



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

Wynnum State High School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

Rationale

Education Queensland is committed to provisions that ensure that all young Queenslanders have a right to, and receive, a quality education. Wynnum State High School exists to provide quality teaching and learning experiences for each student in the school community. We aim to build a challenging and distinctive school, where life and learning experiences are the gateway to our students' futures. The school mission statement of:

Tradition, Community, Excellence – Building a Gateway to Your Future

is underpinned in this Responsible Student Behaviour Plan by three cornerstones of expected behaviour. These cornerstones are:

*Commonsense
Consideration
Cooperation*

To build on tradition, achieve excellence and to live effectively within our community, we need to display commonsense, consideration, and cooperation in our behaviours. Good, respectful teacher-student relationships are paramount to student learning.

Our school community will provide a safe, ordered and supportive learning environment where:

- Students share the responsibility for their own learning
- The relationships within the school community are cooperative, respectful and positive
- Students are encouraged to develop self-discipline by accepting responsibility for their own behaviour
- We expect students to show common sense in all their behaviours
- All members of the school community show courtesy to each other
- Student and teacher rights are protected
- Parental support is encouraged
- Everyone models acceptable and appropriate behaviour
- The guiding values for our Responsible Behaviour Plan are:
 - Tradition
 - Community relationships
 - Excellence in education
 - Success for all participants
 - Self discipline and care for self and others
 - Cultural diversity
 - Honesty
 - Shared responsibility
 - Equity and social justice

Glossary – The table below explains abbreviations used in this document

HOD	Head of Department	HODYL	Year Level Head of Department
SHOD	Subject Head of Department	YC	Year Coordinator
DP	Deputy Principal	P	Principal
BM Teacher	Behaviour Management Teacher	CYC	Check Your Choice Process – CYC is a strategy for behaviour reflection



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School beliefs about behaviour and learning

We believe that managing behaviour is a whole school responsibility – students, staff, parents and the wider community. In this learning community teachers have a right to teach and students have a right to learn. Schools have a responsibility to create an environment where learning can occur and an environment where students feel comfortable and free from threats. A Responsible Behaviour Plan is necessary so that teaching time is used effectively and so that we can teach the very important life skill of students taking responsibility for their own actions. The Responsible Behaviour Plan operates in classrooms, the school grounds, excursions, camps, socials and all school functions and related activities.

Our Responsible Behaviour Plan for Students acknowledges social justice issues and the need to maximise the educational outcomes for all students in the school. This means taking into account factors such as gender, sexual identity, socio-economic circumstances, intellectual ability, cultural background and any disabilities to learning.



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Rights and Responsibilities

To have a positive and caring school where everyone feels safe, wanted and happy and where everyone can work and learn in a friendly, supportive environment means that everyone must respect the rights and responsibilities of all groups in the community. At Wynnum State High School we define these rights and responsibilities as follows.

Students

Students have the right to:	Students have a responsibility to:
<ul style="list-style-type: none"> ○ a quality education ○ learn in a safe and pleasant environment - free from physical and /or verbal abuse ○ be in a "hands off" policy school (no person touches another person or their property) ○ be free from discrimination ○ be treated with courtesy by other students, staff and adults ○ feel proud of their school ○ expect their property to be safe 	<ul style="list-style-type: none"> ○ participate in learning to the best of their ability ○ respect the rights of others to learn ○ respect the rights of others to participate in and enjoy school activities ○ be courteous to others ○ wear the appropriate and correct school uniform ○ be prepared and on time for classes ○ care for the school environment ○ adhere to safety regulations ○ care for their property

Staff

Staff have the right to:	Staff have a responsibility to:
<ul style="list-style-type: none"> ○ be recognised as professional educators ○ be free from discrimination ○ carry out their duties in a safe and supportive environment free from physical or verbal harassment ○ be treated with courtesy by students and other members of the school community ○ have reasonable requests carried out promptly ○ discipline students fairly and according to policies of Education Queensland ○ expect their property to be safe 	<ul style="list-style-type: none"> ○ prepare learning programs that cater for the interests and abilities of all students ○ act in a professional and collegial manner ○ treat students and school community members with respect, courtesy, fairness and justice ○ be fully prepared for classes ○ teach to the best of their ability ○ follow agreed school and departmental codes and procedures ○ be involved in the diverse aspects of the school's operations ○ care for their property ○ contact parents regarding student progress and any concerns about behaviour

Parents and carers

Parents and carers have the Right to:	Parents and carers have the responsibility to:
<ul style="list-style-type: none"> ○ expect their child will be educated in a safe and supportive environment ○ be treated with courtesy by staff, students and other members of the school community ○ express their opinions about school matters ○ have access to school personnel at mutually arranged times ○ educational support from the school ○ be kept informed on all aspects of their child's education 	<ul style="list-style-type: none"> ○ recognise the professional role of teachers in educating their child ○ co-operate with teachers and other members of the school community ○ support their child's education ○ encourage their child to accept school regulations and make appropriate behaviour choices ○ support personnel in maintaining a safe school environment ○ approach the school for appropriate support as needed



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Consequences for unacceptable behaviour

Levels of Behaviour

Wynnum State High has developed a Responsible Behaviour Plan for Students that places students on four (4) levels of behaviour:

- Green
- Yellow
- Orange
- Red

These *colour levels* have significance for students in managing their own classroom behaviour. There are planned strategies for each of these *colour levels* and consequences which accompany each level.

- *Green Level*

All students who enrol at Wynnum High begin their learning and school lives at Green Level. Many students remain at Green Level for the whole of their time at Wynnum High. Students exhibiting behaviour at Green Level are managing their own behaviour well and are able to earn gold, silver and bronze reward points in the Student Rewards Program.

Students on Green Level:

- follow teacher instructions and are following the rules of their classrooms.
- are well behaved and respectful of all in their community.
- display safe practices in classrooms and in the playground.
- are good role models for all students.

- *Yellow Level*

Behaviour management is most effective when the teacher deals with classroom issues immediately. By using a variety of strategies from the proactive to the reactive, inappropriate behaviours are minimised to ensure maximum learning outcomes.

Where unacceptable behaviour is repeated the teacher should:

- attempt alternative strategies and ring the student's parents.
- inform the SHOD.
- record information on the Student Behaviour Database.

SHODs, in consultation with classroom teachers and parents, place students on Yellow Level according to the classroom behaviour management plan.

- *Orange Level*

Students displaying repeated and continued misbehaviour and disruption in a classroom setting will move to Orange Level. Teachers record this information on a Student Behaviour Database. Students can only move to Orange Level after discussions with SHOD. In other cases, after consultation with SHODs, the HODYL may also place students on Orange Level. The Administration can also move students to Orange Level. When a student is moved to Orange Level parent contact will be made.

The following two tables outline specific behaviour and possible strategies and consequences for behaviour at Yellow and Orange Levels.



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Yellow Level Action Plan

Example of student misbehaviours	Preventative action to prevent and manage unnecessary behaviour	Possible management strategies and consequences
<ul style="list-style-type: none"> • Talking in class • Late to class and truancy • Homework not done • Calling out • Not working or participating in class • Annoying other students • Teasing, name calling or making rude signs • Sending messages in written or electronic form • Eating, drinking in class (exception of water with teacher permission) • Curriculum issues: that is, deliberate lack of equipment, texts and the like 	<ul style="list-style-type: none"> • develop classroom rules and procedures with students • display these rules for all students • allow students ownership of these classroom rules • have a functional and orderly room • discuss rights, roles and responsibilities • communicate clear expectations • have clear routines • prepare and utilise appropriate materials • arrive at class on time • plan interesting and challenging lessons • cater and plan for all abilities • plan appropriate seating arrangements • plan a language for discipline - what will you say? • use the <i>Check Your Choice Room</i> for disruption to teaching or learning 	<ul style="list-style-type: none"> • Tactically ignore: Never ignore behaviour that may compromise the safety of others. • Non verbal message or gesture: make eye contact or facial messages such as a smile or frown with off task students, use hand signals. • Distractions and diversions for the student - this can be done by inviting some assistance, asking a question, moving closer to the student, giving them a task, asking the student to move. • Casual statements or questions can also be used – for example, “How’s it going?” or “Where are you up to?” • Give simple directions (repeat as necessary). Using the person’s name may be enough. Make a direct statement, for example, “Put the pen down.” “Stop talking.” • Taking the student aside Move the student away from their peers and clearly discuss the student’s behaviour, giving them options to re-enter the room and work or face more stringent consequences. • Rule reminder: state the rule or procedures. “You know the rules. If you want to ask a question, it’s hands up.” • Questions and feedback: “What are you doing?” “What should you be doing?” Refer to section on “Check Your Choices” in appendices. • The teacher will phone parents if a student has not returned to class after one lesson from the CYC room. • If the student does not choose to behave in an appropriate and safe way the next step in the behaviour management process is for more formal consequences, for example, detention and contacting parents and referral to SHOD.

Orange Level Action Plan

Example of student misbehaviours	Preventative action to prevent and manage unnecessary behaviour	Possible management strategies & consequences
<ul style="list-style-type: none"> • Serious breaches of safety in classroom • Frequent flyer to CYC room • Repeated refusal to complete classroom tasks or homework • Constant classroom disruption: calling out, talking • Graffiti/vandalism • Theft of school property • Cheating or plagiarism in exams or assignments • Harassment • Dangerous action playground • Displaying offensive pictures, posters or graffiti • Repeated truancy or lateness 	<ul style="list-style-type: none"> • Develop classroom rules and procedures with students • Display these rules for all students • Allow students ownership of classroom rules • Have a functional and orderly room • Discuss rights, roles and responsibilities • Communicate clear expectations • Have clear routines • Prepare and utilise appropriate materials • Arrive at class on time • Plan interesting and challenging lessons • Cater and plan for all abilities • Plan appropriate seating arrangements • Plan a language for discipline - what will you say? • Use the <i>Check Your Choice Room</i> for disruption to teaching or learning 	<ul style="list-style-type: none"> • The SHOD/HODYL will support the student in a process to modify behaviour by directing a student to have an awareness and ownership of behaviour. Specific actions by a student may require completion of a specific program • The HODYL may appoint a case manager, for example, Year Coordinator to set up a support process for students. • Daily report to monitor student’s behaviour may be set in place. Parents are a part of this process • Correspondence with parents will be made in the form of a letter, phone call, email or meeting to discuss the behaviour being displayed by the student • School detentions: These may be after school, lunchtime or written detentions at home as deemed appropriate by SHOD/HODYL • Student withdrawal from class and peers for a period of time. They could be sent to a buddy teacher or stay with SHOD/HODYL. • Revoking of privileges: While on Orange Level a student will not be permitted to attend the school social • Frequent flyer to <i>Check Your Choice Room</i> dealt with by a HODYL/SHOD



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• *Red Level*

The Deputy Principals and Principal are responsible for dealing with students who have demonstrated gross misbehaviour, repeated breaches of the Responsible Behaviour Policy, serious breaches of Workplace, Health and Safety and/or illegal activities. At this Red Level, inappropriate behaviour may result in:

- the student being suspended and/or excluded from school.
- a modified or altered school timetable may be put in place.

At Red Level parent contact must be made. Only members of the Administration may place students on Red Level.

Red Level Action Plan

Example of student misbehaviours	Possible management strategies and consequences
<ul style="list-style-type: none"> • Continual and persistent disruption to the learning of other students • Continued use of CYC room • Gross disobedience and disrespect to school staff. • Verbal abuse of staff • Fighting and physical assault • Harassment: Physical/Verbal/Sexual • Continual threats of violence • School vandalism • Displaying offensive material, pornography, pictures or graffiti • Stalking • Sending offensive messages in written or electronic form • Possession of drugs or illegal substances • Possession of dangerous weapons or items • Theft of student or school property • Smoking • Conduct prejudicial to the good order of the school 	<ul style="list-style-type: none"> • Internal school suspension. The usual school routine is modified or altered by the Administration • Suspension: 1 - 5 Day. Students are suspended from having access to school provisions for the period stated. They are restricted from entry onto the school grounds unless directed. Re-entry interview between the Deputy Principal or Principal will be conducted to work out the behaviour improvement conditions to support the student returning to school. Students return to classes and maybe on daily report for a period of time. Services of support may be utilised as necessary • Suspension: 6 - 20 Day. Students are suspended from having access to school provisions for the period stated. They are restricted from entry onto the school grounds unless directed. Re-entry interview between the Deputy Principal or Principal will be conducted to work out the behaviour improvement conditions to support the student returning to school. Students return to classes on daily report for a period of two weeks. Services of support may be utilised as necessary • Cancellation of enrolment. For students over the age of compulsory attendance - a cancellation of enrolment for a given period of time or permanently from the school will be initiated by the administration • Exclusion. For serious offences for which suspension is inadequate, the administration initiates a temporary or permanent exclusion from the school

The network of student support

A team approach to behaviour support includes the involvement of all of the following personnel and other agencies. The team is comprised of:

- Parents and Carers
- Teachers
- Year Coordinators
- Behaviour Management Teacher
- CYC Room Supervisor
- Guidance Counsellor
- Learning Support Co-ordinator
- Sexual Harassment Referral Officer
- Youth Health Nurse
- School Chaplain
- Indigenous Teacher Aide
- Heads of Department (SHODs & HODYLs)
- Deputy Principals
- Principal

Wynnum State High School refers to the following agencies as appropriate

- Youth Support Workers (BABI)
- District Guidance Counsellor
- Juvenile Aid Bureau - Police
- Department Of Child Safety
- Child & Youth Mental Health
- Disability Services Queensland



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Consideration of individual circumstances

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members. This responsible behaviour management plan acknowledges social justice issues and the need to maximise the educational outcomes for all students in the school as outlined previously.

Related legislation

- [Education \(General Provisions\) Act 1989](#)
- [Section 21 of the Education \(General Provisions\) Regulation 2000](#)
- [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 1995](#)
- [Workplace Health and Safety Regulation 1997](#)
- [Freedom of Information Act 1992](#)

Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

Some related resources

- [National Safe Schools Framework \(ncab.nssfbestpractice.org.au/resources/resources.shtml\)](http://ncab.nssfbestpractice.org.au/resources/resources.shtml)
- [National Framework for Values Education in Australian Schools \(www.valueseducation.edu.au\)](http://www.valueseducation.edu.au)
- [Bullying. No Way! \(www.bullyingnoway.com.au\)](http://www.bullyingnoway.com.au)
- [MindMatters \(www.curriculum.edu.au/mindmatters\)](http://www.curriculum.edu.au/mindmatters)
- [School Wide Positive Behaviour Support \(www.learningplace.com.au/deliver/content.asp?pid=24668\)](http://www.learningplace.com.au/deliver/content.asp?pid=24668)

Principal

P&C President

Regional Executive Director or
Executive Director (Schools)

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Appendix 1

Wynnum State High School Colour Level Steps in the Responsible Behaviour Plan



Tradition. Community. Excellence.

RED

The student has persistently broken rules or has been involved in a serious breach of the school rules.

The Principal or a Deputy Principal will speak to the student.

A Performance Review may be conducted. S/he may be required to do community service. S/he may be suspended. (1 – 5 days) or (6 – 20 days).

On his/her return, there will be an interview with the student and parents.

The student may be placed on Daily Report with the Administrator or HODYL as his/her behaviour is monitored on Orange Level.

ORANGE

The student's behaviour in a subject or of great concern or s/he may be having difficulty behaving appropriately in more than one subject. S/he may have been on Yellow Level and not shown any improvement. The relevant SHOD or HODYL will speak to the student about his/her behaviour.

Parents will be contacted. A Performance Review may be conducted.

The student may be placed on a Daily Report.

S/he cannot attend a school social.

The student may: not be permitted to participate in a school activity or function; have to make up time or work; be withdrawn from classes and /or the grounds at breaks; be asked to give up a position of honour or responsibility.

**You need to give serious thought
and action to your choices.**

YELLOW

In a particular subject, the student is causing themselves and other students difficulties. In Year 8, 9 or 10, s/he has not returned to your classroom from the CYC Room after one lesson.

The relevant SHOD will speak to the student about his/her behaviour. Parents will be contacted.

The student may be placed on a Monitoring Sheet for the subject.

S/he may need to make up time or work.

**You are making the right choices.
Keep it up.**

GREEN

The student is on time and prepared for class. S/he displays safe and appropriate behaviours in and out of class.

The student is encouraged to participate in school activities and to represent the school.

S/he is eligible for positions of honour and responsibility.

**You need to check your choices.
Time to think.**

COMMONSENSE

CONSIDERATION

CO-OPERATION

Appendix 2 School and classroom rules for students, teacher and parent reference

	You are expected to:	Possible consequences:
Attendance and absenteeism from school	<ul style="list-style-type: none"> Attend school daily Have your parents telephone the school as soon as possible if you are absent <p>Note: School staff phone home every day about student absence</p>	<ul style="list-style-type: none"> If absence if unauthorized, could result in having to make up time missed Senior students may be required to be at school on WAAVES days Persistent absences result in parent interviews and outlining of options
Attendance at classes	<ul style="list-style-type: none"> Attend each class <p>Note: Teachers mark a class roll every lesson and check this roll against a Daily Absentee List</p>	<ul style="list-style-type: none"> You will be required to make up missed time by class teacher Parents may be contacted
Being prepared for class	<ul style="list-style-type: none"> Come prepared for class with correct books and equipment 	<ul style="list-style-type: none"> You may not be able to participate in class activities. If persistent, parents will be contacted and the matter referred to the SHOD
Bike Helmets	<ul style="list-style-type: none"> Wear a helmet when riding your bike to and from school <p>Note: This is a legal requirement for the safety reasons</p>	<ul style="list-style-type: none"> Bike impounded Parent contacted 30 minute detention after school
Computers and Internet use	<ul style="list-style-type: none"> Use the computers and internet appropriately, as outlined in the <i>Computer and Internet Agreement</i> which you and your parent/caregiver have signed 	<p>Consequences are outlined in the computer use agreement</p> <ul style="list-style-type: none"> Withdrawal of access to the computer network and/or internet for a stated period Suspension 1 – 5 days or longer
Drugs	<ul style="list-style-type: none"> Students are not to be in possession of, use, deal or promote tobacco, alcohol, marijuana, ecstasy, amphetamines or any other illegal drug 	<ul style="list-style-type: none"> Parents contacted Increased levels of suspension (1-5 days and/or 6-20 days) leading to exclusion depending on level of drug activity Sale or supply of drugs carries a minimum consequence of 20 day suspension and police will be contacted There is a comprehensive drug policy to be found in the Responsible Behaviour Plan on the school website
Hands off	<ul style="list-style-type: none"> Comply with the <i>hands off</i> policy. This means not touching another person or his or her property. <i>Hands off</i> also means no holding hands, hugging or close contact. It also means that hands or fists cannot be used to solve problems between students. 	<ul style="list-style-type: none"> Teachers will counsel you about this Persistent breaches will be referred to the Principal or a Deputy Principal Please see physical assault in this table as well
Harassment and Bullying	<ul style="list-style-type: none"> Treat everyone with respect Avoid harassing behaviour which includes: <ul style="list-style-type: none"> name calling teasing intimidation threats of violence spreading rumours sending offensive messages via text messaging racist comments sexual harassment 	<ul style="list-style-type: none"> Students - please refer to the Flowchart for dealing with harassment and bullying in your Student Planner Staff and parents – please refer to Appendix 12 at the end of this policy for the Flowchart for dealing with harassment and bullying

	You are expected to:	Possible consequences:
Jewellery and body piercings	<ul style="list-style-type: none"> • Comply with the school policy on jewellery: <ul style="list-style-type: none"> ○ 2 earrings (studs or sleepers only) – one per ear ○ a bangle that cannot be removed ○ a simple ring ○ a simple chain with a cross or zodiac sign. • Cover with bandaids any conspicuous body piercings 	<ul style="list-style-type: none"> • You will be asked to remove unauthorised item/s or cover them, as appropriate • Repeated breaches may result in the item/s being confiscated for later collection from the office by parents/caregivers • Gross disobedience will be dealt with a Deputy Principal or Principal
Language Use	<ul style="list-style-type: none"> • Use language appropriate to the school context • Swearing is not appropriate in a school context 	<ul style="list-style-type: none"> • Your classroom or playground duty teacher will counsel you. • All incidents of verbal abuse of staff are referred immediately to a Deputy Principal the Principal • You may be suspended or complete hours of community service
Lateness to class	<ul style="list-style-type: none"> • Be on time for class <p>Note: Teachers record late students in their rolls.</p>	<ul style="list-style-type: none"> • You will be required to make up missed time by your class teacher • Persistent lateness to class will be discussed with the SHOD
Lateness to school	<ul style="list-style-type: none"> • Be on time to school 	<ul style="list-style-type: none"> • You will be required to bring a note explaining lateness. Alternately your parents or carers can ring the school office to explain your lateness • You will be allowed to explain lateness to school without a written or verbal explanation 3 times per term. After this, a Friday Afternoon Detention (FAD) will be given. These are lawful under Section 22 of the Education Act of 2000. FAD is of 30 minutes duration – 3.00 p.m. – 3.30 p.m. Your parents will be informed in writing
Learning and allowing others to learn	<ul style="list-style-type: none"> • Allow other students to learn without disruption 	<ul style="list-style-type: none"> • All classrooms have negotiated classroom rules. Breaches of classroom rules will be dealt with by teachers and consequences applied as per the Responsible Behaviour Plan
Litter	<ul style="list-style-type: none"> • Place litter in rubbish bins • Clean up the area where you sit and eat morning tea/lunch • Follow teacher directions to pick up litter without argument 	<ul style="list-style-type: none"> • You may be asked to clean up an area • If you refuse or fail to do so, you will be referred to a Deputy Principal or the Principal
Mobile Phones, MP3 and IPODS	<ul style="list-style-type: none"> • You are not to use these items at school 	<ul style="list-style-type: none"> • Where a student is seen with a Mobile Phone, MP3 Player or IPOD, the teacher will confiscate this item. These items are not to be visible or to be used during the school day • The confiscated item will placed at the office for safe keeping • Parents/caregivers will be required to contact/collect it from the school office • The school accepts no responsibility if any item is stolen during the school day
Out of bounds areas	<ul style="list-style-type: none"> • Avoid out of bounds area in the grounds: <ul style="list-style-type: none"> ○ the driveways ○ the front of the hall ○ E Block ○ the MPS Amenities ○ other areas as designated. 	<ul style="list-style-type: none"> • You may be asked to leave an area • The incident may be recorded • Persistent non-compliance will be referred to a Deputy Principal or the Principal

	You are expected to:	Possible consequences:
Physical assault	<ul style="list-style-type: none"> You must not physically assault or fight. You must not use your hands or fists to solve problems. This includes, but is not limited to: <ul style="list-style-type: none"> punching pushing tripping spitting 	<ul style="list-style-type: none"> The matter will be investigated by a Deputy Principal or the Principal You may be suspended and/or do community service Parents/caregivers will be contacted Unprovoked physical assaults carry an automatic suspension. The duration of the suspension may vary depending on the circumstances.
Possession of banned items	<ul style="list-style-type: none"> The following items must not be brought to school: <ul style="list-style-type: none"> matches or lighters cigarettes aerosol cans laser lights knives or other sharp implements illegal substances chewing gum whiteout or liquid paper firecrackers 	<ul style="list-style-type: none"> The item may be confiscated Parents may be contacted Serious or persistent breaches will be referred to the Principal or Deputy Principal
Respect and courtesy to other students	<ul style="list-style-type: none"> Treat other students with respect and courtesy 	<ul style="list-style-type: none"> You will be referred to a HODYL, Deputy Principal, Principal, or other personnel as necessary
Respect and courtesy to staff members	<ul style="list-style-type: none"> Treat staff with respect and courtesy Follow the directions of staff Provide your correct name when requested by any teacher 	<ul style="list-style-type: none"> Incidents of disrespect may be referred to the SHOD or HODYL Serious or persistent issues will be referred to a Deputy Principal or the Principal.
School Socials	<ul style="list-style-type: none"> The following behaviours are inappropriate at school socials <ul style="list-style-type: none"> Arriving under the influence of alcohol Arriving under the influence of an illegal drug 	<ul style="list-style-type: none"> Parents contacted to collect student Incident recorded on BM database Possible detention or community service or suspension Possible banning from future socials
Skateboards	<ul style="list-style-type: none"> Avoid bringing these to school Use safe means of traveling to and from school. The school accepts no responsibility for this type of 'travel' 	<ul style="list-style-type: none"> The skateboard may be confiscated for the day Repeated non-compliance will be referred to a Deputy Principal or the Principal
Smoking Note: Smoking is banned by government legislation within government buildings or grounds. Under law, cigarettes are also banned to teenagers under the age of 18.	<ul style="list-style-type: none"> You must not smoke at school, school functions or travelling to and from school 	First Incident, you will: <ul style="list-style-type: none"> be warned by a Deputy Principal or the Principal complete a booklet on health issues during two lunchtime detentions have your parents/caregivers contacted Second Incident, you will: <ul style="list-style-type: none"> complete a QUIT program with the School Health Nurse and/or receive two after school detentions sign a contract regarding smoking at school have your parents/caregivers contacted Third Incident, you will: <ul style="list-style-type: none"> receive two day suspension Subsequent Incidents, you will: <ul style="list-style-type: none"> receive increased levels of suspension, culminating in exclusion
Theft of property school or personal	<ul style="list-style-type: none"> You must not take other people's property Students should not bring expensive personal items to school 	Matter investigated <ul style="list-style-type: none"> Parents contacted Arrangements made for replacement of item or community service <ul style="list-style-type: none"> Parents contacted Arrangements made for replacement of item or community service Possible suspension Suspension or community service Parents contacted Restitution for damaged property

	You are expected to:	Possible consequences:
Use of grounds	<ul style="list-style-type: none"> • Use the grounds and facilities appropriately. This means NO: <ul style="list-style-type: none"> ○ chasing games around buildings ○ throwing/kicking footballs around buildings ○ tackle games ○ use of anything other than tennis ball for bat and ball games ○ running/contact games in MPS 	<ul style="list-style-type: none"> • The activity will be stopped • Equipment may be confiscated • Persistent or serious breaches may result in your withdrawal from grounds at lunch breaks
Uniform	<ul style="list-style-type: none"> • You must wear the correct uniform. Note: <ul style="list-style-type: none"> ○ If you are unable to wear the correct uniform you are to report to a DP before school. You will be given a uniform pass or a uniform to wear for the day. ○ Students are not to mix and match sports uniform items with dress uniform items. ○ For full details, see the uniform table elsewhere in the Student Planner • Style your hair appropriately and ensure that your hair colour is natural • Wear only clear nail polish • Makeup, if worn at all, should be minimal • Jewellery, if worn, is to adhere to the rules for jewellery earlier in this table • You are to bring a note of explanation from your parents or carers 	<ul style="list-style-type: none"> • You may be counselled by a teacher regarding non-uniform items • You will be sent to the Office for a uniform slip • You will be allowed to obtain a uniform slip from the DP without written explanation from your parents or carers 3 times per term. After this, a Friday Afternoon Detention (FAD) will be given. These are lawful under Section of the Education Act. FAD is of 30 minutes duration – 3.00 p.m. – 3.30 p.m. Your parents will be informed in writing • Persistent breaches of this policy will result in parents and caregivers being contacted by the Administration

Appendix 3 Drug policy

In its commitment to provide a safe and supportive environment, Wynnum High and the wider community believes that it is the right of students and teachers at Wynnum High to be able to work in a drug free environment. The school community has a strong belief that the school grounds are no place for students to be in possession of, use, deal or promote drugs such as tobacco, alcohol, marijuana, ecstasy, amphetamines and other illegal drugs. For this reason, strong action will be taken against those students who ignore this school policy.

The reasons for supporting a drug free school are:

- We care about the health of our students.
- Drugs are illegal.
- Access to alcohol and cigarettes is banned to teenagers under the age of 18.
- Drugs tend to hinder students learning – inattention, memory loss, poor motivation.
- Students have a right to be educated in a school where they are not being pressured to take drugs.
- Students are taught drug education and awareness through its health and physical education subjects.

The following table summarises the school's response to drug incidents.

Behaviour	Consequences
Knowledge of drug related activities at school not communicated to teachers or administration	Counselling by administration. Referral to parents.
Requesting supply of an illicit substance from another student on school premises. Request not fulfilled	Counselling by administration. Referral to parents.
Involvement via proximity to an activity in the presence of others using or supplying	Counselling by administration. Referral to parents. Detention. Withdrawal of privileges.
Coming intoxicated onto school premises or at school functions	Counselling by administration. Referral to parents. 5 day suspension and counselling by Youth Health Nurse and Guidance Counsellor.
Smoking tobacco on school premises or at school functions	Health warning. Warning as to breach of school rules. Detention.
Repeatedly smoking tobacco on school premises or at school functions	Referral to parents. QUIT program with Youth Health Nurse. Detentions. Counselling.
Third time smoking on school premises or school functions	2 day suspension for disobedience to school rules.
Supplying or using alcohol on school premises or at school functions	Health and illegality warning. Referral to parents. 5 day suspension and counselling.
In possession of or using a small quantity of an illicit substance on school premises or at a school function. Possession of implements used to administer or smoke a drug such as a bong.	Health and illegality warning. Referral to police. Parents notified. 5 day suspension and counselling.
Repeated possession of or using a small quantity of an illicit substance on school premises or at a school function	Health and illegality warning. Referral to police. Parents notified. 5-20 day suspension and counselling.
In possession of a large quantity of an illicit substance on school premises or at a school function	Health and illegality warning. Referral to police. Parents notified. Exclusion.
Sale or supply of a small quantity of an illicit substance on school premises or at a school function	Health and illegality warning. Referral to police. Parents notified. Exclusion.
Repeated sale or supply of a large quantity of an illicit substance on school premises or at a school function	Health and illegality warning. Referral to police. Parents notified. Exclusion.
Sale or supply of illicit substances whilst on school premises or at a school function	Health and illegality warning. Referral to police. Parents notified. Exclusion.

Appendix 4 Behaviour and consequences for teacher and parent reference

The Behaviour and Consequences table outlines the processes that are followed for breaches of the Responsible Behaviour Plan in terms of action to be taken, when to refer to next level of support and possible consequences.

Behaviour	Degree	Next Step & Referral Point	BM Level	Possible Consequences
Absence from school ongoing absenteeism (whole day; half day)	Regular - whole day; half day Initial	YC (Identified through Daily Absences)		<ul style="list-style-type: none"> Contact with parent. Expectations outlined. Liaison with P/DP as required. Daily Attendance Sheet. <p>Students who have not attended school on the day of a social or whose attendance at school is unsatisfactory will not be permitted to attend School Socials.</p>
	Chronic	YC and HODYL	Orange	<ul style="list-style-type: none"> Interview with parent and student Formal outline of consequences Daily Attendance Sheet Regular contact with parents.
	Chronic – no improvement	HODYL and DP/P	Red	<ul style="list-style-type: none"> Cancellation of enrolment. Refer to Juvenile Aid Bureau
Absence from class - regular truancy	Initial	YC	Yellow	<ul style="list-style-type: none"> Students make up time and work.
	Continued truancy	DP	Orange	<ul style="list-style-type: none"> Daily Attendance Sheet Parent contacted
Bike Helmets	Serious	DP/P	Red	<ul style="list-style-type: none"> Bike impounded Parent contacted 30 minute detention after school
Computer Use and Internet Use	Minor breaches	Class room teacher (consultation with SHOD)	Yellow	<ul style="list-style-type: none"> Record incident on BM database
	More complex breaches	SHOD who will contact IT Manager	Orange	<ul style="list-style-type: none"> Computer and/or internet access may be denied for stated period
	Repeated or serious	P/DP	Red	<ul style="list-style-type: none"> Withdrawal of access to the computer network and/or internet for a stated period Suspension 1 – 5 days or longer
Drugs	Serious	DP/P	Red	<ul style="list-style-type: none"> Parents contacted Increased levels of suspension (1-5 days and/or 6-20 days) leading to exclusion depending on level of drug activity Sale or supply of drugs carries a minimum consequence of 20 day suspension and police will be contacted See the comprehensive drug policy in Appendix 3
Hands off	Initial	Teacher	Green	<ul style="list-style-type: none"> Initial discussion with teacher
	Persistent	DP/P	Orange/ Red	<ul style="list-style-type: none"> Persistent breaches will be referred to the Principal or a Deputy Principal Also see physical assault in this table
Harassment or Bullying	Initial	Class teacher	Yellow	<ul style="list-style-type: none"> Discussion with teacher Possible referral to support personnel
	Persistent	YC P/DP	Orange/Red	<ul style="list-style-type: none"> Please refer to Flowchart of Consequences – Appendix 10
	Serious	P/DP	Red	<ul style="list-style-type: none"> Please refer to Flowchart of Consequences – Appendix 10
Jewellery and body piercing	Initial	Teacher	Green	<ul style="list-style-type: none"> Direct student to remove excessive items Refer to jewellery policy Give warning
	Repeated	YC	Orange	<ul style="list-style-type: none"> Confiscate jewellery and hand in at office Student refuses to remove jewelry, refer to P/DP for disobedience

	Refusal to comply	P/DP	Red	<ul style="list-style-type: none"> Gross disobedience. Detention or community service. Parents contacted. Possible suspension (1 – 5 days)
Language use	Incidental	Teacher	Yellow	<ul style="list-style-type: none"> Student made aware that language is inappropriate
	Persistent and deliberate	SHOD or HODYL	Orange	<ul style="list-style-type: none"> Parents contacted. Student participates in workshop regarding language use
		P/DP	Red	<ul style="list-style-type: none"> For swearing at a staff member may be apologise or perform community service and/or be suspended 1 – 5 days
Lateness to class <ul style="list-style-type: none"> between lessons after breaks 	Occasional	Class teacher	Green	<ul style="list-style-type: none"> Student makes up time.(at lunch or after school)
	Chronic	SHOD	Yellow	<ul style="list-style-type: none"> Student makes up time Parents contacted
Lateness to school	Infrequent	YC	Green	<ul style="list-style-type: none"> Parents contacted Student makes up time
	Chronic	DP	Yellow	<ul style="list-style-type: none"> Parents contacted After 3 times without written explanation FAD occurs Support personal as required
Litter	Incidental	Teacher	Green	<ul style="list-style-type: none"> Instructs student to pick up litter Failure to follow instructions, detained Failure to comply, refer to P/DP
	Failure to comply	P/DP	Red	<ul style="list-style-type: none"> Gross disobedience Litter duty or community service or withdrawal from grounds at breaks for specified period of time
Mobile Phones, MP3 and IPODS	This policy covers all occasions that students are seen with a mobile phone, MP3 or IPOD.			<ul style="list-style-type: none"> Where a student is seen with a Mobile Phone, MP3 Player or IPOD, the teacher will confiscate this item. These items are not to be visible or to be used during the school day The confiscated item will be placed at the office for safe keeping Parents/caregivers will be required to contact/collect it from the school office The school accepts no responsibility if any item is stolen during the school day
Out of bounds area	Initial	Teacher	Green	<ul style="list-style-type: none"> Direct students to in bound area Make official warning Record student names on BM data base
	Persistent	DP	Orange	<ul style="list-style-type: none"> Parents contacted Students withdrawn from grounds at breaks for specified period of time Sign a contract
	Refusal to comply	P/DP	Red	<ul style="list-style-type: none"> Student withdrawn from grounds at breaks for specified time Detention or community service Parents contacted Possible suspension (1 – 5 days) for gross disobedience
Physical Assault	Initial	P/DP	Orange	<ul style="list-style-type: none"> Counselling and/or mediation Referral to support staff as required Withdrawal from grounds at breaks Parents contacted
	Persistent unprovoked or	P/DP	Red	<ul style="list-style-type: none"> Possible suspension or community service Parents contacted Referral to support staff

Possession of banned items The following items must not be brought to school: <ul style="list-style-type: none"> o matches or lighters o cigarettes o aerosol cans o laser lights o knives or other sharp implements o illegal substances o chewing gum o whiteout or liquid paper o firecrackers 	First Incident and all subsequent	DP/P	Orange/Red	<ul style="list-style-type: none"> • The item may be confiscated • Parents may be contacted • Serious or persistent breaches will be referred to the Principal or Deputy Principal • Possible suspension or community service depending upon circumstances
School Socials	Initial	P/DP	Red	<ul style="list-style-type: none"> • Parents contacted to collect student • Incident recorded on BM database • Possible detention or community service or suspension • Possible banning from future socials
Skateboards	Initial	HODYL		<ul style="list-style-type: none"> • Skateboard confiscated for day • Student signs a contract that s/he will not bring again
	Persistent	P/DP	Red	<ul style="list-style-type: none"> • Parents contacted • Community Service
Smoking	First incident	DP	Yellow	<ul style="list-style-type: none"> • Warning • Completes booklet on health issues • Parents contacted • Recorded on BM data base
	Second incident	DP	Orange	<ul style="list-style-type: none"> • Completes booklet on health issues • Signs a contract regarding smoking at school • Parent contacted • Recorded on BM data base
	Third incident	DP	Red	<ul style="list-style-type: none"> • Two day suspension
	Fourth and subsequent	DP	Red	<ul style="list-style-type: none"> • Increased level of suspension leading to exclusion
Theft of property school or personal	Classroom incident	Teacher refers to SHOD	Yellow	<ul style="list-style-type: none"> • SHOD investigates • Parents contacted • Arrangements made for replacement of item or community service
	Out of class incident	P/DP	Orange/Red	<ul style="list-style-type: none"> • Matter investigated • Parents contacted • Arrangements made for replacement of item or community service • Possible suspension
	Subsequent or serious incidents	P/DP	Red	<ul style="list-style-type: none"> • Suspension or community service • Parents contacted • Restitution for damaged property
Uniform non-compliance	refer immediately to DP or P	DP/P		<ul style="list-style-type: none"> • Students report to the Administration • Uniform slip given • FAD given if 3 times per term breached
Use of grounds	Use the grounds and facilities appropriately. This means NO: <ul style="list-style-type: none"> o chasing games around buildings o throwing/kicking footballs around buildings o tackle games o use of anything other than tennis ball for bat and ball games o running/contact games in MPS 			<ul style="list-style-type: none"> • The activity will be stopped • Equipment may be confiscated • Persistent or serious breaches may result in your withdrawal from grounds at lunch breaks

Appendix 5 *Check Your Choice* Process

Introduction

In Year 8, Year 9 and Year 10 teachers are able to use the *Check Your Choice process* as a strategy for managing classroom misbehaviour. This process is designed to teach students how to manage themselves and be responsible for their actions. It also minimises disruption to the learning of other students in a classroom. The purpose of the room is for a student to reflect upon the behaviour that caused them to be sent to the room and examine ways of modifying that behaviour and re-entering the classroom.

How students are referred to the CYC room

Students who disrupt classroom learning and teaching are offered the option of following the rules of their classroom or of going to the *Check Your Choice Room* through the use of a questioning process. The second disruption by a student will result in the student being sent to the CYC room.

Note: The room is not to be used during year/school assemblies, Literate Practices, Year 10 Career Education and Sport. Students cannot self refer to this room.

Procedures for the *CYC* Process and Room

Teachers who choose to make use of the *CYC* Room as a strategy for managing student misbehaviour, do so on the understanding that they will follow the process. The integrity of the process must be maintained.

The essential points of the process are:

- Classroom teachers have the primary responsibility for managing the behaviour of students in their class.
- The purpose of the *CYC* Room is to provide a supervised room where students who are having difficulty managing their behaviour are able to reflect upon the choices they have made. They will also receive assistance writing a plan that will help them make better choices in the future.
- Teachers do not, in essence, send students to the *CYC* Room. It is the student's behaviour that indicates that s/he has chosen to leave the learning environment.
- The student behaviour that results in a student leaving the classroom must be a disruption to the teaching and learning. For example, asking a student next to them to borrow a pen, is not a disruption.
- When asking the *CYC* Questions, the teacher needs to ask them in a calm voice, not an accusatory one. The first time the questions are asked act as a reminder to the student of what the expectations are, and of the poor choice s/he has made.
- Students must have returned to the class by the next lesson. When teachers mark their class roll, they will know if the student was absent from their class. The Daily Absentee sheet needs to be checked to see if the student was absent from school that day. If not, it is the responsibility of the teacher to ring the student's parents to inform them of the situation.
- By choosing to use the *CYC* process, teachers must be available to see students to negotiate their plan. This is important to building a good teacher-student relationship. Teachers need to be welcoming about this and be available as far as possible before school, at morning tea, lunch and after school as necessary.
- The plan needs to be discussed with the student. If the teacher does not agree with what is written, they need to discuss it with the student and suggest alternatives. In the student's plan, s/he should have written down some steps that will help them achieve it. For example, rather than simply state "I will not talk," they should also include some strategies like "I will sit away from" "I will use a self-monitoring sheet" or they might ask that the teacher remind them of their plan at the start of the lesson. (Students will have a copy of their plan glued into their book.) The student should work on one area at a time and the goal should be measurable and achievable. With the *CYC* Supervisor and the classroom teacher, the student should be able to identify, specifically, how they are going to achieve that goal. The discussion could relate back to consideration, co-operation and commonsense.
- SHODs and HODYLs monitor the attendance records of the *CYC* Room every day. Students who attend the *CYC* Room four times or more in a short period of time, for example, a five day period are considered to be a "frequent flyer" and the HODYL will intervene.



Appendix 6 Check Your Choice Process Overview in Diagrammatic View

What is the CYC Room used for?

- As a strategy in managing *disruptive* classroom behaviour in Years 8, 9 and 10
- To teach students how to manage themselves and be responsible for their actions
- To minimize disruption to the learning of other students in a classroom
- To allow a student to reflect upon his/her behaviour and to examine ways of modifying that behaviour and to re-enter the classroom.

What process is used for students to go to the room?

- Students who disrupt classroom learning and teaching are offered the choice of following the classroom rules or going to the CYC Room.
- This is done through a questioning process
- The second disruption by a student will result in s/he going to the CYC Room
- Teachers complete details on a Referral sheet

What happens in the CYC Room?

- The Behaviour Management teacher or CYC supervisor staff this room
- Students are required to write a plan that asks them to reflect on their current behaviour and make appropriate choices to return to class
- The BM teacher/supervisor will help the students construct their plan
- Once the plan is complete, students work on subject related school work
- Students who refuse to co-operate in this room will be sent to an Administrator

Please note:

The CYC Room cannot be used as a strategy in Literate Practices lessons or school/year level assemblies

Teachers must follow the questioning format

Students must have written their plan and discussed it with their teacher before they can return to class

Students cannot return to class during the lesson

Student breaks a classroom rule. He/she is asked the CYC questions:

- What are you doing?
- Is that the best choice?
- What should you be doing?
- If you choose to disrupt again, then you will have shown that you have chosen to go to the CYC Room

The student checks his or her behaviour and learning resumes

If the student refuses to answer the questions, the teacher replies: "I see that you have chosen to leave" and initiates the referral process

Student breaks classroom rule a second time. He or she is asked the following questions

- What are you doing now?
- Is this against the classroom rules?
- What were you told would happen when you disrupted again?
- I see that you have chosen to go to the Check Your Choice Room.

The student has chosen to leave and takes a referral to the CYC Room.

How do students return to class?

- The student and the class teacher negotiate a plan in order for the student to return to class
- This negotiation will occur at break time and teachers must be available to meet students to discuss their plan before school, at breaks and after school if necessary
- The student must plan on catching up on missed work and modifying their behaviour

If a student has not returned to class from the CYC Room after one lesson of a subject, the teacher will phone the parents and inform the SHOD.

If a student has attended the CYC Room four times or more in a short period of time the matter will be referred to the HODYL by the CYC Room supervisor. A parent interview will be held. Other strategies may be employed to manage the student's behaviour.

Student is placed on YELLOW Level by SHOD in consultation with teacher.

Student is placed on ORANGE Level by HODYL.

Appendix 7 Student Rewards Program

The aim of this program is to provide a positive reward system to encourage and reinforce appropriate behaviour. The program is based on a card system whereby students have their card "stamped" for behaviour, achievements, community involvement etc. As a student accumulates stamps, they move up to the next card level and receive the corresponding rewards. An overview of the system appears in the table below.

Level	What is needed to progress to next level	Reward at completion of level	Details
Bronze – starting level for all students	10 stamps	\$3.00 tuckshop voucher plus a lucky dip	Student gives Bronze card with 10 stamps to Year Coordinator. Student receives reward and next level Silver Card
Silver	10 stamps	\$5.00 tuckshop voucher plus a lucky dip VIP tuckshop pass – entitles holder to go to front of line for 5 days	Student gives Silver Card with 10 stamps to Year Coordinator. Student receives reward and Gold Card. Student presented on full school assembly
Gold	10 stamps The student then starts again at Bronze	When student has 2 Gold cards they will receive Principal's Platinum Award VIP Social Pass – entitles holder to a \$3 discount at the next social \$5.00 Tuckshop Voucher	Student gives Gold card with 10 stamps to Year Coordinator and receives reward
Principal's Platinum Award	When a student has 5 Gold Cards, they will receive a Principal's Platinum Award.	They are nominated for a Community Award at Awards Night. Recipients of the Community Award will be at the Principal's discretion	

Obtaining stamps

Year Coordinators will each have a stamp which will be used to stamp students' cards. All staff are invited to recommend students who have displayed positive and appropriate behaviour. Examples of such behaviours are provided below. One student may receive no more than 4 recommendations from one staff member

Sample behaviours for stamp

- Volunteer work both within or outside of the school
- General community service
- Consistently wearing the correct uniform
- Assisting a teacher voluntarily
- Consistently being prepared for class
- Consistent completion of homework
- Good external feedback from the wider community
- Consistently having a clean eating area
- Athlete or Achiever of the Month recipient
- Student of the Week or Extra Mile Award recipient
- Good feedback from teachers to HODS for subject related behaviours
- Good feedback to Administration, Year Coordinators for behaviours
- Good report cards

Conditions and administration of Student Rewards Program

1. Every student receives a Bronze card.
2. Staff will nominate students for stamps using slips found in the Communications Room and placing the slip in the designated box.
3. Year Coordinators will collect slips, collate and issue appropriate stamps on year assemblies.
4. Year Coordinators are responsible for issuing rewards, new cards and all recording functions.
5. Students receiving silver, gold and platinum cards will be publicly acknowledged.
6. Students receiving gold and platinum cards will receive a letter home.
7. Points cannot be removed.

Appendix 8 Flowchart for dealing with harassment and bullying

Are you being harassed and bullied at school?

Harassment & bullying behaviour is wrong and should be stopped. You have control over this! You have a right to be safe.

Wynnum State High School encourages a safe and supportive environment for all members of our community. Our values of *Commonsense*, *Consideration* and *Cooperation* describe our respect for each other. We cannot tolerate harassing or bullying behaviour in our school

Racial Harassment

This includes name calling, racially derogatory comments or other inappropriate actions directed at a person's racial background.

Intellectual Harassment

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.

Physical Harassment

This includes such behaviours such as hitting, kicking, punching, pushing, spitting, throwing things, stalking or tripping of other people.

Verbal Harassment

This includes behaviours which can be seen as threatening. For example, put downs, teasing, spreading malicious rumours and name calling. Swearing at people is also verbal harassment.

Other Kinds of Harassment

This includes such behaviours as displaying offensive pictures, posters or graffiti about a person. It can also be stalking or sending offensive messages in writing or electronically.

Sexual Harassment

This includes such behaviours as verbal put downs, comments about physical appearance, unwanted touching and gestures of a sexual nature.

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 your Year Coordinator
- tell the Guidance Counsellor 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.

STEP 3

As a result of the continuing harassment

- tell your Year Coordinator
- 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 Counsellor, School Chaplain, Year Coordinator, HOD 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, HOD or HODYL.

Appropriate consequences will follow. Consequences may involve community service, after school detentions, suspension and/or counselling.

Appendix 9 Policy for computer and internet use for students

Students must not

- use the email facility unless specific permission has been given by a teacher to do so for a class assignment and/or assessment purpose
- use the email facility to access or read or send personal email. Anonymous or falsely addressed email messages must not be sent from any school computer
- access or enter chatrooms
- reveal home addresses or telephone numbers
- use another student's user name and password to access a computer or the internet
- tamper with any files or documents on the school intranet in any way
- sign up or register themselves in any internet site or webmail site without the permission of the class teacher

Consequences of breaches of the policy for computer and internet use for students

All breaches will be dealt with according to the following guidelines, depending upon the severity and frequency of the breaches:

- Minor breaches will be dealt with the classroom teacher. If necessary, this will be done in with the SHOD
- More complex breaches will be reported to/by the IT Manager. This may result in the student's computer and/or internet access being stopped until the student has shown that s/he understands the correct procedure. S/he will need to sign the Computer Use and Internet Access *Supplementary Agreement*.
- For more serious or repeated breaches referral to a Deputy Principal or to the Principal may lead to withdrawal of access to the computer network and/or the internet for a stated period any other consequence which may be decided upon

Examples of behaviours which could warrant suspension for up to five school days are:

- Vandalism of computers and associated equipment
- Exhibiting or accessing pornographic material
- theft of hardware, software, peripherals and manuals
- failure/refusal to comply with instructions/rules/policies in a computer room
- electronic harassment - via obscene or offensive material - of staff, staff in training, students, visitors

More serious cases of the behaviours listed above, a combination of them or repeat behaviour could warrant a suspension of between 6 and 20 days.

Extremely serious cases may lead to a recommendation for exclusion.

Appendix 10 School Dress Code

Wynnum State High School is a uniform school. The Parents' and Citizen's Association and staff of this school expect students to wear the full uniform correctly and with pride. This means both whilst at school and whilst moving to and from school. The day uniform is worn on Monday, Tuesday, Thursday and Friday. Students in Year 8, 9 and 10 are to wear their sports uniform on Wednesday. Students who have HPE classes are to bring their sports uniform to school and change into it for HPE classes. Students are then to change back into their day uniform.

The following policy is in place with respect to the wearing of jewellery to school.

- You may only wear 2 earrings - studs or sleepers only per ear
- A bangle that cannot be removed
- A simple ring
- A simple chain with a cross or zodiac sign
- Visible body piercing that are conspicuous will need to be covered

SCHOOL UNIFORM

	DAY UNIFORM	SPORTS UNIFORM
Female Summer	<ul style="list-style-type: none"> • WSHS green day skirt – knee length • WSHS green striped day shirt – no tie • Slacks – black polyviscose tailored style • Shoes – complete black lace up shoes with no motifs and not boot style - shoe laces must be black • Socks – white calf length 	<ul style="list-style-type: none"> • Shorts – plain black and of longer length • Shirt – WSHS polo sport shirt • Shoes - neutral coloured joggers - shoe laces must be neutral • Socks – white above ankle
Female Winter	<ul style="list-style-type: none"> • WSHS green day skirt – knee length • WSHS green striped day shirt – no tie • Slacks – black polyviscose tailored style • WSHS pullover or green taslon jacket • Shoes – complete black lace up shoes with no motifs and not boot style - shoe laces must be black • Socks – white calf length 	<ul style="list-style-type: none"> • Shorts – plain black and of longer length • Shirt – WSHS polo sport shirt • WSHS pullover or green taslon jacket • Trackpants – plain black – no motifs • Shoes - neutral coloured joggers • Socks – white above ankle
Male Summer	<ul style="list-style-type: none"> • WSHS shirt with pinstripe • 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 – complete black lace up 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 – plain black and of longer length • Shoes - neutral coloured joggers • Socks – white above ankle
Male Winter	<ul style="list-style-type: none"> • WSHS shirt with pinstripe • 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 green taslon jacket • Trousers – school grey or black with black belt • Shoes – complete black lace up 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 – plain black and of longer length • WSHS pullover or green taslon jacket • Trackpants – plain black – no motifs • Shoes - neutral coloured joggers • Socks – white above ankle

Dress Code for Free Dress Days

Male	Female
<ul style="list-style-type: none"> • Neat shorts, trousers or jeans • T-shirt or polo shirt without inappropriate logos • Closed in footwear or sandals – NO thongs 	<ul style="list-style-type: none"> • Neat shorts, trousers or jeans • T-shirt or polo shirt without inappropriate logos • Closed in footwear or sandals – NO thongs • Mid-riff tops are not permitted