



The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

1. Purpose

Wynnum State High School is committed to providing a safe, respectful and disciplined learning environment for students, staff and all other community members. Students will have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

- Our Mission is Tradition, Community, Excellence – PROUDLY Building Futures Together
- Our PROUD mantra is – Positive, Respectful, On-task, Unified and Determined – and this mantra drives the Wynnum State High School community.

2. Consultation and data review

Wynnum State High School developed this plan in collaboration with our school community in 2015. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. A review of school data occurred relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. School data relating to both positive and negative behaviour incidents, office referrals, Buddy Teacher referrals and other student management data are regularly reviewed by the School Wide Positive Behaviour Support (SWPBS) team. All of this information has been used to inform the development of this plan. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2012-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

Our school values of Tolerance, Resilience, Lifelong Learning, Integrity, Respect, Pride and Honesty support our students and teachers to be the strong PROUD team that is Wynnum State High School.

- **Tolerance** – Advocate for fairness and support the rights of others. Challenge injustice and promote understanding.
- **Resilience** – Refuse to give in to doubt and fear. Draw on moral and physical courage in times of adversity. Realise that no matter what happens, you can cope with dignity and strength.
- **Lifelong Learning** – Never stop learning. Look for opportunities to expand your knowledge and understanding every day. Enjoy the pursuit of excellence through learning.
- **Integrity** – Do what you know to be right rather than what is easy or convenient. Be accountable for your own actions.
- **Respect** – Respect yourself and others and act with compassion. Show empathy by working to understand the viewpoint of others and how they are feeling.





The Code of School Behaviour

Better Behaviour
Better Learning

- **Pride** – Value what you and others do. Take satisfaction in the school and its uniqueness.
- **Honesty** – Ensure consistency between what you say and what you do. Always tell the truth.

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

- student behaviour is an educational issue rather than just a management issue
- parents/guardians play a primary role in supporting and nurturing their children, so our work with young people flourishes when we can work together
- students learn best when they:
 - are treated with understanding, respect and politeness
 - feel safe and confident
 - feel challenged by the tasks they are completing
 - feel pride in their achievements
 - can work in a supportive classroom environment
 - are emotionally and physically well
 - have a sense of belonging to the school community.

Our school community, in keeping with our SWPBS framework, teaches the behaviours we expect to see in action in our school. Each term, students are explicitly taught the behaviours we expect to see in our school. Our PROUD mantra was the result of our SWPBS journey – **P**ositive, **R**espectful, **O**n-task, **U**nified and **D**etermined and this mantra drives our school culture. These behaviours have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

• Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Wynnum State High School we emphasise the importance of directly teaching our diverse yet inclusive population of students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed at **all** students and designed to prevent problem behaviour. It also provides a framework for responding to unacceptable behaviour. Our approach:

- aims to build effective environments in which positive behaviour is more effective and efficient than problem behaviour
- is a collaborative approach to developing effective interventions for problem behaviour
- emphasises the use of proactive preventative teaching, and positive reinforcement-based strategies to achieve meaningful and durable behaviour and lifestyle outcomes.





The Code of School Behaviour
Better Behaviour
Better Learning

A set of behavioural expectations in specific settings has been attached to each of our five (5) PROUD behaviours. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Positive Behaviours	All settings	In the learning environment	Walkways, stairwells, corridors & verandas	Playground & Eating areas	Tuckshop	Assemblies	At the train station and all public places
Positive	Make visitors to the school welcome and be helpful to others at all times	Bring a smile and a willing attitude to class Have a go and be ready to learn Encourage success for all Solve problems in a constructive manner	Keep to the left Greet, acknowledge and be courteous to others using the walkway	Be proud of the area, appreciate your environment Treat all others fairly Use playground facilities in a positive manner Be friendly and encouraging	Follow all appropriate processes Support the tuckshop All students are to model appropriate behaviour	Move in a calm and orderly manner to and from all assemblies	Represent the school in a positive manner Model appropriate behaviour
Respectful	Be honest, courteous and polite at all times Respect the rights of others to learn and teach Respect the classroom property and the property of others Respect the privacy of others Be respectful of yourself Maintain respectful use of social media and technology	Respect and care for each other Value the right to learn for all Listen to each other Be honest and truthful to others and yourself Be accountable for your own actions Respect the work of others	Allow others to move along the walkway Respect the grounds and use designated walkways Use appropriate language and keep noise to a minimum	Use appropriate language Put all litter in the bin Respect other people's personal space and belongings Respect school environment and property Play appropriate games in designated areas Consume food and drink away from the oval	Wait patiently in line to be served Pay for all purchases Use manners to the canteen staff and others Dispose of rubbish appropriately Bring and use own money Be considerate to staff and visitors	Look at and listen to all speakers Applaud appropriately Remove hats when inside and for the national anthem	Show respect and be sensitive to the needs and feelings of students, staff and members of the community Use appropriate language and maintain acceptable noise levels Wait patiently in line (where appropriate)
On Task	Promptly comply with the instructions of all staff Be punctual and prepared by bringing all materials required for class Participate positively and listen attentively Complete set tasks to the best of your ability	Follow the school entry and exit policy for all classrooms Make good use of your time in all classes Complete all classwork and assessment required on time Complete all homework	Move promptly and with purpose to the correct room or venue	Remain within school grounds Be organised – eat, drink and toilet before class bell sounds Demonstrate fair play Play according to the rules of the game Use the oval and sports hall for sport games only	Follow entry and exit procedures Keep exits and walkways clear Purchase your food and drinks quickly and depart the area Purchase for yourself only Ensure you are organised with your payment method Report all issues to staff	Sit quietly in your House Group line and wait for the assembly to begin Keep hands and feet to yourself Place bags in laps or in front of you	Be safe Where necessary, follow instructions of members of the community Be alert and ready to move when directed





The Code of School Behaviour

Better Behaviour
Better Learning

Unified	When wearing your uniform bring credit to the school and yourself Follow school rules Report mistreatment of any facilities Report unsafe equipment and behaviours Be alert to unauthorised visitors and inform staff	Accept and value differences in the classroom Treat everyone fairly Be an active participant in group work Be supportive and caring of each other	Be aware of the rights of others using the walkway Pick up any litter present	Be tolerant of each other's differences Include others (be inclusive – not exclusive)	All students should offer assistance where required Treat tuckshop volunteers and staff as valued members of our community	Sit in alphabetical order in your House Group for full School Assembly Sit in your class group for Year Level Assembly	Students are recognised as valuable members of the community Wear the correct school uniform (unless notified)
Determined	Be responsible for your behaviour and accept consequences Report conflict, bullying and harassment Always observe hygienic practices	Do and be the best student that you can be Value yourself, you are unique and important	Move directly to the next class Ensure you are on time	Cease play and move to class at the correct time Be sun safe	Make the correct food/nutrition choices for your health and well-being	Give the speaker your full attention	Take responsibility for your own safety and that of others Line up and walk in an orderly fashion Obey traffic signals and rules Cross only in designated areas The right attitude in the community gives our students access to a positive future

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

- lessons conducted by classroom teachers
- publication in the school Planner and school website
- reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

Additionally our behavioural expectations are supported by the work of our School Based Police Officer.

Wynnum State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- regular communication with our community, enabling parents to be actively and positively involved in school behaviour expectations.
- comprehensive induction programs in Wynnum State High School's Responsible Behaviour Plan for Students delivered to all students and staff.
- individual support profiles 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.
- Implementation of specific policies to address:
 - the Use of Personal Property Technology Devices at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying and recording incidents for data collection) (Appendix 2)
 - Appropriate Use of Social Media (Appendix 3)
 - Working Together to Keep Wynnum State High School Safe (Appendix 4).





The Code of School Behaviour

Better Behaviour
Better Learning

Reinforcing expected school behaviour

At Wynnum State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system utilising PROUD postcards and PROUD stamps has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

When students exhibit low-level and infrequent problem behaviour, the first response of school staff members is to implement strategies of Essential Skills for Classroom Management to remind the student of expected school behaviour. Teachers then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to refer to the PROUD matrix and ask them to think of how they might be able to act in accordance with our PROUD expectations. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Buddy Teacher Referral Process

When a student continues to exhibit behaviours that do not reflect our PROUD mantra in the learning environment, the teacher will implement the Buddy Teacher Referral Process. The teacher will issue the student with a Buddy Teacher Referral form. This form identifies the behaviour/s for which the student is being buddied and the classroom and teacher they are being buddied to. The referring teacher provides the student with work to complete whilst in the buddy classroom.

At the next available break it is the student's responsibility to see their referring teacher and complete a detention and discuss expectations for changed classroom behaviour. The referring teacher will contact the student's parents or carers to discuss the issue.

• Targeted behaviour support

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

Support measures that may be implemented are the use of a Time Out card or a Behaviour Monitoring card. Students with Time Out cards/Behaviour Monitoring cards attend their normal scheduled classes and activities with appropriate adjustments if required. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in the Time Out/Monitoring process, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.





**The Code of
School
Behaviour**
Better Behaviour
Better Learning

• Intensive behaviour support

Wynnum State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The school support teams of Guidance Officer, Youth Support Coordinator, Health Nurse, Chaplain, Deputy Principals, Heads of Department Junior Secondary and Senior Secondary, Heads of House:

- meet weekly to track student attendance and discuss student well-being issues
- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for a student, and
- work with the school leadership team to achieve continuity and consistency.

5. Consequences for unacceptable behaviour

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

Student disciplinary absences are to be used after consideration has been given to all other responses.

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 Head of Department or school Administration team.

Minor behaviours are those that:

- are minor breaches of the school rules
- 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:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), temporary removal of property, individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.





**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Major behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Major behaviours result in an immediate referral to a Head of Department or Administration because of their seriousness.

When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member involves the appropriate person (Head of Department for classroom incidents, Administration for playground incidents and higher level major incidents). A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- Detention
- Time out
- Removal from activity
- Buddy Teacher referral
- Community service interventions
- Loss of privilege
- Restitution
- Warning regarding future consequence for repeated or persistent inappropriate behaviour
- Suspension from school
- Exclusion from school
- Cancellation of enrolment
- Removal of invitation to school events including graduations, Year 10 Dinner Dance and/or Formal.

In each case, the following actions will be taken, as appropriate:

- Parent/Guardian contact
- Referral to Guidance Officer
- Referral to other Student Support team member
- Referral to external specialist behaviour services
- Placement on monitoring processes.





**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Definition of consequences*

Time out	A Principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.
Detention	A Principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A Principal or staff member of WSHS has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff .

School Disciplinary Absences (SDA)	
Suspension	A Principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> disobedience misconduct conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school conduct that adversely affects, or is likely to adversely affect, the good order and management of the school.
Behaviour Improvement Condition (BIC)	A Principal may impose a behaviour improvement condition if the Principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's Principal. The program must be: <ul style="list-style-type: none"> reasonably appropriate to the challenging behaviour conducted by an appropriately qualified person designed to help the student not to re-engage in the challenging behaviour no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> disobedience misconduct conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school conduct that adversely affects, or is likely to adversely affect, the good order and management of the school, or breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.





The Code of School Behaviour
Better Behaviour
Better Learning



This table is a **guide only** and does not include all situations. Consideration is also given to the student's previous behaviour.

Area	Examples of Inappropriate Behaviours	Examples of Consequences
Classroom	Inappropriate classroom behaviours	<ul style="list-style-type: none"> The teacher will employ a range of strategies to re-engage the student in the learning. Where the student does not respond, the Buddy Teacher Referral process will be used. (A suspension occurs when student has been buddied four times in a term.)
	Late to class	<ul style="list-style-type: none"> Teachers will discuss the absence with the student and the student will make up the lost time. Students may be issued with a detention.
	Frequently not completing work at school or at home	<ul style="list-style-type: none"> Teachers will set new timelines for work completion, supervise the completion of work and contact parent/guardian as appropriate.
	Not completing course requirements	<ul style="list-style-type: none"> Teachers will supervise the completion of work. Head of Department will supervise the completion of work. Credit for the subject may be withdrawn. Invitations to school events may be withdrawn. Invitations to graduations, Year 10 Dinner Dance and/or Formal may be withdrawn. Enrolment may be cancelled.
	Breach of academic honesty policy	<ul style="list-style-type: none"> Students will be required to resubmit work. Student may be suspended.
Use of Electronic Devices	Inappropriate use of electronic devices during class <ul style="list-style-type: none"> All mobile phones and other electronic devices must be turned off and out of sight in the classroom and at assemblies unless they are explicitly required as part of the lesson Recording of events in class is not permitted unless prior permission has been sought 	<ul style="list-style-type: none"> Students who misuse electronic devices can expect to have the device confiscated. The device will be held at the school office until the end of the school day when the student may collect it. (Please refer to The Use of Personal Technology Devices at School Policy for further detail). Where a student repeatedly misuses a mobile phone in or outside of the classroom, the matter will be treated as wilful disobedience or harassment.
	Major breach of technology policy <ul style="list-style-type: none"> Inappropriate email use, e.g. offensive language Visits to inappropriate internet sites or downloading of inappropriate material, e.g. pornography Attempts to gain unauthorised access to any part of the network systems, e.g. via hacking, 'spyware' or other 'backdoor' methods OR the use of the teacher or network manager logins OR copying and/or misuse of school data OR damaging the network 	<ul style="list-style-type: none"> Students may be removed from internet access, have limitations placed on network access, have take-home privileges revoked, be required to provide restitution or pay for repairs, removed from the subject, placed on detention and/or be suspended. Parent/Guardian will be notified. Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from Wynnum State High School.
Environment and Property	Litter	<ul style="list-style-type: none"> Student/s will be requested to pick up litter. Refusal to comply with request will be regarded as disobedience.
	Graffiti and/or vandalism	<ul style="list-style-type: none"> Parent/Guardian will be notified. Student will repair/rectify damage in own time and at own or parent's/guardian's expense. Student will undertake school community service or detention/withdrawal for a period of time. The student may be suspended or excluded from the school. Major damage will result in referral to the police.
	Theft or Interfering with the property of others	<ul style="list-style-type: none"> The student will be referred to a member of Administration. If the matter is deemed to be high level, the parent/guardian will be notified. The student will be required to restore the property or make restitution to the owner. The student will undertake a detention or withdrawal for a period determined by a member of the Administration. The student may face suspension or exclusion. Police may be contacted if necessary.



The Code of School Behaviour

Better Behaviour
Better Learning

	Wilful and/or significant destruction of property	<ul style="list-style-type: none"> • Parent/Guardian will be notified. • Student will repair/rectify damage in own time and at own or parent's/guardian's expense. • Student will undertake school community service or detention/ withdrawal for a period of time. • The student may be suspended or excluded from the school. • Major damage will result in referral to the police.
Compliance	Refusing to cooperate and/or showing disrespect	<ul style="list-style-type: none"> • Continued failure to comply with reasonable requests or instructions from staff will result in a detention, suspension, cancellation of enrolment or exclusion.
	Wilful disobedience	
	Refusal to participate in program of study	
Safety	Unsafe behaviour	<ul style="list-style-type: none"> • Students will be required to make the situation safe. • Ongoing or major incidents of unsafe behaviour may result in detention, suspension or exclusion.
	Possessing or using weapons (see Appendix 4)	<ul style="list-style-type: none"> • Items that are considered unsafe will be confiscated. • Students will be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others or has the potential to do so.
	Actions significantly endangering the safety, and/or wellbeing of members of the school community or creating a significant health risk	<ul style="list-style-type: none"> • Students may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others or has the potential to do so.
Attendance	Late to school	<ul style="list-style-type: none"> • Students who arrive late to school (after House Group) are to report to the office to sign in for the school day. • Parents/Guardians of persistently late students will be contacted and a plan will be developed to address their lateness. • Persistent lateness will appear on reports.
	Truancy	<ul style="list-style-type: none"> • Parent/Guardian will be notified about unexplained absences by Head of House. • Parent/Guardian will be notified as soon as practicable if a student is suspected of truanting. • The student will be required to make up lost time. Students may face detention or supervised breaks. • Student may be placed on a monitoring card. • QCAA attendance requirements and Government Allowances requirements will be applied. • Cancellation of enrolment may occur for post compulsory age students. • Intervention will be sought for compulsory aged students who are chronic truants.
	Leaving the school grounds without permission/pass	<ul style="list-style-type: none"> • Head of House will be informed. • Parent/Guardian will be notified. • The student may spend breaks under the supervision of the Head of House. • Persistent offences will be treated as wilful disobedience.
	Gross absenteeism	<ul style="list-style-type: none"> • QCAA attendance requirements and Government Allowances requirements will be applied. • Cancellation of enrolment may occur for post compulsory age students. Intervention will be sought for compulsory aged students who are chronic truants.





**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Treatment of Others	Direct verbal abuse of staff	<ul style="list-style-type: none"> • Suspension for school.
	Bullying/harassment of others	<ul style="list-style-type: none"> • Students will be made aware of school policy. • Students will be stepped through a process to change this behaviour. • Mediation, detention, reparations can be expected. • Students may be required to undertake an anti-bullying education program. • Students may be withdrawn from classes or breaks for a specified number of days. • Parent/Guardian will be notified. • Suspension/exclusion from school may occur. • Parent/Guardian will ensure that inappropriate materials are removed from public view or from the internet or any electronic device. • Possible referral to police.
	Aggressive or intimidating behaviour	
	Fighting/physical assault	<ul style="list-style-type: none"> • Students will be suspended/excluded from school. • Possible referral to police.
School Community	Inappropriately using images or publishing images using the school name or identifying features without permission	<ul style="list-style-type: none"> • Student will be instructed to remove the material from public view or the internet. • Parent/Guardian will be notified. • Student can expect to be suspended or excluded.
	Publishing inappropriate or abusive material about staff in any public or school domain	
	Contacting media outlets without the authorisation of the Principal	<ul style="list-style-type: none"> • Students who contact or supply information to media outlet (or facilitate this) and this results in harm to students/staff or negative publicity for the school can expect to be excluded.
Personal Conduct	Swearing/Offensive language	<ul style="list-style-type: none"> • Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it. • Student will apologise to the offended party. • Student may be asked to move away, do community service or detention. • Student may be suspended.
	Inappropriate behaviour/dress on trips/camps/excursions/work experience	<ul style="list-style-type: none"> • Normal consequences for the inappropriate behaviour/dress will be implemented where possible. • If dress is deemed inappropriate, the student will be asked to change. • Depending on the nature of the inappropriate behaviour/dress the student may be sent home at the parent's/guardian's expense. The parent/guardian will be notified of the action as will the relevant Deputy Principal. • Depending on the nature of the inappropriate behaviour the student may be excluded from attending further trips/camps/excursions for a period determined by the Deputy Principal after consultation with all parties concerned.
	Failure to wear school uniform	<ul style="list-style-type: none"> • Student will be asked to change into the correct uniform. • Student may receive a detention. • Where the correct uniform is unavailable, the school will negotiate a means of rectifying the uniform and a suitably safe program for the day. • Parent/Guardian will be notified and arrangements made to address the concern. • Persistent failure to wear the correct uniform will lead to an interview between families and the relevant Deputy Principal to develop a suitable plan for adhering to school policy. • Failure to comply with uniform requirements may be treated as disobedience.
	Smoking cigarettes in/around the school grounds	<ul style="list-style-type: none"> • A student caught smoking will be suspended for 1 day and complete a mandatory health education program. • Repeated offences will result in a 3 day suspension.
Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Wynnum State High School		





**The Code of
School
Behaviour**
Better Behaviour
Better Learning

<p>Supply of drugs* in/around school grounds, while on a school activity, whilst in a school uniform or while easily identifiable as a Wynnum State High School student</p>	<ul style="list-style-type: none"> • Parent/Guardian will be informed as soon as practicable. • Students supplying drugs or any substance they purport to be a drug can expect to be excluded. • Police/School Based Police Officer will be involved appropriately. <p>Students who are in the company of those involved in a drug-related incident can expect similar consequences.</p> <p>Wynnum State High School does not tolerate drug supply.</p>
<p>Possession of drugs* or drug implements in/around school grounds, while on a school activity, whilst in a school uniform or while easily identifiable as a Wynnum State High School student</p>	<ul style="list-style-type: none"> • A student suspected of being in possession of drugs or drug implements, will be escorted to the office. Parent/Guardian will then be called. Parent/Guardian will be invited to the school as soon as practicable. • Students possessing drugs or drug implements or any substance they purport to be a drug can expect to be excluded. <p>Students who are in the company of those involved in a drug-related incident can expect similar consequences.</p> <p>Students who are attempting to acquire drugs or drug implements can expect similar consequences.</p> <p>Wynnum State High School does not tolerate drug possession.</p>
<p>Use of drugs* in/around school grounds, while on a school activity, whilst in a school uniform or while easily identifiable as a Wynnum State High School student</p>	<p>For a student suspected of using a drug or being under the influence of a drug while at school, the following will occur:</p> <ul style="list-style-type: none"> • Student will be escorted to the office. • Parent/Guardian will be notified as soon as practicable. • The student will be taken home by parent/guardian or will be kept at school (separated from the rest of the student body) until parent/guardian arrives. • Where necessary, medical attention will be sought. • An investigation will be conducted. • Police/School Based Police Officer will be involved appropriately. • Students who are under the influence of drugs at school or have used drugs at school can expect to be excluded. <p>Students who are in the company of those involved in a drug-related incident can expect similar consequences.</p> <p>Wynnum State High School does not tolerate drug use.</p>
<p>Any sexually explicit act</p>	<ul style="list-style-type: none"> • Student will be counselled about socially acceptable behaviour. • Parent/Guardian will be informed. • Student may be suspended or excluded.
<p>Possession of banned items including but not limited to aerosol cans, laser lights, water bombs, fire crackers</p>	<ul style="list-style-type: none"> • Item will be confiscated. • Student may be given detention or suspension depending upon severity of incident.

*Drugs may include prescription drugs, alcohol, inhalants, illicit or prohibited substances and substances purported to be a drug.

6. 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.





**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Basic defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: 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, or
- posing an immediate danger to him/herself or to others.

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

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

It is important that all 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 and 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, and
- leaving a classroom or the school, unless student safety is clearly threatened.





The Code of School Behaviour

Better Behaviour
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Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

Network of student support

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

- Parents/Guardians
- Teachers
- Support Staff
- Head of Department
- Guidance Officer
- Deputy Principals and Principal
- Heads of House
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator

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

7. Consideration of individual circumstances

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

We consider 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 information relevant to the student's age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and





The Code of School Behaviour

Better Behaviour
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- 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
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

8. 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

9. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- 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



**The Code of
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10. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Phil Campbell - Principal

Chris Fox - P&C President

Date effective: from to



Appendix 1 - Use of Personal Technology

Wynnum State High School

Use of Personal Technology Devices at School Policy

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

Students are encouraged to use technology to assist and extend their learning. The school encourages responsible and sensible use of technology, including encouraging students to take a break from using technology regularly.

While students may bring personal devices to school, they must be used in accordance to school policy. The school discourages students from bringing valuable items that may be damaged or stolen and only permits students to do so on the understanding that students are taking full responsibility for the device.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent/guardian.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and the student and parent/guardian will be advised to contact Queensland Police service (QPS) directly.

Personal Technology Device Etiquette

Devices must be turned off and out of sight during classes and assemblies unless they are explicitly required as part of the lesson. The teacher will give explicit instruction when technology devices can be used in the learning process. Personal technology devices may be used at first and second break and before and after school.

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 Wynnum State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by any form of social media) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (eg. 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 school student 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, 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 (including distribution by any form of social media); and/or
 - Knowingly being a subject of a recording.
- Breach of this policy may be subject to discipline (including suspension and 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 Queensland Police Service (QPS).

Text Communication

The sending of social media 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 Administration.

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.

Inappropriate Behaviour Outside of School Hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

Appendix 2 - Bullying
Wynnum State High School
Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)

Purpose

1. Wynnum State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Wynnum State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Wynnum State High School include name-calling, unwanted touching and gestures of any nature, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Wynnum State High School there is broad agreement among students, staff and parents that bullying is a repeated, observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Wynnum State High School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding

lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide positive behaviour support practices will be maintained at all times. This will ensure that:
 - Our schoolwide positive behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the PROUD school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

To complement the Schoolwide Positive Behaviour practices, the school will facilitate anti-bullying programmes. In Years 7, 8, 9 and 10, these will form part of the Pastoral Care program and Pastoral Care days will be dedicated to discussing anti-bullying practices and the steps to be followed in the case of bullying. These messages will be reinforced continually throughout the Senior School.

Anti-Bullying Policy

<p>Harassment and bullying behaviour is wrong and should be stopped. You have control over this!</p> <p>You have a right to be safe.</p> <p>Wynnum State High School encourages a safe and supportive environment for all members of our community. We cannot tolerate harassing or bullying behaviour in our school.</p>	
<p style="text-align: center;">Racial Harassment</p> <p>This includes name-calling, racially derogatory comments or other inappropriate actions directed at a person’s racial background.</p>	<p style="text-align: center;">Intellectual Harassment</p> <p>This includes name-calling or giving a person a hard time because he or she may be good at school work or alternatively find school work difficult.</p>
<p style="text-align: center;">Physical Harassment</p> <p>This includes such behaviours such as hitting, kicking, punching, pushing, spitting, throwing things, stalking or tripping of other people.</p>	<p style="text-align: center;">Verbal Harassment</p> <p>This includes behaviours that can be seen as threatening. For example, put downs, teasing, spreading malicious rumours and name-calling. Swearing at people is also verbal harassment.</p>
<p style="text-align: center;">Cyber Bullying</p> <p>This includes such behaviours as ‘using a carriage service to menace, harass or cause offence’ to another person. It is illegal. The behaviours include harassment by any form of social media.</p>	<p style="text-align: center;">Sexual Harassment</p> <p>This includes such behaviours as verbal put downs, comments about physical appearance, unwanted touching and gestures of a sexual nature.</p>

STEP 1

If you are being harassed tell the person to stop. If it continues tell them that you will report it.

STEP 2

As a result of the harassment continuing

- tell a teacher
- tell the Guidance Officer or other support person

To ensure natural justice has occurred they will speak to the person involved and seek his or her side of the story. They will record the incident and the offender will be given a verbal warning. They will be told to stop the behaviour. Sometimes at this stage mediation will occur between the parties involved.

If it is Cyber Bullying use the following steps:

- Don't respond
- Record dates and times and keep printouts and save messages
- Block messages or calls from cyber bullies
- Tell a school support person that you trust
- Change account details – emails, accounts, phone numbers
- Complete a **Stop Harassing Me** postcard
- Contact police

STEP 3

As a result of the continuing harassment

- tell a Head of Department
- tell the Deputy Principal or Principal

They will record the incident. If the behaviour is verified, the offender will be given either a written or verbal warning to stop the behaviour. Mediation between the people involved and a support person such as the Guidance Officer, School Chaplain, Head of Department or Deputy Principal will occur.

STEP 4

As a result of the harassment still continuing the incident will be taken to a Deputy Principal, Principal or HOD. Appropriate consequences will follow. Consequences may involve community service, after school detentions, counselling and mediation. Suspension may also be a consequence.

Appendix 3 – Appropriate Use of Social Media Wynnum State High School

Appropriate Use of Social Media Policy

Appropriate use of social media

Wynnum State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Wynnum State High School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Wynnum State High School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for Preventing and Responding to Incidents of Bullying (including Cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Wynnum State High School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Wynnum State High School, whether those behaviours occur during or outside school hours.

The policy reflects the importance of students at Wynnum State High School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions places upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Wynnum State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- thinking about what they want to say or post, and how it could be interpreted by others before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to cyberbullying. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Wynnum State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Wynnum State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1975* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation.

There are significant penalties for these offences.

Wynnum State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Wynnum State High School expects its students to engage in positive online behaviours.

Wynnum State High School

Working Together to Keep Wynnum State High School Safe

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student *to have a knife at school*.

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

What kinds of knife are banned?

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

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

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences. This could include a recommendation for exclusion from school.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

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

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact a member of the school administration



School Dress Code Policy

It is mandatory for all students at Wynnum State High School to wear school uniform.

This policy is fully endorsed and supported by our Parents' and Citizens' Association, the school staff and the wider school community. It is expected that students enrolling at Wynnum SHS will have carefully considered the expectations of and will abide by the School Dress Code.

The School Dress Code is strongly supported because:

- It encourages identification with our school and the development of school spirit which is essential for an effective learning environment.
- It reinforces the concept of Tradition, Community and Excellence – of students, staff and parents working together for the benefit of all.
- It makes a statement that our Wynnum State High School community cares about standards, that we are a school in which 'near enough' is not good enough.
- It removes distractions and competitions about clothes, which can be stressful to teenagers.
- It provides an economical means of clothing students during the high school years.
- It reflects the reality of the workplace, where business and industry expects that corporate uniforms will be worn neatly and with pride.
- It covers basic health and safety requirements for schools as workplaces.

School Uniform

	DRESS UNIFORM	SPORTS UNIFORM
Female Summer	<ul style="list-style-type: none"> • WSHS green day skirt – knee length • WSHS green striped day shirt/white senior shirt – no tie • Slacks – black polyviscose tailored style • Shoes – black leather lace up (traditional Oxford style) shoes with no motifs and not boot style – shoe laces must be black • Socks – white calf length 	<ul style="list-style-type: none"> • Shorts – WSHS plain black sport shorts • Shirt – WSHS polo sport shirt • Shoes – neutral coloured joggers – shoe laces must be neutral • Plain black hat • Socks – white above ankle
Female Winter	<ul style="list-style-type: none"> • WSHS green day skirt – knee length • WSHS green striped day shirt/white senior shirt – no tie • Slacks – black polyviscose tailored style • WSHS pullover or jacket • Shoes – black leather lace up (traditional Oxford style) shoes with no motifs and not boot style – shoe laces must be black • Socks – white calf length • Black or flesh toned stockings or tights (winter only) 	<ul style="list-style-type: none"> • Shorts – WSHS plain black sports shorts • Shirt – WSHS polo sport shirt • WSHS pullover or jacket • Shoes – neutral coloured joggers – shoe laces must be neutral • Plain black hat • Socks – white above ankle
Male Summer	<ul style="list-style-type: none"> • WSHS shirt with pinstripe/white senior shirt • Shorts – polyviscose grey tab style – Mr Charles, Yakka, King Gee • A <i>white</i> T-shirt or a <i>white</i> singlet may be worn underneath the shirt. Please note: white only • Shoes – black leather lace up (traditional Oxford style) shoes with no motifs and not boot style – shoe laces must be black • Socks – white calf length 	<ul style="list-style-type: none"> • Shirt – WSHS polo sport shirt • Shorts – WSHS plain black sport shorts • Shoes – neutral coloured joggers • Plain black hat • Socks – white above ankle
Male Winter	<ul style="list-style-type: none"> • WSHS shirt with pinstripe/white senior shirt • Shorts – polyviscose grey tab style – Mr Charles, Yakka, King Gee • A <i>white</i> T-shirt or a <i>white</i> singlet may be worn underneath the shirt. Please note: white only • WSHS pullover or jacket • Trousers – school grey or black with black belt • Shoes – black leather lace up (traditional Oxford style) shoes with no motifs and not boot style – shoe laces must be black • Socks – white calf length 	<ul style="list-style-type: none"> • Shorts – WSHS plain black sport shorts • Shirt – WSHS polo sport shirt • WSHS pullover or jacket • Shoes – neutral coloured joggers • Plain black hat • Socks – white above ankle

ADDITIONAL UNIFORM INFORMATION AND EXPECTATIONS

Dress Uniform

The dress uniform is expected to be worn every day to school. The exceptions to this are:

Tuesday	Year 8 and 9 students	Sports Uniform worn for the whole day
Wednesday	Year 10 students Year 11 and 12 students	Sports Uniform worn for the whole day Optional for Sports Uniform to be worn for the whole day
Thursday	Year 7 students	Sports Uniform worn for the whole day

When the Sports Uniform is worn it must be the complete uniform, not a mixture of the Dress and Sports uniform.

On the days that the student is to wear their full Dress uniform, if he/she has a HPE lesson on a particular day, the student is required to change into their Sports uniform at the beginning of the lesson. The student is expected to change back into his/her Dress uniform at the end of that HPE session. Under the Education Act, students are to comply with our uniform code from the moment they leave their home and until they return.

Dress school uniform is to be worn on school excursions and when a student is representing the school. Neatness and tidiness and presentation of uniform is essential.

Under Shirts

A plain white T-shirt may be worn under dress or sports uniform. Coloured or printed t-shirts are not permitted.

Please note:

- Students who experience difficulties wearing an item of the school uniform are asked to see an administrator.
- Jeans or jean shorts are *NEVER* able to be worn to school.
- Girls' skirts *MUST* be worn at the waist and be knee length.
- *NO VARIATIONS* or adjustments to the uniform will be allowed, for example, rolling up of shirt sleeves.

*Correct Dress Uniform
for girls
– Junior Secondary*



*Correct Dress Uniform
for boys
– Junior Secondary*



**Correct Dress Uniform
for girls**
– Senior Secondary



**Correct Dress Uniform
for boys**
– Senior Secondary



Hats

For HPE classes, sport and any oval activities, students must be wearing a plain black cap or hat. Students may also wear these to and from school. Multi-coloured hats, or hats with logos are **not** acceptable.

Hair

Student's hair must be of a natural and conservative colour. Students' hair styles or hair treatments should be neat and sensible in nature. As such, extreme styles such as mohawks, tracks or any other unusual lines or shapes cut into the hair are unsuitable. Hair, which is longer than the collar, should be tied up neatly with a hairband to keep it in place. Hairbands may be worn but should be of school colours.

Make up

Makeup, if worn, must be kept to a minimum. No coloured nail polish permitted.

Jewellery

Only two sleepers or studs in each ear. One simple ring. A bangle that cannot be removed. Religious, cultural or medical chains can only be worn out of sight, or if this is not possible full written application must be made to the school administration. No other visible piercing is acceptable. Clear "spacers" must be worn in existing piercing or it must be removed or covered. Jewellery that exceeds the above requirements may be confiscated.

Shoes

Dress Uniform

Black leather (Traditional Oxford Style) **lace up** leather shoes must be worn with the dress uniform for Workplace Health and Safety requirements. Only impervious shoes are allowed. (No joggers with dress uniform).



Sports Uniform

Sports shoes: Lace up jogger style sports shoes only accepted with the sports uniform. Students who present themselves in inappropriate footwear, for example, scuffs or thongs, will be sent home. 'Vans' or slip-on cloth shoes are not allowed to be worn as sports shoes.



Senior Jerseys

Year 12 students may have the privilege of purchasing a senior jersey at the beginning of the year to wear as an additional item of their daily uniform. The jersey will be designed by senior students and is subject to approval by Administration and the Uniform Committee. Conditions on which a Year 12 student may wear the jersey as a uniform item are:

- The name on the back of the jersey is to be approved
- Sleeves must be worn down
- Any undergarments that are not school uniform items must not be visible

School Jumper

Only the school regulation jumper and jacket may be worn during the colder months. No other jumper or jacket will be allowed.

School Blazer

The standard bottle green Wynnum State High School blazer may be worn by any student representing the school. Blazers are distributed through Student Services on the ground floor of A Block.

Free Dress Days

The Student Council may conduct one non-uniform day per term. On non-uniform days, workplace health and safety considerations require students to wear safe and appropriate enclosed footwear and dress is to be modest and appropriate. T-shirts are not to have offensive slogans on them and female students are not permitted to have areas of their bodies exposed. Small and revealing singlets are also not permitted. Students will be sent home to dress appropriately if they breach these guidelines.

As a general rule, if it is not specified it should not be worn. Students not complying will have consequences and generally will not be able to participate in classroom activities. Staff members are to question all students in non-uniform items and those students who cannot produce a uniform pass will be given a detention.

Consequences of non-compliance

Students will be asked to dress appropriately in their dress uniform each school day. This may require the delivery of an appropriate item to school as a replacement, the supply of a school uniform item or the removal of the student from the excursion, activity or grounds. A detention will be imposed for all offences.

Uniform Shop

The Uniform Shop is open daily from 7.00 am – 1.30 pm during the school term. At the start of each school year the uniform shop is open in the week before school commences from 8.00 am – 2.00 pm. All items of school uniform are available for sale. Debbie Hill, the Tuckshop Convenor, is available to assist parents and carers with all uniform needs. Please phone 3906 7332 for further information.



Correct School Jumper



Correct Sports Uniform



Correct School Jacket