

These approaches can support students to learn, grow and improve their behaviour and quality of life thereby avoiding the need for inappropriate behaviours.
Strategies implemented by teachers to provide targeted behaviour support can include:
• Curriculum and pedagogical adjustment
• Verbal and non-verbal micro skill usage
• Increased adult attention
• Additional Teacher Aide time to support identified learning needs
• Open communication between school and home

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Increased Attention</th>
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<tbody>
<tr>
<td>Individual class teachers determine whether students require additional support in curriculum areas and necessary adjustments are made. This may involve:</td>
<td></td>
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<tr>
<td>- Core class allocation into level suited to ability not age.</td>
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<tr>
<td>- Working one on one/small group with a teacher aide, tutor or LST</td>
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<tr>
<td>- Adjusted class curriculum</td>
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<thead>
<tr>
<th>Verbal</th>
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<tr>
<td>Verbal reinforcement micro skills used daily in all settings. This includes</td>
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<tr>
<td>- Specific positive reinforcement</td>
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<tr>
<td>- Targeted direction giving</td>
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<thead>
<tr>
<th>Non-verbal</th>
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<tbody>
<tr>
<td>Non-verbal reinforcement micro skills used daily in all settings. This includes</td>
</tr>
<tr>
<td>- Body language</td>
</tr>
<tr>
<td>- Proximity</td>
</tr>
<tr>
<td>- Awards/rewards</td>
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</tbody>
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<tr>
<th>Additional Support</th>
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<tbody>
<tr>
<td>Additional teacher aide time may be allocated to specific students to target their particular needs at any given time.</td>
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<tr>
<th>Communication</th>
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<tbody>
<tr>
<td>Communication with the parents/caregivers is vital and occurs at all stages through targeted behaviour support. Communication may include</td>
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<tr>
<td>- Interviews</td>
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<tr>
<td>- Messages/letters home with CEC</td>
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<tr>
<td>- Phone calls</td>
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</table>

There will be a small percentage of students who do not consistently exhibit responsible behaviour. These students may be given targeted and intensive behaviour support such as behaviour management teacher aides support when available, buddy teachers, mentors, guidance officer interviews, responsible behaviour records/contracts, red cards, referral to Mental Health and outside Agency support.

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This section is under further development by the Wandoan SWPBS Team.

Acknowledgement system/s for students for when they show appropriate behaviour (linked to focus explicitly taught at that time) will be developed and included in 2014.

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# WANDOAN STATE SCHOOL BEHAVIOUR EXPECTATIONS MATRIX

## All settings
- Use manners
- Follow directions
- Accept differences positively
- Care for equipment, grounds and property
- Keep yourself and others safe
- Appropriate moving
- Be organised
- Wear Full school Uniform proudly
- Accept consequences and own your behaviour
- Report problems to staff
- Strive to do your best
- School spirit/actively participate
- Make good choices

## Classroom
- Sit appropriately
- Leave area clean
- Sit whilst eating in the designated area
- Eat your own food
- Wait to be dismissed
- Put lunchboxes away at the end of lunch
- Be Hygienic
- Make healthy choices

## Play
- Play fair
- Care for the environment
- Return borrowed equipment
- Be Sun Safe
- Play in designated areas
- Be a good sportsman
- Encourage and support others

## Toilets
- Give others privacy
- Straight there, straight back!
- Flush toilet
- Use water, soap and paper towel correctly
- Use toilets during breaks

## Transitions (Walkways/Verandahs, Locker Area/Port Rack)
- Quick, organised, safe, quiet
- Keep left when passing others
- Keep lockers/port racks clean and tidy.
- Lock lockers at the end of the day
- Play is allowed until the first bell.
- Be a role model
- Care for younger students

## ICT
- Use your own equipment
- Seek permission to take and share visual and audio recordings
- Mobile phones turned off and stored in bag/locker and use only before and after school times
- Use devices for academic purposes as directed
- Keep computers charged
- Follow Internet agreement
- Be a role model
- Care for younger students

## Bus
- Tell Form Teacher if they are on or not on the Bus
- Keep your belongings stored correctly
- Remain seated, facing forward with seat belts fastened
- Be a role model
- Care for younger students

## Tuckshop
- Line up quietly and patiently
- Place orders in before school
- Acknowledge and appreciate speakers
- Strive to use correct tone, pitch and volume during the school creed and national anthem

## Assembly/Formal Occasions
- Actively participate and follow procedures
- Know the school creed and national anthem
- Acknowledge others achievements
- Acknowledge and appreciate speakers
- Strive to use correct tone, pitch and volume during the school creed and national anthem
TARGETED AND INTENSIVE BEHAVIOUR SUPPORT (Tier 2 and 3 Support)

PROCESSES USED TO ADDRESS BEHAVIOUR

If students choose to behave inappropriately in the school environment, it is in their best interests that they are aware of the consequences of their behaviours, and that they accept responsibility for infringement of the School’s Code of Behaviour and General School Rules. Behaviours have been placed in two separate categories, minors and majors.

The table on the following pages illustrates the differentiation between majors and minors, giving some examples and some “non-examples” to aid interpretation.
# WANDOAN STATE SCHOOL P-10
## MINOR AND MAJOR BEHAVIOUR OVERVIEW

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Staff managed</td>
<td>Office managed</td>
</tr>
<tr>
<td>Definition</td>
<td>Examples</td>
<td>Non Examples</td>
</tr>
</tbody>
</table>
| **Verbal misconduct** | Student engages in low intensity repeated use of inappropriate language | Swearing when they make a mistake  
                              Mumbles obscenity in frustration  
                              This is “crap”  
                              Talking back  
                              Yelling at another student  
                              Disrespectful tone  
                              Insolent response to instructions  
                              Muted or inferred swearing  
                              Calling out  
                              Poor attitude - ‘whatever’ | Spontaneous reaction to accidental incident (eg. Oh s..t when dropping object).  
                              When asked by a teacher to repeat words that that were spoken. |
| **Truant/ skip class** | Arrives late at school or class without adequate reason | Arrives 5 mins late for school or class | Late due to circumstances out of their control | Student in school ground but not in their timetabled class | Student wandering around school  
                              Attending a non-timetabled class without permission  
                              Hiding in toilet  
                              Hiding in various other locations | Late due to circumstances out of their control  
                              Absence due to health/medical reasons or reasons out of the individual’s control |
| Repeated | Leaving school | Admin has been |
| Threats to others | Student threatens to harm others (low likelihood of it being carried out) | • aggressive body language  
• verbal taunts  
• written taunts | • Making unintentional contact with peers as part of a game – bumping into someone | Student threatens with the intention of causing physical or emotional harm others in a more aggressive manner | • Encouraging/instigating others to fight  
• “I’ll get you after school”  
• “You’re dead” | • Play-fighting without intent |
| --- | --- | --- | --- | --- | --- | --- |
| Third minor referral | | | Repeated problem behaviour despite staff support, correction and intervention requiring Minor ODR | As per all minor behaviours on this list  
• 3 minor referrals in a short period of time | | |
| Substance misconduct involving tobacco and other legal substances | | | Student is in possession, using or assisting another student to access inappropriate legal substances | • Alcohol  
• Tobacco  
• Prescription medication  
• sniffing aerosols/glues | | |
<p>| Substance | | | Student is in possession or using mobile devices to contact | | | |</p>
<table>
<thead>
<tr>
<th>misconduct involving illicit substance</th>
<th>Refusal to participate in program of instruction</th>
<th>Property misconduct</th>
</tr>
</thead>
</table>
| Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions | • “I’m not doing this”  
• Task avoidance  
• Refusing to bring required materials  
• Arms folded, head on desk  
• Walking away or around classroom  
• “You can’t make me” | • Playing with scissors  
• Kicking over furniture  
• Scribbling or writing in inappropriate areas  
• Hiding others school belongings  
• Not storing items in their place  
• Tearing pages from a book  
• Snapping rulers, pencils, crayons, erasers etc  
• Taking other’s things to use – but not stealing (eg opening other’s tidy |
| Students who have difficulty maintaining focus due to medical or educational needs (auditory processing difficulties)  
• Not completing work due to a skill deficit which would impair completion of work | • Students repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks | • Accidentally taking other’s property eg confusion over who owns the property  
• Unintentional dislocation of objects – dropping pencils, rubbers on the floor |
| • Leaving class without permission  
• Continuing verbal defiance/ refusal  
• Temper tantrums | | • Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property  
• Letting tyres down  
• Breaking property  
• Deliberate sabotage of equipment or property  
• Deliberate vandalism |
| • Leaving class for requested time-out due to behaviour contract  
• Refusal to follow directions due to skill deficit ie. Inability to complete task/direction. Could be auditory processing disorder etc | | • Accidentally breaking school equipment |
<table>
<thead>
<tr>
<th>Physical Misconduct</th>
<th>Non serious, but inappropriate physical contact/touching which does not result</th>
<th>Pushing/shoving</th>
<th>Inappropriate physical contact</th>
<th>Rough play</th>
<th>Throwing objects</th>
<th>Making unintentional contact with peers as part of a game – bumping into</th>
<th>Actions involving serious physical contact where injury may occur. Intent to cause injury,</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Possessed prohibited items</th>
<th>Student in possession of prohibited items</th>
<th>Student found in possession of prohibited items</th>
<th>When materials are specifically allowed for curriculum purposes</th>
<th>Student uses/ shows to others - weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers</th>
<th>Using appropriately as directed by teacher</th>
<th>Student uses in possession of weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prohibited items</th>
<th>Student uses and shows other students non-dangerous, prohibited items</th>
<th>Students in possession of prescription medication with school and parent permission.</th>
<th>Artefacts brought to school for display purposes with school permission.</th>
<th>Students in possession of prohibited items</th>
<th>Student found in possession of prohibited items</th>
<th>Student in possession of prohibited items</th>
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| Physical Misconduct | Non serious, but inappropriate physical contact/touching which does not result | Pushing/shoving | Inappropriate physical contact | Rough play | Throwing objects | Making unintentional contact with peers as part of a game – bumping into | Actions involving serious physical contact where injury may occur. Intent to cause injury, |
| Other conduct prejudicial to the good order and management of school | Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else | Brief or low–intensity failure to respond to adult requests Not following class or school rules, expectations and routines | **injury** in food<br>• Tripping others<br>• Spitting on ground | **harm to others, or threaten others.**<br>• Kicking/Scratching<br>• Using or intent to use sharp/dangerous object or weapon<br>• Slapping/Choking<br>• Tackling/slinging to ground<br>• Hair pulling<br>• Spitting at or on another<br>• Dacking<br>• Throwing objects at another | **football** | **dangerous behaviour on school grounds.**<br>Conduct damages the school good name — inappropriate major problem behaviour while on excursions or in the community while in school uniform | **unsafe or disruptive behaviour outside classrooms.**<br>Running on cement or around buildings<br>Running on stairs and verandahs<br>Sliding down stair railings<br>Riding bikes, scooters or skateboards in school grounds<br>Entering out of bounds areas | **non compliant with routine**<br>Asking for help routine<br>Entering the classroom routine<br>Lining up routine<br>Handing out routine<br>Toilet routine<br>Transition routine | **refusal to follow directions due to skill deficit eg. inability to complete task/direction**<br>Refusal to follow or comply with expected (and taught) routines. | **temper tantrums**<br>**walking away**<br>**verbal defiance** | **engaged in high risk authorised activities under supervision of teacher** | **making unintentional contact with peers as part of a game – bumping into someone**<br>Refusal to follow directions due to skill deficit eg. inability to complete task/direction<br>Repeated refusal to follow or comply with expected (and taught) routines. | **ongoing breach of minor definition**<br>Climbing on top of roofs<br>Smoking outside of school while in school uniform | **students who have difficulty maintaining focus due to medical or**

| **other conduct prejudicial to the good order and management of school** | **unsafe or disruptive behaviour outside classrooms.**<br>Running on cement or around buildings<br>Running on stairs and verandahs<br>Sliding down stair railings<br>Riding bikes, scooters or skateboards in school grounds<br>Entering out of bounds areas | **brief or low–intensity failure to respond to adult requests not following class or school rules, expectations and routines** | **injury** in food<br>• Tripping others<br>• Spitting on ground | **harm to others, or threaten others.**<br>• Kicking/Scratching<br>• Using or intent to use sharp/dangerous object or weapon<br>• Slapping/Choking<br>• Tackling/slinging to ground<br>• Hair pulling<br>• Spitting at or on another<br>• Dacking<br>• Throwing objects at another | **football** | **dangerous behaviour on school grounds.**<br>Conduct damages the school good name — inappropriate major problem behaviour while on excursions or in the community while in school uniform | **unsafe or disruptive behaviour outside classrooms.**<br>Running on cement or around buildings<br>Running on stairs and verandahs<br>Sliding down stair railings<br>Riding bikes, scooters or skateboards in school grounds<br>Entering out of bounds areas | **non compliant with routine**<br>Asking for help routine<br>Entering the classroom routine<br>Lining up routine<br>Handing out routine<br>Toilet routine<br>Transition routine | **refusal to follow directions due to skill deficit eg. inability to complete task/direction**<br>Refusal to follow or comply with expected (and taught) routines. | **temper tantrums**<br>**walking away**<br>**verbal defiance** | **engaged in high risk authorised activities under supervision of teacher** | **making unintentional contact with peers as part of a game – bumping into someone**<br>Refusal to follow directions due to skill deficit eg. inability to complete task/direction<br>Repeated refusal to follow or comply with expected (and taught) routines. | **ongoing breach of minor definition**<br>Climbing on top of roofs<br>Smoking outside of school while in school uniform | **students who have difficulty maintaining focus due to medical or**
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<th>Misconduct involving object</th>
<th>Using objects, equipment as weapons with the intention of causing harm to self, others or property</th>
<th>• Using a stick to threaten or risk harm to others • Throwing objects (stones/sticks, balls) • Throwing or using objects without intent to harm, i.e., accidentally swinging a stick and hitting someone else.</th>
</tr>
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<tbody>
<tr>
<td>Lying/cheating</td>
<td>• Starting stories • Consistently cheating to win, e.g., during a cricket game • Misinterpretation of a message</td>
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<td>• Spreading stories/gossip, rumours about others with the intent to hurt or harm other's reputation • Misinterpretation of a message</td>
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<td>• Plagiarism • Using technology to access information during tests • During appropriate assessment, that permits student to access information.</td>
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<td>Arrives late repeatedly at school or class without adequate reason. • Arrives 5-10 mins late each lesson • Late due to circumstances out of their control</td>
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<tr>
<td>IT misconduct</td>
<td>• Sending inappropriate emails, video material etc. • Use of personal technology in class without permission. • Personal ICT devices used when directed on excursion</td>
<td>• Sending malicious emails, offensive video material etc. • Accessing or displaying pornographic material • Playing games in class when not instructed</td>
</tr>
</tbody>
</table>
| Dress Code | Failure to comply with school dress standards | • Denim shorts  
• Hooded jumpers | • Not wearing school uniform due to circumstances out of their control: ie not having a jumper on a cold day; being unclean, parents inability to provide the clothing |
|-----------|--------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------|
|           | Wearing of clothing that does not comply with expected standards of dress and uniform including provocative or inappropriate clothing | • Lip studs  
• Boldly coloured hair  
• Wearing clothing displaying offensive, obscene language or imagery  
• After 3 reminders, contact parents  
Admin | • Not wearing uniform due to circumstances out of their control. ie no jumper on cold day, unclean clothes, parents not providing. |
|           | Wearing of clothing that does not comply with expected standards of dress and uniform including provocative or inappropriate clothing | • Lip studs  
• Boldly coloured hair  
• Wearing clothing displaying offensive, obscene language or imagery  
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<table>
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<tr>
<th>Category</th>
<th>Description</th>
<th>Examples</th>
<th>Examples</th>
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</table>
| Disruptive             | Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning | • Inappropriate, non-related talking  
• Talking over teacher/calling out  
• Tapping pencils or other objects  
• Playing with objects/toys  
• Hiding from teacher  
• Deliberately making distracting noises  
• Talking to others to distract from learning  
• Wandering around room | • Unintentional dislocation of objects – dropping pencils, rubbers on the floor | • Sustained loud talking  
• Constant noises with materials  
• Out-of-seat behaviour that continually deliberately disturbs others | • Making loud noises which are disability related  
• Calling out answers through enthusiasm |
| Defiant/threat/s to adults | Repeated refusal to follow adult directions  
Student threatens an adult when given a direction | • Excluding others  
• “Go away we don’t like you”  
• “You play like a girl”  
• Insults | • Acceptable humour without malice  
• Swearing or curse words directed toward others in a demeaning, provoking or aggressive manner.  
Disrespectful messages, verbal | • Swearing, use of abusive language at another person  
• Name calling  
• Deliberate use of offensive in front of class  
• Discriminatory or | • Saying “stupid” or “ugly” not directed at others. |
| Bullying / Harassment   | Student engages in low level, repeated behaviour intended to annoy, bother or belittling others. | • Yelling at an adult and refusing to follow instructions  
• Abusive/threatening language or gestures towards adult  
• Talking to others to distract from learning  
• Wandering around room | • Recalling an event/incident to staff |
<table>
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<tr>
<th><strong>Other</strong></th>
<th><strong>Student engages in any other minor behaviour which do not fall into the above categories</strong></th>
<th><strong>Attacks, including negative comments based on race, religion, gender, age, national origin, on ethnic origin, disabilities or other personal matters.</strong></th>
<th><strong>racist remarks</strong></th>
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<td>Arguing in an aggressive or disrespectful manner with an adult</td>
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<td>Student engages in repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.</td>
<td>Sexual comments intended to intimidate,</td>
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<td>Verbals and physical threats to harm</td>
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<td>Inappropriate touching of others</td>
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<td>Encouraging/instigating others to fight</td>
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<td>Forcing another student to hand over tuckshop money</td>
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<td>Light hearted threats during horse play ie “I’m going to smash you” while playing handball.</td>
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- Rolling eyes
- Inappropriate hand gestures
- Culturally sensitive behaviours ie Indigenous students – making eye contact is rude when directed towards an elder. Discussing a person who has passed away. Asian students – inappropriate to beckon to come using hand gestures
Wandoan State School P-10 makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis.

**Teachers will use strategies such as the 10 Essential Skills of Classroom Management to actively reduce student inappropriate behaviour and increase student learning outcomes.**

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. An office referral form (Appendix H) is used to record all minor and major problem behaviour. The recording of three minor behaviours in a short period of time constitutes a major behaviour.

**Minor and major behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team (Primary/Secondary Coordinator, HOC/HOD, Principal or person acting for one of these positions)

**Minor** behaviours are those that:

- are minor breeches of the school matrix and expectations
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences (See Section 6 of this Responsible Behaviour Plan for further details about consequences):

- a minor consequence logically connected to the problem behaviour, such as:
  - partial removal (time out),
  - Buddy classroom (extended time out)
  - individual meeting with the student,
  - apology, restitution or detention for work completion,
  - complete removal from an activity or event for a specified period of time (removal to alternate classroom),
  - loss of privilege, loss of breaktimes

- a re-direction procedure. The staff member takes the student aside and:
  - names the behaviour that student is displaying,
  - asks student to name expected school behaviour,
  - states and explains expected school behaviour if necessary
  - gives positive verbal acknowledgement for expected school behaviour
  - warning regarding future consequence for repeated offence

- a recording and communication procedure. The staff member:
  - completes a One School Record or fills in a Major/Minor Incident Paper Record (Appendix H) and ensures that it is recorded on One School as soon as practical,
  - contacts a Parent/Guardian if consequence has been loss of break/privilege or removal to alternate classroom/detention
Major behaviours include:

- 3 minor records in 2 weeks
- significant violations of the rights of others
- putting others / self at immediate risk of harm
- behaviour that requires the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness.

When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member completes a One School Record with Referral to a member of Administration and verbally contacts them immediately to inform them or fills in a Major/Minor Incident Paper Record (Appendix H), immediately ensures that this is handed to a member of administration and ensures that it is recorded on One School as soon as practical as a referral.

Major problem behaviours may result in the following consequences (See Section 6 of this Responsible Behaviour Plan for further details about consequences):

- a consequence logically connected to the problem behaviour, such as:
  a) removal from classes (extended time out),
  b) individual meeting with the student and parent,
  c) apology, restitution or detention,
  d) complete removal from an activity or event for a specified period of time (removal to alternate classroom),
  e) loss of privilege, loss of break times
  f) referral to Principal
  g) internal suspension at school
  h) external suspension from school
  i) external suspension with recommendation for exclusion
  j) Individual Behaviour Support Plan
  k) Referral to other support
  l) Contact Police / Guidance Officer

- a re-direction procedure. The Administration staff member explicitly communicates:
  a) the behaviour that student is displaying,
  b) asks student to name expected school behaviour,
  c) states and explains expected school behaviour if necessary
  d) consequences warning regarding future consequence for repeated offence

- a recording and communication procedure.
  The staff:
  a) completes a One School Record with referral to Administrator/s or fills in a Major/Minor Incident Paper Record (Appendix H) and ensures that it is recorded on One School as soon as practical,
  b) contacts a Parent/Guardian if consequence has been loss of break/privilege or removal to alternate classroom/detention

  The administration staff member:
  a) completes a One School Record in response to One School Referral,
  b) contacts a Parent/Guardian if consequence has been loss of break/privilege or removal to alternate classroom/detention
At Wandoan State School P-10 those students identified to be “at risk” due to their inappropriate and disruptive behaviours are supported by a variety of strategies negotiated between Administration, parent, teacher and support such as (but not limited to) Guidance Officers, Queensland Health, Department of Communities and Child Safety.

Students are assessed in a systematic manner.
- Data is collated giving an overview of a student’s behaviour history.
- Student is referred for discussion at the Student Support Committee
- Referral to school GO for assessment and behaviour support
- Referral to school Admin for behaviour support
- Development of Individual Behaviour Support Plan

**Strategies applied**

**Preventative**
- Effective teaching and learning strategies, classroom organisation/management, use of approved classroom behaviour management program, positive modelling and the use of content and curriculum appropriate to the student’s abilities.

**Supportive**
- Strategies teachers implement to support the student, or additional support from other staff in the school for both the teacher and student.

**Corrective**
- Positive correction and implementation of levelling behaviour management program. Use of Individual Behaviour Support Plan.

All teachers are expected to identify students who have either an Individual Behaviour Support Plan within their class and be familiar with the content and strategies included in this plan.

If a student has been involved in a major incident that involved highly unacceptable behaviour such as violent physical or threatening behaviour towards a teacher or student or swearing directly and deliberately at a teacher then the student would normally be sent straight to the office with suspension or suspension with the recommendation for exclusion being a definite option.
5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

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).
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

NB: All incidents involving physical intervention MUST be reported to the Principal or Deputy Principal immediately. Administration will ensure parents/carers are informed of any incidents involving their child.

Appropriate physical intervention may be used to ensure that Wandoan State 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 staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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.

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. A suggested approach is provided in Appendix G. The goals are to:
- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Health and Safety incident record (link)
- One school record of incident
- Debriefing meeting (see above)
6. Consequences for unacceptable behaviour

The following levels are examples of the types of behaviour in that level and the types of consequences that may be applied to address these types of behaviour. This is not an exhaustive list but merely a guide to help apply the correct consequence to suit the demonstrated level of behaviour. It is important for Students and Parents to be aware that Cyberbullying via social media or any other student action (whether it is taking place within the school or at another location or time) can directly affect the good order of the school (possibly Major Behaviour).

Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs, continuous level three breaches, or other behaviour that interferes with the good order and management of the school can expect to be recommended for exclusion from school following an immediate period of suspension.
The following table outlines the school’s response to certain behaviours:

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<tr>
<th>INCIDENT</th>
<th>STAFF ACTION</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
<tbody>
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<td>Physical assault of staff members or other students</td>
<td>- Staff member ensures the safety of themselves and others</td>
<td>* Suspension</td>
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<td></td>
<td>- Staff member reports the incident immediately to Administration</td>
<td>* Exclusion</td>
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<td></td>
<td>- Staff member completes an Incident Report on OneSchool and refers it to a member of Administration ASAP</td>
<td>* Notify police</td>
</tr>
<tr>
<td>Threat or Verbal assault of staff members</td>
<td>- Staff member articulates the inappropriate behaviour to the student</td>
<td>* Parent/carer interview</td>
</tr>
<tr>
<td></td>
<td>- Staff member reports the incident immediately to Administration</td>
<td>* Teacher negotiation</td>
</tr>
<tr>
<td></td>
<td>- Staff member completes an Incident Report on OneSchool and refers it to a member of Administration ASAP</td>
<td>* Detention</td>
</tr>
<tr>
<td>Challenging teacher/staff authority Rude/defiant behaviour or non-compliance</td>
<td>- Staff member addresses the behaviour following the Behaviour Flow Charts</td>
<td>* Parent letter or interview</td>
</tr>
<tr>
<td></td>
<td>- Staff member completes an Incident Report and gives to a member of Administration</td>
<td>* Detention</td>
</tr>
<tr>
<td>Vandalism of furniture or buildings</td>
<td>- Staff member addresses the behaviour immediately and applies a suitable consequence</td>
<td>* Tracking Card</td>
</tr>
<tr>
<td></td>
<td>- Serious vandalism is recorded on an Incident Report and given to Administration</td>
<td>* Time Out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Suspension</td>
</tr>
<tr>
<td>Theft of personal property</td>
<td>- Staff member deals with the situation when it occurs</td>
<td>* Clean Up</td>
</tr>
<tr>
<td></td>
<td>- Property is returned if possible</td>
<td>* Letter to parents</td>
</tr>
<tr>
<td></td>
<td>- Staff member completes an Incident Report and gives to Administration</td>
<td>* Community work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Detention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Restitution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Notify police in serious cases</td>
</tr>
<tr>
<td>Truancy or Leaving school grounds (for an extended period, day, session, morning tea, lunchtime or lesson)</td>
<td>- Staff member instructs student to remain in the school grounds</td>
<td>* Parent interview or letter</td>
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<tr>
<td></td>
<td>- Staff member advises Administration that the student has left the school grounds</td>
<td>* Restitution</td>
</tr>
<tr>
<td></td>
<td>- As per ‘Leaving School’ Policy</td>
<td>* Detention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Notify police in serious cases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Notify parents, CEC, Administration, police or Department of Child Safety where appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Detention – make up time lost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Tracking Card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Counselling about future options</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Suspension</td>
</tr>
<tr>
<td>Note</td>
<td>Individual situations and issues may be taken in account when consequences are finally determined.</td>
<td></td>
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<td>------</td>
<td>---------------------------------------------------------------------------------------------------</td>
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<td></td>
<td>Students may have privileges such as participating in certain school activities withdrawn as a part of the consequences for misbehaviour.</td>
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<td></td>
<td>The decision to suspend is only made after careful consideration has been given and is made by a member of the Administration team.</td>
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<tr>
<td></td>
<td>If any of the above behaviours are persistently exhibited by a student, that student may be considered for exclusion.</td>
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<table>
<thead>
<tr>
<th>Use of tobacco, alcohol or other drugs</th>
<th>- Staff member reports the incident to Administration immediately</th>
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<tbody>
<tr>
<td></td>
<td>- Staff member completes an Incident Report on OneSchool</td>
</tr>
<tr>
<td></td>
<td>* As per Smoking Policy</td>
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<td></td>
<td>* Detention</td>
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<tr>
<td></td>
<td>* Notify parents</td>
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<td></td>
<td>* Notify police</td>
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<tr>
<td></td>
<td>* Suspension</td>
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<td></td>
<td>* Exclusion</td>
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<tr>
<th>Selling Drugs</th>
<th>- Staff member reports the incident to Administration immediately</th>
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<tbody>
<tr>
<td></td>
<td>- Staff member completes an Incident Report on OneSchool</td>
</tr>
<tr>
<td></td>
<td>* Suspension / Exclusion</td>
</tr>
<tr>
<td></td>
<td>* Notify Police</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Bullying (verbal, physical, emotional, cyber)</th>
<th>- Staff member to follow procedures in Bullying Policy</th>
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<tbody>
<tr>
<td></td>
<td>- Staff member ensures the safety of the student/s involved</td>
</tr>
<tr>
<td></td>
<td>- Staff member to report the incident to Administration immediately</td>
</tr>
<tr>
<td></td>
<td>- Staff member completes an Incident Report on OneSchool</td>
</tr>
<tr>
<td></td>
<td>* Parent interview</td>
</tr>
<tr>
<td></td>
<td>* Contract</td>
</tr>
<tr>
<td></td>
<td>* Tracking Card</td>
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<tr>
<td></td>
<td>* Detention</td>
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<td></td>
<td>* Notify police</td>
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<tr>
<td></td>
<td>* Suspension</td>
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<td></td>
<td>* Exclusion</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Inappropriate use of mobile phones or images taken of staff, students or school incidents</th>
<th>- Staff member follows Personal Technology Use Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Staff member attempts to seize the phone or device</td>
</tr>
<tr>
<td></td>
<td>- Staff member informs a member of Administration of the possible recording of images</td>
</tr>
<tr>
<td></td>
<td>- Staff member completes an Incident Report and gives to Administration</td>
</tr>
<tr>
<td></td>
<td>* Parent/ carer contacted</td>
</tr>
<tr>
<td></td>
<td>* Removal of images from the device</td>
</tr>
<tr>
<td></td>
<td>* Seizure of device by Administration</td>
</tr>
<tr>
<td></td>
<td>* Police informed</td>
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<tr>
<td></td>
<td>* Detention</td>
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<td></td>
<td>* Suspension</td>
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<tr>
<th>Sexual harassment</th>
<th>- Staff member reminds student of inappropriateness of this behaviour</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- Staff member completes an Incident Report and gives to Administration</td>
</tr>
<tr>
<td></td>
<td>- As per Bullying Policy</td>
</tr>
<tr>
<td></td>
<td>* Parent interview or letter</td>
</tr>
<tr>
<td></td>
<td>* Contract</td>
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<td></td>
<td>* Tracking Card</td>
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<td></td>
<td>* Detention</td>
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<td></td>
<td>* Suspension</td>
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</table>
Through the SWPBS development over 2014-2016, Clear Consequences for some Specific Behaviours will be added to this Responsible Behaviour Plan. The following 2 consequences will be followed immediately and added to with other situations progressively to provide increasing consistency and clarity for all:

1. **School Dress Code (See Appendix I):** Failure to follow policy

**ISOLATED EVENTS (MINOR):**
- Restorative discussion
- Correct the matter (e.g. wear hat)
- Arrange uniform exchange if possible/practical
- If uniform exchange not possible, a “Uniform Exception Note” is provided by Roll Class Teacher for the day

**ONGOING UNIFORM ISSUES (MINOR):**
- Correct the matter (e.g. wear hat)
- Arrange uniform exchange if possible/practical
- If uniform exchange not possible, a “Uniform Exception Note” is provided by Roll Class Teacher for the day
- Parent contacted by Roll Teacher
- Entry on OneSchool (Minor)

**3 UNIFORM ISSUES IN A 1 WEEK PERIOD:**
- Parent meeting with Coordinator and advised of consequence that a continuation of the behaviour will most likely result in internal withdrawal from lunch and play with peers.
- Correct the matter (e.g. wear hat)
- Arrange uniform exchange if possible/practical
- If uniform exchange not possible, a “Uniform Exception Note” is provided by Roll Class Teacher for the day
- Entry on OneSchool (Major)
- Detention - Behaviour Worksheets

**CONTINUED UNIFORM ISSUES:**
- Parent contacted
- Internal withdrawal from Lunch and Play for (3-5 days)
- Entry onto OneSchool as a Major incident
- Principal interview with Student and Parent
2. **IT misconduct (See Appendix A)**: Disrespectful/Inappropriate Social Media

(eg. posting material associated with the school, staff or students to the world wide web without Principal permission)

**ISOLATED EVENTS (MAJOR)**

- Contact Parents
- Suspension 1-5 days
- Correct matter (Removal of material from WWW.)
- Entry onto OneSchool as a Major incident

**Refusal to comply**

- Parent contacted
- Suspension (6-20 days)
- Possible exclusion
- Entry onto OneSchool as a Major incident
7. Network of student support

Students at Wandoan State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff (Principal, Primary/Secondary Coordinators, HOD/HOC)
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- School Based Youth Health Nurse
- School Website

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

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

NETWORK OF STUDENT SUPPORT
A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. Support for students includes their teachers, principal, school nurse, guidance officer and outside Agency personnel.

ROLL/PASTORAL CARE TEACHERS
The Roll and Pastoral Care Teachers play an integral role in the whole-school Behaviour Support program. Their roles are listed below:

- Is an integral supportive role in the Responsible Student Behaviour Policy.
- To Plan & Explicitly Teach SWPBS focus lessons and follow SWPBS processes and ethos.
- To provide care, guidance and support to the students in their specific year level.
- To provide assistance to Primary/Secondary Coordinators or HOD/HOC or Principal for supportive behaviour discussions or guidance of individual students /parents/staff.
- To orient new students by providing a warm and friendly introduction to the school.
- Assisting with the settling-in of the student — Induction.
- To follow-up or assist specialist teachers on follow-up of late assessment, school/class lateness and absences.
- Discussions with students on personal problems, discipline and academic matters.
- To possess a thorough working knowledge of the Responsible Behaviour Plan for Students.
- Involvement in social skills training of students.
- To link with resource personnel in service to individual students eg. Guidance Officer, Behaviour Support Teacher, Speech Therapist etc.
- To motivate students to perform at their best through individual support and encourage personal development of the student in school life.
To be “visible” around the school.
To model the philosophy of the Behaviour Management Policy at all times.
Design and deliver Pastoral Care.
Provide regular Parent contact and briefings on progress.

**PRIMARY/SECONDARY COORDINATORS or HOD/HOC**

- Is an integral supportive role in the Responsible Student Behaviour Policy.
- To work with individual ROLL/PASTORAL CARE teachers in Planning & Explicitly Teach SWPBS focus lessons and follow SWPBS processes and ethos
- To provide care, guidance and support to all students.
- To provide assistance to the Principal for supportive behaviour discussions or guidance of individual students /parents/staff.
- To orient new staff by providing a warm and friendly introduction to the school.
- Assisting with the settling-in of the staff –Induction Program
- To provide assistance to teachers with student late assessment, school lateness and absences.
- Discussions with staff on planning, assessment and other teacher related areas.
- To possess a thorough working knowledge of the Responsible Behaviour Plan for Students.
- Lead team of teachers with meetings, professional development and support.
- To provide consequences to Major incidents in coordination with Principal actions.
- To motivate students to perform at their best through individual support and encourage personal development of the student in school life.
- To be very “visible” around the school.
- To model the philosophy of the Behaviour Management Policy at all times.
- Contribute behaviour and organisational information and planning at Student Support and School Administration Meetings.
- Parent contacts for students with high needs.

**Guidance Officer**

Guidance Officers are committed to providing quality education services to enhance the education opportunities for every young Queenslander within our primary, secondary and special schools. Guidance officers work closely with students and their families, teachers, non-teaching professionals and in some instances departmental agencies and authorities. They do this in order to provide a wide range of support to students. A Guidance Officer’s responsibilities include:

- working directly with students and teachers, support personnel, family and other specialists/professionals
- providing guidance and counselling services to students and their families
- performing case management and referral services to optimise students' access and engagement in education
- preparing and implementing professional and personal skill development programs for administrators, teachers and parents
- working collaboratively with other school-based support personnel to assess and address the needs of students
- planning or assisting in planning support programs that can help students achieve positive outcomes
- identifying factors that can be barriers to the learning and development of students
- supporting the personal and social development of students
- providing advice about education and career pathways.
School Nurse
The nurse work collaboratively within the Secondary school community by:

- providing support for the school curriculum, teaching and learning activities
- supporting the planning, implementation and evaluation of health promotion activities
- supporting the development of partnerships with relevant government and non-government agencies, and community members
- supporting the development of a healthy school environment and ethos
- providing advice and information about health education resources, including relevant Queensland health policies and programs, and facilitating health related teacher in-service
- advocating on behalf of young people on issues affecting their health and wellbeing
- providing individual health consultations for students, parents and members of the school community.

Specific duties of the nurses employed within the program are decided upon by negotiation and monitored by a local consultative team comprised of the principal/s or nominee, the nurse and the designated Health Service District line manager.

School Chaplain

Statement of intent

A chaplaincy program is an optional service introduced into a state school to provide students, staff and parents with support which may have a religious and/or spiritual component. Chaplaincy services provide an additional adult role model in schools.

Whilst personally modelling and owning their own faith positions or belief, chaplains avoid any implications that any one religion, denomination or other set of beliefs is advantageous or superior to any other denomination, religion or belief.

A school's chaplaincy program complements other support services in the school such as those offered by the Guidance Officer or Youth Support Coordinator. A chaplaincy service is not a counselling service.

Chaplains do not refer to external agencies. Chaplains report issues of concern to the principal and the principal is responsible for external referral processes.

This policy position applies to all chaplaincy services in state schools, regardless of whether they are paid or voluntary and, if paid, regardless of source of funding. Local community support is required for the introduction of a chaplaincy program to a school.

Chaplaincy programs are compatible with policies and practices that apply to delivery of any service in a multi-faith and multicultural state school community. A chaplaincy program is inclusive of and shows respect for all religious and non-religious beliefs and other stances represented in the school community. All activities and events provided within a chaplaincy program are non-discriminatory and equitably available to students of all beliefs who choose to participate.

Religious instruction is not part of a school's chaplaincy program. However, if a paid chaplain works part-time, they may make separate arrangements to teach religious instruction outside of their normal work hours. This also applies to voluntary chaplains.
8. Consideration of individual circumstances

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the diverse needs and rights of school community members.

Wandoan State School P-10 considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment

In addition, students who are faced with exclusion or cancellation of enrolment have the right to natural justice, advice on the action being taken, and given the opportunity to respond to any allegations of all relevant adverse evidence.

Consequences for breaching the school’s Responsible Behaviour Plan for Students will vary in accordance with:

- Age of the child
- Previous behaviour record
- Severity of the incident and amount of reliable evidence
- Degree of provocation and intent of the action

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Any action within these parameters will be at the discretion of the school administration.
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

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

11. Some related resources

- National Safe Schools Framework
  ncab.nssfbestpractice.org.au/resources/resources.shtml

- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
  www.bullingnoway.com.au

- Take a Stand Together

- School Wide Positive Behaviour Support

- Code of Conduct for School Students Travelling on Buses
• Code of Conduct for School Students Travelling on Buses

12. Appendices

A - Use of personal Technology Devices at school
B - Wandoan School Anti-Bullying Policy
C - Classroom Plan Diagram
D - Least to Most Intrusive Intervention
E - Anti-Bullying Reflection Sheet
F - Anti-Smoking Policy
G - Debriefing Report following Physical Intervention
H - MAJOR/MINOR Incident Paper Record

Endorsement

[Signature]
Principal

[Signature]
P&C President or Chair, School Council

[Signature]
Principal's Supervisor

Date effective:
from ...12 November 2013........ to 31 October 2016...
Appendix A

The Use of Personal Technology Devices at School

This policy outlines specific guidelines for student use of email, mobile phones, and other personal technology (including MP3’s and IPOD’s) in the school environment.

OPERATING PRINCIPLES AND CONSEQUENCES

Email

Students who enrol at Wandoan State School P-10 are bound by the school’s Internet Usage Agreement, as found in the enrolment package. In addition to this, students are presented with the privilege of a personal email account. This email account is able to be used for both school and personal purposes, however, students should ensure they adhere to the following guidelines:

Expectations

1) Students should only use email when directed to by the teacher, or in the student’s personal time, e.g. lunch breaks.
2) Students should refrain from the use of inappropriate language or messages, e.g. swearing. Emails containing offensive language will alert security filters, resulting in the email being diverted to administration computers.
3) Students should take all precautionary measures to ensure their username and password are kept from other users to ensure privacy.

Consequences of Breach

1) Students who are found to be using email at improper times or using it to convey inappropriate messages may have their email account blocked for a set period. This will range from a day to a term depending on the severity of the issue.
2) Students found to be using email for the purposes of harassment or the distribution of illegal material may face serious consequences, including suspension and Police intervention.

Mobile Phones

Students who bring a mobile phone into the school do so at their own risk. Wandoan State School P-10 cannot, and will not, guarantee the safety of mobile phones at school. Furthermore, bringing mobile phones to school is not a practice supported by the school due to potential disruption to school routines.

Expectations

1) Phones must be handed into the office prior to the commencement of the first period of the day, or for students with lockers, they may lock them away and not use them while at school. Students making contact by phone while at school is only permitted in some cases through the Administration.
2) The owner of the phone is ultimately responsible for the usage of the phone and any incidents.
3) If mobile phones are used to bully or intimidate other students, the owner of the phone will face consequences outlined in the CODE OF SCHOOL BEHAVIOUR.
4) Mobile phones are not to be used for the purpose of playing music in any situation.
5) Under no circumstances is a mobile phone to be brought into an exam situation.

Consequences of Breach
1) The teacher or other staff member will confiscate the mobile phone.
2) The phone will be given to the Administration Officer or Principal.
3) In the first instance, the phone is able to be collected by the student at the end of the school day. In following instances, a parent/guardian will be required to collect the phone.
4) For significant or ongoing breaches, the student’s parent/guardian will be contacted and an interview organised.
5) If a mobile phone is brought into an exam situation, it will be assumed that this is for the purpose of cheating. The holder of the phone will be treated accordingly.

Other Personal Technology (including MP3’s and IPOD’s)

With rapid technological advancement, personal technology devices such as mobile phones, IPOD’s, and MP3 players etc have increasing functionality. While the ability of these devices to take photographs, and record audio and video may be suitable for social use, it is not always a positive element in the school setting.

Expectations

1) MP3 players or IPOD’s must not be brought to school unless they are used for data storage purposes and not as a music player.
2) Students who require the device for data storage are required to bring a note from a parent/guardian making an explicit request for the student’s MP3 player or IPOD to be used as a data storage device.
3) The school takes no responsibility for the safety of these valuable items.

Consequences of Breach

1) Students found to be using an MP3 player or IPOD for purposes other than outlined above, or without parent authority will have the device confiscated by a teacher or other staff member.
2) The device will be given to the Principal or Administration Officer.
3) In the first instance, the device is able to be collected by the student at the end of the school day. In following instances, a parent/guardian will be required to collect the device.
4) For significant or ongoing breaches, the student’s parent/guardian will be contacted and an interview organised.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Wandoan State School P-10. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc);
  and/or,
- knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the police.

Resources:
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- The Code of School Behaviour

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, in certain circumstances special arrangements may be made through the principal. If they are brought to school through necessity, they must be turned off and out of sight during assemblies or classes.

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• knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances
Students who require the use of a personal technology device in circumstances that would contravene this policy should negotiate a special circumstances arrangement with the Principal.

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

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
WANDOAN STATE SCHOOL BULLYING POLICY

POLICY STATEMENT

‘BULLYING IS NOT PART OF OUR CULTURE’

Wandoan State School practices a “zero tolerance” approach to bullying in all its forms, in line with Education Queensland policy and the provisions of the Student Protection Act. Our school and school community endorses each teacher’s right to teach, each student’s right to learn, and the right to safety of all school community members. Our school is aligned with “Wandoan three R’s”, RESPECT, RESPONSIBILITY and REACHING. Bullying undermines such values, and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully or the victim, and can damage the climate of the class and the supportive environment of the school in general. Bullying is the recurring pattern of behaviour that hurts, threatens or frightens someone else. Bullying can be physical, verbal, electronic or emotional. Bullying is learned and can be unlearned.

DEFINITIONS OF BULLYING

As defined in Education Queensland’s Student Protection Act,

“Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.”

For ease of student understanding and identification of bullying, the school has defined bullying for students and staff in relation to three specific behaviours. These are:

1) **Bad Touches** - any deliberate touch of a person’s body without their permission

2) **Stealing** - unauthorised removal of possessions, social opportunities, and teaching/learning time

3) **Teasing** - use of name-calling, actions and gestures, words, rumours to hurt or to ostracise (including Cyberbullying)

AIMS OF THE POLICY

1. To counter views that bullying is a natural or inevitable part of school life

2. To combat and overcome barriers of secrecy that often surround bullying

3. To create a safe and supportive teaching/learning environment for students and staff

4. To provide support and counselling services for both bully and victim

5. To move beyond a reactive response to bullying by proactively promoting a school climate where bullying behaviours are not tolerated and are infrequent in incidence.
RESPONSIBILITIES OF THE SCHOOL COMMUNITY

A) STAFF RESPONSIBILITIES

Identification

1. Watch for early warning signs of bullying in students (eg stress, behaviour change, missing possessions, physical injuries etc)

2. Monitor all student computer usage closely, and ensure mobile phones are not used in the classroom or playground

3. Record and report all incidences of bullying, including action taken. A bullying register is centrally located and collated within the school, and where deemed necessary, specific incidents will be recorded in relevant student files and in the One School application.

4. Offer the victim immediate support and help.

5. Use all students as a positive resource in countering bullying, taking time to discuss bullying in class sessions when the need arises. (eg after incidents)

6. Ensure all areas of the school are monitored at breaks and in between lessons. Fulfil playground duty requirements with vigilance.

7. Be approachable, and never ‘brush off’ a bullying report

Education

1. All students upon enrolment at the school will be made aware in the School’s Bullying Policy

2. Education of all year levels will occur through the school’s HRE program, within the context of the curriculum and during formal school assemblies.

3. Where possible, parents/caregivers will be included in the education process and informed of developments within the school in the area of Bullying.

4. All teaching staff will undertake regular professional development in regard to Bullying issues and their professional responsibilities in combating Bullying.

Note – Reported student bullying involving a staff member must be referred immediately to the Principal, who will investigate and may refer the case to the appropriate agency.
Action

Teachers will adopt a logical and sequential approach when responding to reports of bullying, using the following process:

STEP 1 (MINOR)
- Teacher stops any on-going bullying that may be occurring.
- Teacher listens to all sides of the story (Victim, bully and available witnesses to the incident where possible).
- Teacher requests an APOLOGY from the identified bully/bullies. (This may include the reporting student, if bullying behaviours on their part have been identified).
- Bullies may also be requested to replace any personal property damaged.
- Teacher records on One School

STEP 2 (MINOR)
- A student who refuses to apologise, or who re-offends soon after STEP 1 followed, will be complete a REFLECTION FORM at their desk or in the withdrawal/detention room (for Playground offences only).
- Parents will be contacted and informed of the situation
- Teacher records on One School

STEP 4 (MAJOR)
- If the student re-offends twice, soon (depending on age of student ie. 2 weeks for Primary, 4 weeks for Secondary) after reflection, then Teacher records on One School with referral to Administration member.
- IN-CLASS WITHDRAWAL (via seating plan) or short-term PLAYGROUND WITHDRAWAL (for Playground offences only) will be used to separate the bully from his/her victims.
- Parents will be contacted by Administration Member and informed of the situation.
- Administration member completes One School referral action.

STEP 5 (MAJOR)
- If the student continues to bully despite previous measures, then Teacher records on One School with referral to Administration member.
- ALTERNATIVE CLASSROOM WITHDRAWAL (movement to another classroom for a period from 1 session to 1 day) or long-term PLAYGROUND WITHDRAWAL (1 day to 1 week) will be used.
- Student may be suspended from school (1-5 days)
- A PARENT CONFERENCE with Roll Teacher, Student Parent and Administration Staff will be held to discuss issues and collaboratively formulate a solution.
- Administration member completes One School referral action.
- Possible Individual Behaviour Management Plan.

STEP 6 (MAJOR ONGOING OR EXTREME)
- For extreme incidents of bullying (eg physical assault) or where previous steps have failed to modify student behaviour, then Principal records details and action on One School
- SUSPENSION (6-20 days) and possibly EXCLUSION of the student may occur.
• A PARENT CONFERENCE with Roll Teacher, Student Parent and Administration Staff will be held to discuss issues and collaboratively formulate a Individual Behaviour Management Plan.
• Possible Behaviour Improvement Condition

B) STUDENT RESPONSIBILITIES

Action

Students will adopt an assertive, sequential response to all incidents of bullying involving themselves or others. This response will take the following form:

STEP 1  Walk away initially
This represents an attempt to protect and enforce one’s own personal and physical space

STEP 2  Tell the bully to stop.
(This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim’s control over handling the situation)

STEP 3  If the bullying does not cease immediately, or has caused significant physical or emotional harm, tell someone in authority  (Teacher, Teacher Aide, Principal – they have more legal power than the student)

1. The student, if unable to stop the bullying themselves, should report all incidents to the nearest available teacher or staff member. Immediacy of reporting is essential.

2. Students (victim, bully, and witnesses) may be required to discuss reported incidents with a teacher, Principal. Such discussion will occur as soon as possible after the incident.

3. Parent/caregivers of students involved may be informed of the outcomes of investigations, and a record of an incident attached to the student's file, if deemed appropriate and necessary.

4. Bullies will be requested to apologise to their victims, in the form of a verbal or written apology. Failure by the bully to exercise this option will result in further consequences being applied.

5. In the case of frequent or significant incidents of bullying by a student, the parents/caregivers may be required to attend an interview to discuss possible consequences and assist the school in planning a strategy to modify the child’s behaviour.
C) PARENT/CAREGIVER RESPONSIBILITIES

1. Watch for early warning signs in your child. These may include a reluctance to go to school, unexplained illnesses, missing possessions, requests for money, frequent or unexplained injuries, moodiness, secretiveness.

2. Take an active interest in your child’s school and social life, encouraging them to talk about daily events and occurrences.

3. If you suspect bullying of your child at school, contact the class teacher or school administration immediately.

4. Record details of persistent bullying of your child, including the dates, settings, times, types of bullying, and identified perpetrators.

5. Encourage your child to report persistent school bullying to those in the best position to provide immediate help i.e. the teaching staff and administration.

6. Assure your child that seeking help is okay and an assertive measure.

7. Do not encourage your child to hit back or verbally abuse the bully.

8. Be prepared to assist the school in modifying your child’s behaviour if he/she is identified as a bully. Do not accept personal blame for their actions; instead, support the school in its endeavours in assisting your child to overcome problems and be a responsible member of the school community.

9. Monitor closely all computer and mobile phone usage.

Range of Bullying Resources Available includes:

- The Bully Free Classroom
- Don’t Pick on Me – How to Handle Bullying
- Fighting, Teasing and Bullying: Effective Ways to help you child…
- Stop Bullying! Video and Teacher Notes
- Bullying. No Way! Video Kit
- Bullying in Schools
- Dealing with Bullying
- Peace Wheel
Appendix C

CLASSROOM RESPONSIBLE BEHAVIOUR PLAN

The establishment and maintenance of a positive and supportive classroom environment must include the following:

- Private Verbal Praise
- Simple Reward: Sticker, Stamp, Class Money or Tick
- Non Verbal Signal: e.g., thumbs up, wink
- Behavioural Praise: "I see you're listening Tim, because your eyes are on me"
- Student of the Week: General Praise Certificate
- Recognition of Positive Behaviour
- Ripple Effect: "Jane, Ian & Andrea it's good to see you sitting up straight"
- Reward Activity

"That's great Neil, if you keep that up you'll definitely be at our pool party"

Please note:
This applies to all students; some require more frequent positive recognition.

- To help students develop a sense of responsibility for their own behaviour, the consequences of breaking school rules need to be logical and natural.
- Consequences need to relate to the behaviour that has occurred, as much as possible, and should be sequential, from the least to the most intrusive.
- Throughout all stages of intervention, we must aim to re-establish a positive working relationship with the child.
- Teacher and other staff will record behaviour incidents on One School.
Appendix D

LEAST TO MOST INTRUSIVE INTERVENTION

Corrective discipline usually follows a process from the least intrusive strategies to the most intrusive strategies. Below is a flowchart showing examples of initial strategies through to final strategies:

Initial Strategies

Tactical Ignoring

Simple Direction
   "Hand up thanks, Penny"

Privately Understood Signal
   Non-verbal Signal
   e.g. holding up hand

Behavioural Prompt
   "I know you’re listening Neil, when your eyes are on me"

Breached Rule
   e.g. calling out in class

Question & Feedback
   "What are you doing, Paul?"
   "What are you supposed to be doing?"

Rule Statement or Restatement
   "Jane, our rule for talking is…"
   "Jane, what’s our rule for talking?"

Partial Agreement
   "Maybe you did have your hand up before the others but I still want you to use our rule, Bill."

Take Student Aside/Simple Choice
   "Peter, if you don’t cease calling out, you’ll have to take out some quiet work"

Cool Off Time
   This involves removal from activity.

Time Out
   This involves isolation from students.

Detention
   Contact Parents
   Further Action
Appendix E

BULLYING REFLECTION SHEET

Name:___________________________ Year Level:____________

What I did
___________________________________________________ ___________________________
___________________________________________________ ___________________________
___________________________________________________ ___________________________
___________________________________________________ ___________________________
___________________________________________________ ___________________________

How my behaviour affected another person
___________________________________________________ ___________________________
___________________________________________________ ___________________________
___________________________________________________ ___________________________
___________________________________________________ ___________________________
___________________________________________________ ___________________________

How could I make better choices next time?
___________________________________________________ ___________________________
___________________________________________________ ___________________________
___________________________________________________ ___________________________
___________________________________________________ ___________________________
___________________________________________________ ___________________________

I understand that my choice of behaviour is bullying. If I continue with this kind of action, it may lead to my parents being contacted and ultimately suspension.

I understand that my behaviour will be monitored for the next two (2) weeks

by:_______________________________________________ __________

Signed:__________________________ Date:____________________
Appendix F
ANTI-SMOKING POLICY for STUDENTS

BACKGROUND

The Department of Education and the Arts in accordance with The Queensland Government Smoking Policy, and the legislative Tobacco and Other Smoking Products Acts 1998, has a total ban on smoking on all departmental premises. This ban applies to all persons entering Department of Education and the Arts premises including all employees of the Queensland Government, school students, family members, visitors, contractors and employees of any other organisations.

RATIONALE:

At Wandoan State School P-10, we recognise the importance of providing employees, students and visitors a smoke-free and healthier physical environment. We strive to ensure that our policies and procedures are reflective of a safe and supportive school environment. The development and implementation of our “Anti-Smoking Policy for Students” aims at assisting students to overcome or prevent drug dependency and potential life threatening diseases.

OPERATING PRINCIPLES

- Any student involved in a “smoking incident” at school or during an organised school activity, will face possible consequences as outlined below.
- A “smoking incident” can constitute:
  i) Student caught in the possession of cigarettes or act of smoking or lighting of a cigarette
  ii) Student caught in the presence (sight and smell) of cigarette smoke
  iii) Group of students caught in the presence of cigarette smoke.

ACTION PLAN - Consequences

First Offence
- Student will be spoken to by a member of administration and Parent/Guardian will be notified via a written letter outlining the breach of school policy.
- Student will be allowed one written warning/semester before counting as a second Offence.

Second Offence
- Suspension (minimum - 3 days). Parent/Guardian notified.
- Parent/Guardian will be required to attend a return to school interview.

Third/Continual Offence
- Suspension (5 – 20 days). Parent/Guardian notified.
- On return to school, student will be required to attend and complete a school based intervention program E.g. QUIT
- Possible referral to Police

HLS-PR-001: Creating Smoke-Free Environments
· Queensland Government Smoking Policy

· Tobacco and Other Smoking Products Act 1998

· HLS-PR-007: Occupational Health and Safety
strategic/eppr/health/hlspr007/
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.
APPENDIX H

MAJOR/MINOR INCIDENT PAPER RECORD

Student:________________ Class _____ Time: _______
Staff Member: __________________

Major / Minor (please circle)

☐ Abusive/Inappropriate Language  ☐ Refusal to participate
☐ Defiance/Non-compliance  ☐ Lying/Cheating
☐ Disruption  ☐ Property Damage
☐ Fighting/Physical Aggression  ☐ Vandalism
☐ Forgery/Theft  ☐ Other Behaviour
☐ Harassment/Bullying

☐ Before School  ☐ Morning session
☐ First Break  ☐ Middle Session
☐ Second Break  ☐ Afternoon Session
☐ After School  ☐ Excursion/Off campus activity

Description of Behaviour:


Location:

☐ Classroom
☐ AdVenture Playground
☐ Stairwell/Verandah
☐ Under Buildings
☐ Covered Area
☐ Toilet
☐ Library
☐ Oval
☐ Administration
☐ External to school
☐ Eating Area
☐ Other Location

Others Involved:

☐ None
☐ Peers **
☐ Teacher
☐ Teacher-Aide
☐ Other Staff
☐ TRS
☐ Other

** Please name

Possible Motivation:

☐ Obtain peer attention
☐ Obtain adult attention
☐ Obtain items/activities
☐ Avoid tasks/activities
☐ Avoid work
☐ Avoid peers
☐ Avoid adults
☐ Unclear/Don’t know
☐ Other motivation
☐ Unknown motivation

Consequences provided by duty officer:

☐ Conference with student
☐ Rule reminder
☐ Loss of Privileges
☐ Restitution
☐ Parent contact
☐ Referral to office
☐ Detention - Classroom

Details:


# APPENDIX I  
**SCHOOL UNIFORM POLICY (AS ENDORSED BY P&C)**

## Wandoan State School - Dress Code

The Wandoan State School Parent's & Citizen's Association has endorsed the following dress code for 2012 and beyond. Students who attend this school will wear the prescribed uniform for the following reasons:

- school identity  
- personal safety  
- pride  
- sense of belonging  
- public image

- minimize visible evidence of economic, class or social difference
- eliminate the distraction of comparison in dress and fashion and workplace health and safety requirements.

### General Uniform (Day/Sports Wear)

<table>
<thead>
<tr>
<th>Girls</th>
<th>General Uniform (Day/Sports Wear)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maroon short, skirt, shirt or culotte</td>
<td>Maroon or grey shorts</td>
</tr>
<tr>
<td>School Polo shirt</td>
<td>School Polo shirt</td>
</tr>
<tr>
<td>Low cut, lace up or Velcro joggers – predominantly white/grey/black in colour</td>
<td>Low cut, lace up or Velcro joggers – predominantly white/grey/black in colour</td>
</tr>
<tr>
<td>White short socks</td>
<td>White short socks</td>
</tr>
</tbody>
</table>

### Formal Uniform (to be worn on assembly days, weekly and official school events)

<table>
<thead>
<tr>
<th>Girls</th>
<th>Formal Uniform (to be worn on assembly days, weekly and official school events)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maroon skirt, shirt or culotte of a respectable length.</td>
<td>Maroon or grey shorts</td>
</tr>
<tr>
<td>Willis blouses with maroon ties. (Yr 7-Yr10) (Yr 7 – Yr 10 in 2015)</td>
<td>Willis formal buttoned shirt (NWF) (Yr 7-Yr10) (Yr 7 – Yr 10 in 2015)</td>
</tr>
<tr>
<td>Black dress shoes with short white socks or stocking socks OR general uniform joggers.</td>
<td>Black dress shoes with short white socks OR general uniform joggers.</td>
</tr>
</tbody>
</table>

### Special Events Uniform (for special school activities)

<table>
<thead>
<tr>
<th>Girls</th>
<th>Special Events Uniform (for special school activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maroon skirt, shirt or culotte of a respectable length.</td>
<td>Maroon or grey shorts</td>
</tr>
<tr>
<td>Blouse (white with maroon print) with maroon tie</td>
<td>Grey long pants</td>
</tr>
<tr>
<td>Black shoes with short white socks or stocking socks</td>
<td>White, long sleeved shirt with maroon tie</td>
</tr>
<tr>
<td>Maroon blazer</td>
<td>Black shoes with socks</td>
</tr>
<tr>
<td>Maroon blazer</td>
<td>Maroon blazer</td>
</tr>
</tbody>
</table>

### Winter Uniform

Maroon track suits may be added to the regular uniform. Long grey dress pants are acceptable. Undershirts like any undergarment, should not be visible.

Stockings (maroon, grey or flesh-colour) may be worn.

## Sports House Competition

Plain coloured polo shirts may replace the school polo shirt and be worn with maroon shorts.

Cheerleader - yellow  
Jandah - Red  
Cooinda - Green

## Special Notes about Uniforms

- Students may seek temporary uniform exemption from the Senior Teacher with a note from parent/caregivers.
- All students are to wear pants within limit. NO Socks – NO PLAY. Caps are not acceptable. Hats are not to be worn in the classroom or between classes. Hats are to be left in school bags or lockers during class time.
- Sunglasses may only be worn if they are plain in colour and are approved by the Cancer Council of Australia.
- Year 10 jersey may be worn by current Year 10 students as part of their daily uniform but not the formal uniform.
- No make-up is to be worn including nail polish.
- Items such as bracelets, gloves and scarves are not a part of the uniform.
- Hair ties, ribbons and clips may be worn in school colours (maroon, grey, white).
- Hair colourings in natural tones (brown, black, blonde or red) are permitted so long as the nature of the colouring is discrete (not large patches of colour or stripes)
- Hair styles must be of a conservative nature and neatly presented. It is recommended that long hair is tied back and must be in particular subjects.
- Wrist watches, midi-watch bracelets or midi-strap watch faces and small gold or silver stud pierced earrings or studs are allowed. A maximum of two pairs of earrings are acceptable. Other items of jewellery including rings are not acceptable. If other piercing exists, they must be covered completely while at school. The wearing of jewellery presents a safety concern for students undertaking activities in many subjects.
The following pictures provide guidelines for appropriate General and Formal shoes.

**Formal Shoes**

**Yes:**

![Formal Shoes](image)

**No:**

![Formal Shoes](image)

**General Uniform/Sports Shoes**

**Yes:**

![General Uniform/Sports Shoes](image)

**No:**

![General Uniform/Sports Shoes](image)