

Wynnum State High School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student



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

Queensland Department of Education

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Endorsement

Principal Name:	Sandra Quinn
Principal Signature:	
Date:	11-12-2024
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P/C President Signature:	
Date:	15/07/2025

Contents

Purpose	5
Whole School Approach to Behaviour Management	6
Positive Behaviour for Learning (PBL) Expectations	7
2024 PROUD Behaviours Matrix.....	9
Consideration of Individual Circumstances	10
Differentiated and Explicit Teaching.....	11
Intensive Teaching	12
Student Services Team	13
Disciplinary Consequences	14
Differentiated	14
Focussed	15
Intensive	15
School Disciplinary Absence	16
Wynnum State High School Differentiated and Focused Responses to Behaviour	17
Wynnum State High School Intensive Responses to Behaviour	18
School Policies	22
Temporary removal of student property	22
Buddy Teacher Referral Process	24
Use of mobile phones and other personal digital devices by students	25
Preventing and responding to bullying	28
Anti-Bullying Agreement.....	33
Application of School Dress Code.....	34
Appropriate use of social media	34
Restrictive Practices	38
Critical Incidents.....	39
Related Procedures and Guidelines.....	40
Resources	40
Conclusion	41

Purpose

Wynnum State High School is a PROUD inclusive school with a culture of high expectations and a pathway for all students. At Wynnum, our motto is, “We’re Wynnum, We’re PROUD” – Positive, Respectful, On Task, Unified and Determined.

The Wynnum State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to behaviour management.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised. It allows our school to be a place where all students are able to experience success and staff are able to enjoy a safe workplace.

Whole School Approach to Behaviour Management

Wynnum State High School is a Positive Behaviour for Learning (PBL) school. PBL is a multi-tiered system of support for behaviour management in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities, extra-curricular activities, and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes;
- ensure that only evidence-based practices are used by teachers to support students;
- continually support staff members in maintaining consistent school and classroom improvement practices.

At Wynnum State High School we believe behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach expectations.

The development of the Wynnum State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent/carer and school staff member.

Positive Behaviour for Learning (PBL) Expectations

Under the PBL framework embedded at Wynnum State High School, we ensure systematic efforts to explicitly teach expected behaviours on an ongoing basis. We are explicit in our expectations of behaviour in all areas of school and community engagement and our expectations matrix clearly states this behaviour in terms easily understood by students and the wider school community.

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five PBL expectations in place for students: **Positive, Respectful, On Task, Unified and Determined (PROUD).**

Our approach respects the rights and responsibilities of all members of our school community and works to ensure consistency and fairness for all:

- Student behaviour is an educational issue rather than just a management issue. Classroom management skills and strategies are important and should be part of the total curriculum (formal and informal) and school organisation.
- Parents play a primary role in supporting and nurturing their children and we strive to gain parental input and involvement at Wynnum SHS.

Students learn best when they:

- are treated with understanding, respect and politeness
- feel safe
- feel challenged and engaged with the tasks they are completing
- feel pride in their achievements
- can work in a supportive classroom environment
- are emotionally and physically well
- feel belonging in the school community and have opportunities to express their opinions and stay informed
- share and adhere to our PBL expectations – Positive, Respectful, On Task, Unified, and Determined

Students

Our PBL Behaviour Matrix, as seen on page 6, highlights our PROUD expectations for students across the school. In addition to our PBL Behaviour Matrix, each classroom has a set of expectations that guide their teaching and learning environment.

Parents/Carers and staff

The table below explains our PBL expectations for parents and carers when visiting or interacting with our school and the standards we commit to as staff.

<i>What we expect from you</i>	<i>What you can expect from us</i>
Positive	
Engage in positive and productive relationships with school staff	Foster positive and productive relationships with families and the community
Positive reinforcement of our school expectations with your child, in line with our Student Code of Conduct	
Respectful	
Treat all school staff with respect	Treat students and parents/carers with respect
Cooperate with school staff in their efforts to educate your child and assist your child to achieve maturity, self-discipline and self-control	Create and maintain safe and supportive learning environments

On Task	
Ensure your child attends school on every school day for the educational program in which they are enrolled	Notify parents/carers of an unexplained absence of their child as soon as practicable on the day of the student's absence
Advise the school as soon as possible if your child is unable to attend school and reason/s why (e.g. child is sick)	Contact parents/carers as soon as possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
Unified	
Attend school opportunities for open collaboration between staff, students and parents/carers (e.g. orientation sessions, community forms, parent-teacher interviews)	Inform parents/carers regularly about how their children are progressing
Let the school know if there are any problems that may affect your child's ability to learn	Deal with complaints in an open, fair and transparent manner in accordance with departmental policy
Determined	
Ensure your child completes homework and assessment in keeping with the school's homework and assessment policies	Teach effectively and set high standards in work and behaviour
	Design and implement engaging, flexible and intellectually challenging learning experiences for individuals and groups of students

2024 PROUD Behaviours Matrix

	All settings (in the school and community)	In the learning environment	During break time	Moving around school	Assemblies
Positive	<ul style="list-style-type: none"> Make all members of the school community welcome and be helpful at all times Model appropriate behaviour Use positive language Be friendly and encouraging Participate positively and listen attentively 	<ul style="list-style-type: none"> Bring a smile and a willing attitude to class Have a go and be ready to learn Encourage and celebrate success for all students 	<ul style="list-style-type: none"> Use playground facilities in a responsible manner 	<ul style="list-style-type: none"> Keep to the left on stairs and pathways 	<ul style="list-style-type: none"> Move in a calm and orderly manner to and from all assemblies Sit quietly and wait for assembly to begin
Respectful	<ul style="list-style-type: none"> Be honest, courteous and polite at all times Respect the property of others Respect the privacy of others Be respectful of yourself and all members of the community Maintain respectful use of technology Wait patiently in line (where appropriate) Use appropriate language and maintain acceptable noise levels On public transport, be willing to offer your seat to a person in need 	<ul style="list-style-type: none"> Respect the learning of yourself and others Listen to each other Be honest and truthful to others and yourself 	<ul style="list-style-type: none"> Respect other people's personal space Play appropriate games in designated areas Demonstrate fair play Consume food and drink away from the oval, courts and hall Dispose of your litter in the bin Pay for all purchases Use manners to staff and students Follow instructions of staff 	<ul style="list-style-type: none"> Respect the grounds and use designated student walkways and seating areas Be courteous to other 	<ul style="list-style-type: none"> Look at and listen to all speakers Applaud when appropriate Remove hats when inside Follow protocols during significant cultural assemblies and events Keep hands and feet to yourself
On Task	<ul style="list-style-type: none"> Promptly comply with the instructions of all staff Complete set tasks to the best of your ability Be safe and stay off bag racks Follow the instructions of staff at our school Be alert and ready to move when directed in an emergency 	<ul style="list-style-type: none"> Come to class prepared with the required materials Follow the school classroom entry and exit policy Make good use of your time in all classes Complete all classwork and assessment on time Complete all homework 	<ul style="list-style-type: none"> Remain within school grounds Be organised – eat, drink and go to the toilet before the class bell sounds Use the oval, courts and hall for appropriate games Follow tuckshop entry and exit procedures (bags stay outside) 	<ul style="list-style-type: none"> Move promptly and with purpose to the correct room or venue 	<ul style="list-style-type: none"> Engage with assembly notices Only bring what you need
Unified	<ul style="list-style-type: none"> Wear the correct school uniform at all times Follow school rules Inform staff of mistreatment of facilities, unsafe equipment and behaviours Be alert to unauthorised visitors and inform staff Always represent Wynnum State High School proudly Keep your phone away – gate to gate 	<ul style="list-style-type: none"> Treat everyone fairly and value their differences Be an active participant in collaborative work Be supportive and caring of each other Place bags where directed 	<ul style="list-style-type: none"> Be inclusive Treat others fairly Report issues to staff 	<ul style="list-style-type: none"> Move along the walkways, stairwells, corridors, verandahs and crossings and allow others to move along them. 	<ul style="list-style-type: none"> Sit in alphabetical order in your House Group for house and full school assemblies Sit in your class group for year level assembly Celebrate success of others
Determined	<ul style="list-style-type: none"> Be responsible for your behaviour and accept consequences Follow the Anti-Bullying Hi5 Always observe and follow hygienic practices Take responsibility for your own safety and that of others Obey traffic signals and rules Cross roads only in designated areas Be on time to all timetabled classes and scheduled activities 	<ul style="list-style-type: none"> Push yourself to reach your potential Show resilience to overcome learning barriers Solve problems constructively 	<ul style="list-style-type: none"> Move to class on the first bell Engage with others and socialise responsibly 	<ul style="list-style-type: none"> Move directly to your next class between lessons 	<ul style="list-style-type: none"> Be proud of the accomplishments of yourself and others Participate in activities

Note: The PBL Matrix is reviewed annually by the PBL Committee

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with your child's Student Services Team to discuss the matter.

Differentiated and Explicit Teaching

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

Teachers at Wynnum State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation. In the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PROUD Behaviours Matrix as a basis for developing their behaviour standards. Using this matrix, the classroom teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. Additionally, all students are explicitly taught our behaviour expectations during our daily timetabled PROUD Start lesson.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area or subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Wynnum State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Wynnum State High School has a Student Services Team in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual case manager from the Student Services Team that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Student Services Team

Wynnum State High School is proud to have a Student Services Team in place to help support the wellbeing and engagement of every student, to ensure our school remains a PROUD and inclusive environment, with a pathway for all students.

Students can approach any school staff member to seek support, assistance or advice. If they are unable to assist, school staff will provide guidance and help ensure the student is connected to the appropriate representative from the Student Services Team.

Student Services Team	Focus
School-Based Youth Health Nurse	General health and wellbeing (including mental health) support to students through a referral process. Assistance with whole-school initiatives to support health and wellbeing
School Chaplain	Social and emotional support of disengaged students through a referral process. Assistance with whole-school initiatives to support wellbeing and pastoral care of all students and staff
Industry Liaison Officer	Pathway planning for students of all year levels, with a focus on students undertaking work experience, school-based traineeships and apprenticeships and TAFE courses
Year Level Coordinators	Leading year level wellbeing and engagement support for all students
Inclusive Education Case Managers	Curriculum, behavioural, social and emotional support of students with disability in the classroom and wider school community
Guidance Officers	Personal, educational and vocational support and guidance to students and families. Individual case management of students with attendance and wellbeing concerns
Head of Inclusive Education	Educational, behavioural, social and emotional support of students with disability. Development of whole-school initiatives and ways of working to promote inclusion of all students
Heads of Department – Student Services Junior Secondary Middle Secondary Senior Secondary	Support of staff, students and parents by encouraging development of a positive and inclusive learning environment within and beyond the classroom. Individual case management of students with attendance, behaviour, performance or wellbeing concerns
Deputy Principals	Leading of year level Student Services Team to increase overall student engagement and performance. Individual case management of students with attendance, behaviour, performance or wellbeing concerns

Disciplinary Consequences

The disciplinary consequences model used at Wynnum State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and expectation reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and expectation reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

Differentiated

The classroom teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour.

This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Expectation reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour

- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

The classroom teacher is supported by other school-based staff to address in-class problem behaviour.

This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Services Team for team-based problem solving
- Stakeholder meeting with parents/carers and external agencies

Intensive

The Student Services Team works in consultation to address persistent or ongoing serious problem behaviour.

This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents/carers and external agencies including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absence

School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

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

At Wynnum State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents/carers and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Wynnum State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents/carers, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home- school communication and may also include setting the situation right with the impacted parties, to ensure a smooth return to teaching and learning.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal's delegate attending with the student and, if necessary, their parents/carers.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or case managers, to offer important advice may also ensure a successful outcome to the re-entry meeting.

Wynnum State High School Differentiated and Focused Responses to Behaviour

TEACHER MANAGED		HEAD OF DEPARTMENT MANAGED	
Behaviours <i>(neither exhaustive nor all inclusive)</i>	Possible Consequences <i>(individual circumstances will be considered when determining consequences)</i>	Behaviours <i>(neither exhaustive nor all inclusive)</i>	Possible Consequences <i>(individual circumstances will be considered when determining consequences)</i>
<ul style="list-style-type: none"> • Incomplete classwork or homework or not completing assessment • Refusal to participate in program of instruction • Disobedience of teacher direction and disruption to class • Lateness to class • Truancy from class • Bringing banned items to school • Misuse of school or personal equipment Swearing and obscene language - not directed at staff • Littering • Non-Compliance with School Dress Code Policy • Non-Compliance with Switch Off to Switch On Policy 	<ul style="list-style-type: none"> • Teachers supervise the completion of work • Making up time for lateness to and truancy from class • Truancy record and contact home • Withdrawal from activity • Detention - lunchtime • Litter duties • Isolation within classroom via seating plan • Verbal and/or written apology • Buddy Teacher Referral Process • Referral to and involvement of support personnel • OneSchool behaviour entries with referral to HOD and/or Student Services Team • Restitution as appropriate • Non-Compliance Infringement • Digital Device Infringement 	<ul style="list-style-type: none"> • Persistent classroom disruption and disobedience • Failure to comply with consequences of truancy set by teacher • Failure to attend curriculum related detentions as directed by teaching staff • Failure to follow the Buddy Teacher Referral process • Multiple Buddy Teacher Referrals • Breach of Assessment Policy • Interfering with the property of other students or staff • Non-compliance with PROUD expectations across multiple settings • Non-Compliance with Anti-Bullying Policy • Non-Compliance with School Dress Code Policy • Non-Compliance with Switch Off to Switch On Policy 	<ul style="list-style-type: none"> • Detention - lunchtime or before/after school • Interview with Head of Department • Head of Department supervision of completion of classwork and/or assessment • Parent/carer contact and/or meeting • Withdrawal from class • Head of Department case management • Head of department case management • Mediation • Bullying and Harassment intervention as per Student Code of Conduct • Referral to and involvement of support personnel • Discipline Improvement Plan • Short Suspension (1-5 days)

Wynnum State High School Intensive Responses to Behaviour

Executive Leadership Team Managed Behaviours <i>(neither exhaustive nor all inclusive)</i>		Possible Consequences <i>(individual circumstances will be considered when determining consequences)</i>
Classroom	Not completing course requirements in more than one curriculum area	<ul style="list-style-type: none"> • Parent/carer will be contacted • Invitations to school events may be withdrawn • Enrolment may be cancelled for non-compulsory phase of learning
	Serious breach of Assessment Policy	<ul style="list-style-type: none"> • Section of student's work that is proven to be a result of academic dishonesty will not be marked • Refer to school's Assessment Policy for further consequences • Student may expect to be suspended
Use of Digital Devices	Major breach of technology policy such as: <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 or gains unauthorised access to any part of the school's network systems, e.g. via hacking, 'spyware' or other 'backdoor' methods, the use of the teacher or network manager logins, copying and/or misuse of school data 	<ul style="list-style-type: none"> • Student 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, be removed from the subject, placed on detention and/or be suspended • Parent/carer will be notified • Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers may expect to be excluded from Wynnum State High School
	Inappropriately using images or publishing images using the school's name or identifying features without permission	<ul style="list-style-type: none"> • Student will be directed to remove the material from public view or the internet • Parent/carer will be notified • Student may expect to be suspended or excluded
	Publishing inappropriate or abusive material about staff in any public or school domain	

Environment and Property	Graffiti and/or vandalism	<ul style="list-style-type: none"> • If the matter is deemed to be high level, the parent/carer will be notified • Student may be required to restore the property in own time and at own or parent's/carer's expense or make restitution to the owner • Student may undertake school community service or detention/withdrawal for a period of time • Student may expect to be suspended or excluded • Police may be contacted
	Theft	
	Interfering with the property of others	
	Willful and/or significant destruction of property	
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 may result in a detention, suspension, cancellation of enrolment or exclusion
	Willful disobedience	
	Refusal to participate in program of study	
Safety	Unsafe behaviour	<ul style="list-style-type: none"> • Student will be required to make the situation safe • Items that are considered unsafe will be confiscated • Student 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 • Student 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
	Possessing or using weapons	
Attendance	Actions significantly endangering the safety, and/or wellbeing of members of the school community or creating a significant health risk	
	Absenteeism	<ul style="list-style-type: none"> • Parents/carers of all students will be notified daily by SMS of unexplained absences • 'Every Day Counts' guidelines will be actioned for compulsory aged students who are not attending • Cancellation of enrolment may occur for post-compulsory school age students
	Persistent truancy	<ul style="list-style-type: none"> • Ongoing and repeated truancy will be treated as 'a failure to participate in the program of instruction' and a student may expect to be suspended • Cancellation of enrolment may occur for post-compulsory school age students
	Leaving the school grounds without permission or a pass	<ul style="list-style-type: none"> • Parents/carers notified • Student may spend breaks under the supervision of Administration • Persistent offences may be treated as willful disobedience and student may expect to be suspended

Treatment of Others	Direct verbal abuse of staff	<ul style="list-style-type: none"> • Student may expect to be suspended
	Bullying/harassment of others	<ul style="list-style-type: none"> • Student will be made aware of school's Anti-Bullying Policy • Mediation, detention, reparations may be expected by perpetrators • Student may be withdrawn from classes or breaks for a specified number of days • Parent/carer may be notified • Suspension or exclusion from school may occur • Possible referral to police
	Aggressive or intimidating behaviour	
	Fighting/physical assault	<ul style="list-style-type: none"> • Student may expect to be suspended or excluded • Possible referral to police
Personal Conduct	Persistent swearing and use of 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 may be directed to move away, do community service or detention • Student may be suspended
	Smoking or vaping in/around the school grounds, or school activity, in school uniform, or easily identified as a student of Wynnum State High School	<ul style="list-style-type: none"> • Referral to School-Based Youth Health Nurse • A student caught smoking or vaping may expect to be suspended • Repeat offenders may expect to be suspended
	<p>Supply of illegal drugs* and/or possession of illegal drugs*, in and around school grounds, whilst on a school activity, whilst in a school uniform or whilst being easily identifiable as a Wynnum State High School student</p> <p>*Drugs may include prescription drugs, alcohol, inhalants, illicit, or prohibited substances and substances purported to be a drug</p>	<ul style="list-style-type: none"> • Parent/carer will be informed as soon as practicable • Students supplying or possessing drugs or any substance they purport to be a drug may expect to be excluded • Police and/or School Based Police Officer may be involved as appropriate • Students who are in the company of those involved in a drug-related incident may expect similar consequences • The school will implement drug intervention measures for students involved in drug related incidences for students at school, during school activities or while in school uniform <p>Wynnum State High School does not tolerate drug supply or possession</p>

Personal Conduct	<p>Use of illegal drugs* in/around school grounds, whilst on a school activity, whilst in a school uniform or whilst easily identifiable as a Wynnum State High School student</p> <p>*Drugs may include prescription drugs, alcohol, inhalants, tobacco, illicit or prohibited substances and substances purported to be a drug and any drug related paraphernalia</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/carer will be notified as soon as practicable • The student will be taken home by parent/carer or will be kept at school (separated from the rest of the student body) until parent/carer arrives • Where necessary, medical attention will be sought • An investigation will be conducted • Police and/or School Based Police Officer may be involved as appropriate <p>Students who are under the influence of drugs at school or have used drugs at school may expect to be excluded</p> <p>Students who are in the company of those involved in a drug-related incident may expect similar consequences</p> <p>The school will implement drug intervention measures for students involved in drug related incidences</p> <p>Wynnum State High School does not tolerate drug use</p>
	Any sexually explicit act	<ul style="list-style-type: none"> • Student will be offered counselling about socially acceptable behaviour and intervention sought as appropriate • Parent/carer will be informed • Student may be suspended or excluded
	Possession of prohibited items	<ul style="list-style-type: none"> • Item will be confiscated • Student may be given detention or suspension

School Policies

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

- Temporary removal of student property
- Buddy Teacher Referral Process
- Personal Digital Device Policy (use of mobile phones and other devices by students)
- Preventing and responding to bullying
- Anti-Bullying Agreement
- Application of school dress code
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

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

- chewing gum
- energy drinks
- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including unprescribed medication, tobacco, vapes and drug related paraphernalia)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

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

Responsibilities

School staff at Wynnum State High School:

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

Parents/carers of students at Wynnum State High School:

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

Students of Wynnum State High School

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

Buddy Teacher Referral Process

Buddy Process | STUDENT COPY Buddy Process | FLOWCHART



1. Student is not following the PROUD rules consistently.

2. Teacher sends student with Buddy Referral Form and classwork to Student Services.

STUDENT SERVICES:

- Records Buddy Referral on Compass and issues Buddy Receipt to student.
- Compass notification sent to both Referring and Buddy Teachers to confirm student arrival time.
- Compass generated text message sent to parent/carer.
- Issue student a Buddy Reflection Sheet.

If student refuses to leave the room, notify Student Services for support.

(Student Services will contact Curriculum HOD, and if not available Student Services HOD followed by Admin member.)

3. Student proceeds to Buddy Teacher, presents form and completes Buddy Reflection Sheet followed by classwork quietly for remainder of lesson. Student to keep Buddy Reflection Sheet for debrief.

4. If the student does not arrive at Buddy Class, then Buddy Teacher emails Referring Teacher at earliest convenience. (e.g. "John did not arrive at buddy class P1")

Post-Buddy CHECKLIST

1. Look for Compass Notification from Student Services to confirm Buddied student followed the process.
 - If student did not follow the process, notify Curriculum HOD for next consequence.
2. Record behaviour on OneSchool (tick one behaviour only).
3. Contact parent/carer to notify of behaviour incident.
4. **DEBRIEF:** At some point before the next lesson, teacher and student engage in restorative conversation guided by Buddy Reflection Sheet.

Optional follow-up: Teacher uses their own discretion to determine whether an incident requires further attention (e.g. detention, catch up on missed classwork).

Use of mobile phones and other devices by students

Personal Digital Device Policy (Switch Off to Switch On)

The Personal Digital Device Policy, commonly referred to as the “Switch Off to Switch On” policy, was introduced to increase learning outcomes and to combat the problems associated with inappropriate behaviour on digital platforms – stalking, bullying, sexual harassment, the sending of inappropriate text messages, emails, calls and photo distribution.

The policy is enacted because:

- learning outcomes are increased when students are actively engaged in the learning and not distracted by personal digital devices.
- the school’s duty of care to all students is compromised through unregulated use of personal digital devices.
- the use of personal digital device cameras/videos invade students’ and staff members’ right to privacy.
- inappropriate internet sites cannot be blocked by the school on personal digital devices using cellular networks.
- students and staff have a right not to have their image recorded or viewed by other people.
- Education Queensland does not permit the use of mobile phones at school for non-curriculum purposes.

Personal digital devices, with the exception of iPads and laptops, are to be turned off and out of sight from the time a student arrives at school until they exit the school grounds at the end of the school day. Specifically with regard to mobile phones, the school provides each student with a Yondr pouch in which they must store their mobile phone throughout the school day. The mobile phone is to be turned off and locked in the pouch on entry to the school. Students are only able to unlock their Yondr pouch to access their mobile phone on exit from the school at the end of the school day. It is compulsory for all students to use the Yondr pouch they have been given.

If a parent needs to contact their child during school hours, they should do so through the school office. Should a student need to go home because of illness or any other reason during school hours, it is the school’s responsibility to contact parents to coordinate arrangements.

In an emergency, parents needing to speak to their child can contact the office. The office does not have the resources to contact students in non-emergency situations but will endeavour to help parents with other enquiries.

For the purpose of this policy, personal digital devices include but are not limited to:

- mobile phones
- cameras and/or voice recording devices
- headphones or ear pods
- portable speakers
- tablets
- gaming devices
- iPads/laptops (refer to Computer Use and Internet Agreement Policy)

Headphones or AirPods may be permitted for learning purposes only under teacher direction.

If a student is wearing a smart watch or fitness tracker, the device must be disconnected from the student’s mobile phone or any other device when the student enters the school grounds and can only be reconnected after they have exited the grounds at the end of the school day.

For digital devices and technology use at school:

Everyday everywhere	<ul style="list-style-type: none"> • no use of social media or messaging • no use of hotspots or VPNs • no use of personal mobile data • no headphones or ear pods
In the playground	<ul style="list-style-type: none"> • no personal digital devices visible or audible from the time a student arrives at school and until students exit the school at the end of the school day • no iPads/laptops to be used in undesignated areas
In classrooms	<ul style="list-style-type: none"> • no personal digital devices visible or audible (other than iPad/laptop) • iPads/laptop usage will be monitored
In the Library – during break time and at Homework Club	<ul style="list-style-type: none"> • no personal digital devices visible or audible • iPads/laptops used for educational purposes and supervised by staff in designated areas • iPads/laptops are to be used for gaming in designated areas and at designated times only
Extra-curricular activities, excursions, camps and tours	<ul style="list-style-type: none"> • no personal digital devices visible or audible on camps, excursions or activities immediately before or after school • no personal digital devices visible or audible on tours or extended school activities during events or periods of instructional activities • iPads/laptops used for educational purposes and supervised by staff

Behaviour		Possible Consequence
<ul style="list-style-type: none"> • Device is visible or audible on school grounds • Phone not in Yondr pouch • Inappropriate use of laptop/iPad 	First three (3) infringements in a term	<ul style="list-style-type: none"> • Device confiscated – collection at end of the day at Student Services • iPad/laptop not confiscated • Parent/carers notified after third (3rd) infringement
	Fourth (4 th) infringement in a term	As above and; <ul style="list-style-type: none"> • Referred to Head of Department Student Services for further consequence in line with the Student Code of Conduct • Parent/carers notified
	Subsequent infringements in a term	As above and; <ul style="list-style-type: none"> • Additional consequences will apply in line with the Student Code of Conduct

Refusal to relinquish a personal digital device will result in additional disciplinary action. Due to the need for iPads/laptops in the learning environment, these devices will not be confiscated. However, an infringement will be logged. In situations where repeated infringements are occurring, a student's iPad/laptop may be confiscated.

Special Circumstances Arrangements

Students who require the use of a personal technology device, such as a mobile phone, iPad or laptop for non-educational purposes that would contravene this policy (for example to assist with a medical condition or other disability) must negotiate a special circumstances arrangement with the principal. Where a technology device, other than an iPad or laptop is required for a special learning project, the classroom teacher must seek approval from the relevant Head of Department.

Personal digital devices and associated equipment (e.g. headphones, ear buds, speakers etc.) are brought to school at the owners' risk. Wynnum State High School will not accept liability in the event of loss, theft, or damage of any device. If a student brings a personal digital device and/or associated equipment to school, they must abide by the school's Personal Digital Device Policy.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Wynnum State High School Student Code of Conduct. In addition, students and their parents/carers should:

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

Preventing and responding to bullying

Wynnum State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents/carers who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Wynnum State High School has a Student Council with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents/carers was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Wynnum State High School we believe students should be at the forefront of advising staff, parents/carers and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

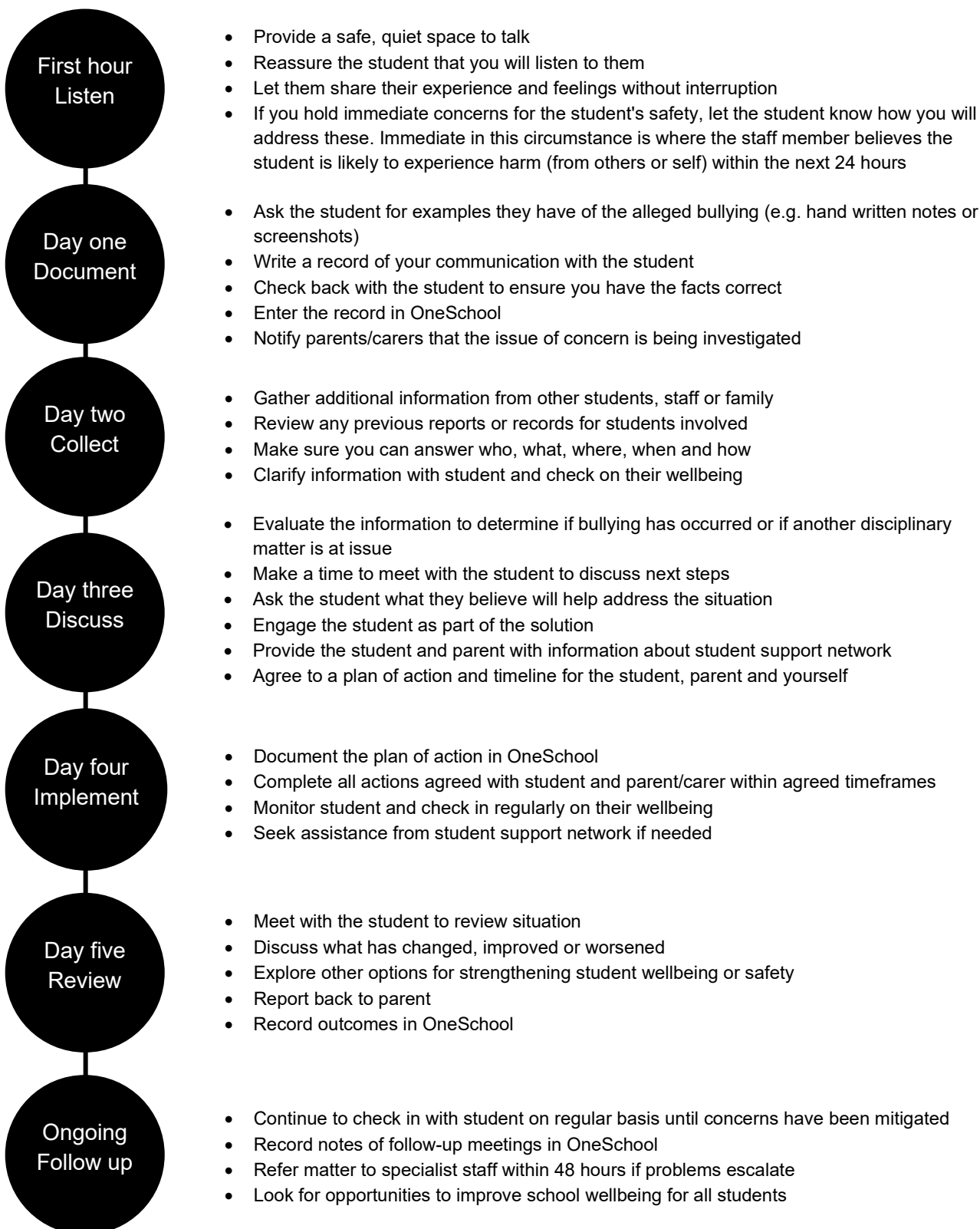
However, these conflicts are still considered serious and need to be addressed and resolved. At Wynnum State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents/carers.

Bullying response flowchart for Student Services Team

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

Key contacts for students and parents/carers to report bullying:

- Year 7 to Year 12 – Classroom Teacher, Year Level Coordinator or Head of Student Services
- Stymie Anonymous Reporting – <https://stymie.com.au/>



Cyberbullying

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

In the first instance, students or parents/carers who wish to make a report about cyberbullying should approach their Head of Department – Student Services (Junior, Middle or Senior) who can be approached directly by students, parents/carers or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Wynnum State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

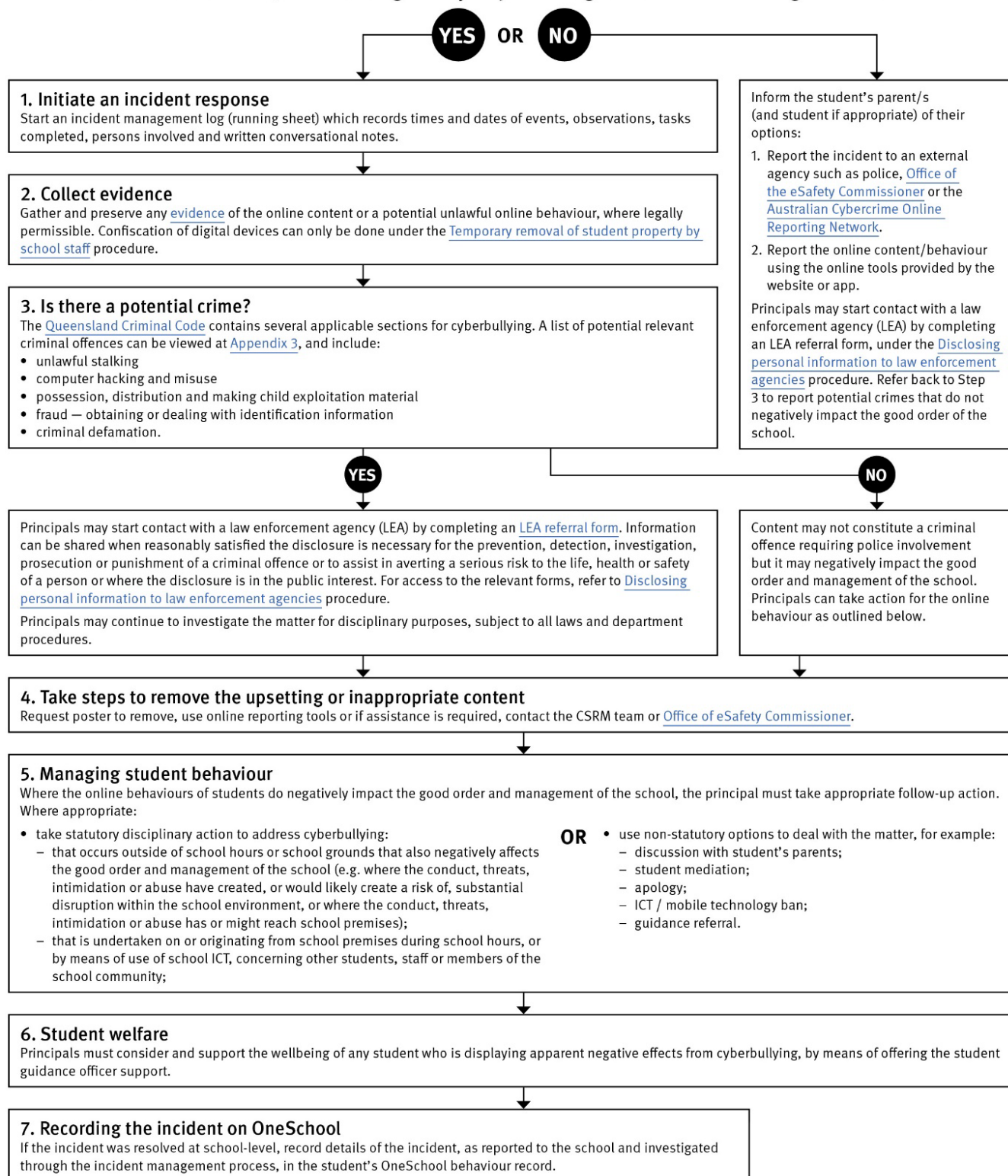
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Anti-Bullying Agreement

Wynnum State High School Anti-Bullying Agreement

WYNNUM STATE



HIGH SCHOOL

We're Wynnum, We're PROUD

The Anti-Bullying Agreement provides a clear outline of the way our community at Wynnum State High School works together to establish a safe, supportive and disciplined school environment. This Agreement is provided to all students and their parents/carers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

We agree to work together to improve the quality of relationships in our community at Wynnum State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, physical capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

As a student of Wynnum State High School, I agree to follow the PROUD mantra and:

- treat everyone with kindness and respect.
- abide by the school's anti-bullying policies and procedures.
- support individuals who have been bullied.
- speak out against verbal, relational, physical bullying and cyber bullying.
- notify a parent/carer, teacher, or school administrator when bullying does occur.

Student's signature: _____

Parent's/Carer's signature: _____

School representative signature: _____

Application of School Dress Code

Wynnum State High School believes that wearing the endorsed uniform proudly contributes to the culture and values of our school. As such, it is mandatory for all students at Wynnum SHS to wear school uniform.

The School Dress Code Policy as found on our school website 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 a PROUD learning environment.
- It removes distractions and competition about clothes.
- 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 be worn neatly and with pride.
- It covers basic health and safety requirements for schools as workplaces.

Students are expected to wear the full formal school uniform every day, with the following exceptions:

- **Tuesday:** Students in Years 7, 8, 11, and 12 are permitted to wear the Sports Uniform.
- **Thursday:** Students in Years 9 and 10 are permitted to wear the Sports Uniform.

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

On the days that a student is required to wear their Formal uniform, if they have a HPE lesson, they are required to change into their Sports uniform at the beginning of the lesson and back into their Formal uniform at the end of that HPE lesson.

Formal uniform is to be worn on school excursions and when a student is representing the school.

PROUD – Unified

On the unavoidable occasion that a student is out of school uniform they will report to Student Services between 8.30am – 8.50am to get changed into the correct loan uniform.

If a loan uniform item is not available, students will be issued a uniform pass for the day. If students are issued a uniform pass, they are to keep it with them and show it to staff members as requested.

If a student presents to Student Services before 8.50am to rectify their uniform through the Uniform Exchange or to receive a Uniform Pass, they will not receive a uniform infringement.

Students who do not report to Student Services and arrive at class in the incorrect uniform or without a uniform pass will receive a uniform infringement.

On receipt of second uniform infringement in a term	<ul style="list-style-type: none">• Year Level Coordinator will contact parent/carer and offer support to correct uniform
On receipt of third and subsequent uniform infringements in a term	<ul style="list-style-type: none">• Head of Department Student Services will contact parent/carer and advise that student is to attend a 30 minute detention for non-compliance with the PROUD – Unified process (detentions are either Monday at 8.20am or Friday at 3pm)• Subsequent non-compliance may result in further disciplinary action.

Special Circumstances Arrangements

Where a student is not able to wear the correct school uniform for a longer period of time, the parent or carer should contact the relevant Head of Department Student Services and arrangements will be made and/or a uniform pass will be provided on a case-by-case basis.

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning. Further information on these can be located in the [Behaviour section](#) on the Education Queensland website.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, willful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

The staff of Wynnum State High School are committed to ensuring every student is supported to feel welcome and valued in our school. There may however, be occasions where parents need to raise a concern or make a complaint about an issue that they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. A parent or carer can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

It is the responsibility of a complainant to:

- provide a clear idea of the issue or concern and the desired solution
- provide all the relevant information when lodging the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- maintain communication if something changes, including if help is no longer needed

The Department of Education may not proceed with a complaint if the complainant's conduct is unreasonable.

In most instances, staff members are informed of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the Principal or their delegate

The best place to raise any concerns is at the point where the problem or issue arose. A parent/carers can make an appointment at the school to discuss a complaint with the student's teacher or Student Services Team. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the school's directory on our website.

2. Internal review: contact the local Regional Office

If, after taking the early resolution step, a complainant is dissatisfied with the outcome of the complaint management or how the complaint was handled, they can ask the local regional office to conduct a review. This requires submission of a Request for internal review form within 28 days of receiving the complaint outcome. Please contact on: (07) 3028 8052.