



Wilson State High School

Student Code of Conduct

2024 - 2027

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: Lou Oberholzer

Principal Signature:

Date:

P & C President Name:

P & C President Signature:

Date:

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PURPOSE

Wilsonton State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff and visitors.

The Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate maximised learning opportunities, ensuring teaching and learning is prioritised, and to establish a community where all students enjoy the opportunities to succeed. Wilsonton State High School's Student Code of Conduct will create a safe school, where the rights of all students to learn and the rights of the teacher to teach are our core business.

Wilsonton State High School endeavours to provide high quality education for all students. We believe that having strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Wilsonton State High School students demonstrate these four values.

- Respect
- Responsibility
- Resilience
- Commitment

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and respectful members of society.

LEARNING AND BEHAVIOUR STATEMENT

Wilsonton SHS's core business is teaching and learning. To provide the most effective environment we endeavour to create a positive school climate; to help students feel connected in a community where optimal learning can take place. We do this by making our expectations clear, holding high standards of behaviour, and by providing support and care for our students. Our singular goal is to increase the capacity of each student, so they can make good choices, reach their potential and make use of the opportunities this school provides.

The aim of our *Student Code of Conduct* is to reflect the conditions for each student to progress towards self-management, while learning and understanding about how and why people behave the way they do. It outlines support for Positive Student Behaviour and response to Students when they show inappropriate behaviour for the Wilsonton SHS school context. The support and responses outlined, aim to support all students to develop and learn in an environment without disruptive behaviour impacting on their success and enjoyment of learning. It is expected that students will respect our teaching staff's fundamental right to teach and their peers' right to learn.

If students are to become responsible and productive members of society, schools in partnership with parents/caregivers and community must help them develop responsibility for their actions. The Restorative Practices philosophy provides students with the opportunity to develop self-discipline and positive behaviours in a safe & supportive environment whilst maintaining the positive, respectful relationships between all parties. A Restorative approach sees conflict or wrongdoing firstly as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and to seek to make amends in such a way as to strengthen the community bonds that may have been damaged. When students understand that restorative processes will be fair and non-punitive, they begin to take ownership and responsibility of their own behaviour.

The school cannot work alone in creating the optimal disciplined learning environment, it is only through collaboration between parents, community, and students, a system can support the goal. Students have a responsibility to positively engage in restorative processes. Parents have a joint responsibility to encourage students to be accountable for their behaviour, and to positively engage in restorative or other behaviour processes organised by school staff, which will ultimately contribute to the broader community in a positive manner.

Student Wellbeing and Support Network

Wilsonton State High School has a comprehensive student support network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals including Guidance Officers, Youth Support Coordinators, Industry Placement Officer, Behaviour Support Teachers, The PCYC Restart Program, and case managers. These staff and programs are dedicated to ensuring our school is an inclusive, nurturing and equitable environment.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Wilsonton State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

In addition, students in Years 7 and 8 undertake a Respectful Relationships program, students in Year 10 contribute to the wider community through a Certificate II in Volunteering, Senior students work closely with feeder schools to support transition programs from year 6 to year 7. The Student Representative Council provides a student voice and collaborates with the whole School Support team to run Wellbeing days. Students also participate in a Student Senate to provide a voice in shaping the direction of the school. Year Co-ordinators work closely with student and their families and create Wellbeing sessions for students.

Of course, students can approach any trusted school staff member at Wilsonton State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the student support network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school's guidance officers on the school phone number.

Role	Description of Responsibilities
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process
Deputy Principal	<ul style="list-style-type: none"> liaising with support team to assist/support students liaising with external agencies to assist/support students liaising with parents and carers to assist/support students proactively and reactively manage student behaviour monitor student academic performance manage student course structure and subject selections manage student vocational and transitional opportunities
Behaviour Support Teacher	<ul style="list-style-type: none"> provide individual and group supports to students to assist in their engagement with education and training management of PCYC Restart program to assist students in re-engaging with learning liaising with external support agencies to assist students delivery of alternative programs (e.g. Rock and Water) facilitation of Restorative processes
School-Based Youth Health Nurse	<ul style="list-style-type: none"> Individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs
Social Worker	<ul style="list-style-type: none"> plan, coordinate and implement support provisions for students individual case management referrals to external agencies
School-Based Police Officer	<ul style="list-style-type: none"> the SBPO provides the QPS community support directly in the school, she is available for student, parent and staff enquiries, complaints and advice relating to all Queensland policing matters
Year Level Coordinator	<ul style="list-style-type: none"> responsible for student welfare at each year level provide continuity of contact for students and their families through the six years of schooling ensure students feel safe and comfortable and want to come to school nurture a sense of belonging to the home group, year level and school

Youth Support Coordinators	<ul style="list-style-type: none"> • provide individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as • attendance at school • drug and alcohol support needs • QCE/learning support • suspension/exclusion/referral for behaviour support • relationships/social skills • conflict with family/peers/teachers • social/emotional/physical wellbeing
Community Education Officer	<ul style="list-style-type: none"> • provide educational counselling and support services to Aboriginal and/ or Torres Strait Islander children • establish and maintain links with out of school sources of information and support services to assist in the advancement of Aboriginal and Torres Strait Islander students • provide information and advice to all parts of the school community about Aboriginal and/ or Torres Strait Islander social and cultural perspectives • participate in activities to develop productive partnerships between members of the school community
Beyond The Broncos	<ul style="list-style-type: none"> • daily in-school support and mentoring program (including their year 12 career pathway plans) for Aboriginal and/ or Torres Strait Islander girls in the Beyond the Broncos program • each term provides challenges and rewards for strong attendance, effort, behaviour and achievement for Aboriginal and/ or Torres Strait Islander girls in the Beyond the Broncos program. • group presentations on culture, lifestyle and careers • Exclusive access to Broncos staff, players, facilities and events
Clontarf	<ul style="list-style-type: none"> • support program specifically for young indigenous men • attendance • engagement • sportsmanship and behavioural support • healthy habits
Engagement Officer	<ul style="list-style-type: none"> • targeted attendance support officer • home visits & parental support • referrals to external support services • case management • student encouragement
Wellbeing Officer	<ul style="list-style-type: none"> • provide individual and, at times, group support to students to assist their engagement with education and training • assist with new students • work with support team in developing student and staff wellbeing programs • developing targeted interventions

There are also extensive regional and state-wide support services available to supplement the school network. These include principal advisor student protection, mental health coach, autism coach, inclusion coach, success coach, advisory visiting teachers and senior guidance officers. For more information about these services and their roles, please speak with a Deputy Principal or the guidance officer.

WHOLE SCHOOL APPROACH TO DISCIPLINE

Wilsonton State High School is a disciplined school environment that supports student participation by establishing and implementing inclusive and positive interactions to engage and support all students in classroom activities. We manage classroom activities by establishing and maintaining orderly and workable routines to create an environment where student time is spent on learning tasks. Challenging behaviour is managed by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully. Students' wellbeing and safety is ensured by implementing schoolwide systems, curriculum and legislative requirements. Safe, responsible and ethical use of ICT in learning and teaching

Wilsonton State High School takes a restorative approach to discipline, we believe that behaviours can be taught through modelling, guidance, supported reflection, and motivated by maintaining high expectations and provision of quality teaching practices. In the promotion of 'learning centred' supports.

We recognise that poor behaviour choices are a violation of people and interpersonal relationships. When these relationships are damaged the parties involved are encouraged to engage in reflective conversations that help offenders understand the harm their actions have caused and provide them with opportunities to make amends. Restorative practice is about increasing the sum of positive teacher student relationships in our school. Healthy and productive relationships between and among students and staff facilitate a positive school climate and enhance learning.

Highly trained staff walk students through a reflective process relating to their behaviour choices and their impact on others. The aim of the conversation is to repair and rebuild the relationship and develop behaviours in alignment with WSHS expectations and values. Restorative practice is the bedrock of reflective thinking, which in turn underpins our students' ability to grow.

Teachers and students work together to explore solutions and come to an agreement so everyone involved can move forwards. They make an agreed commitment with specific actions and timelines. At Wilsonton State High School relationships are central to everything we do. Restorative practice ensures that when relationships rupture, they are repaired. Learning partnerships are strengthened as a result.

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

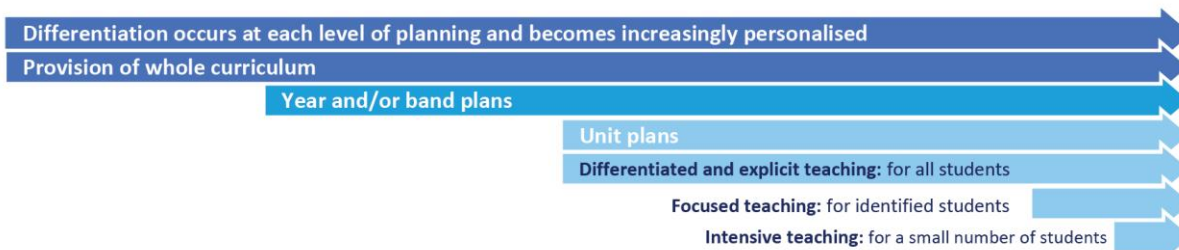
Staff at Wilsonton State High School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary 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 to know what punishment 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.

DIFFERENTIATED AND EXPLICIT TEACHING

Wilsonton State High School provides targeted behaviour support around a specific issue, student or group of students. The development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence. Where targeted or individual support occurs in the classroom setting, this support is in alignment with our whole school behaviour approach and procedures.



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/subject. At this point targeted behaviour support will occur around a specific setting, issue, student or group of students. The development and implementation of this support is team based and develops strategies to minimise learning disruption. Where targeted or individual support occurs in classroom settings, this support is in alignment with our whole school behaviour approach and procedures.

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.

At Wilsonton State High School Support staff, including teachers with specialist expertise in behaviour support, learning, language or development, work collaboratively with class teachers at Wilsonton State High School to provide focused teaching. Student progress is monitored by case managers working in conjunction with Deputy Principals to identify those who:

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

INTENSIVE TEACHING

Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. A small proportion of students will have received targeted support through the strategies outlined in the previous section but are still at risk of significant educational underachievement due to their inappropriate behaviour/s. Intensive support is provided by a range of school staff using a comprehensive range of evidence-based interventions, examples of which are outlined below.

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/s 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 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 mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

The disciplinary consequences model used at Wilsonton State High School follows the same supportive underpinnings used in our 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 rule 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 practice expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders, they will 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 advice and determination of 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 continual basis. 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, or in the instance where no other alternate discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class 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")
- Rule 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)
- Seating plan and allocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Calm voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- 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
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Values Reminder
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention (withdrawal room, afternoon and Saturday detention)

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Targeted rewards
- Detention (withdrawal room, afternoon and Saturday detention)
- Behavioural contract
- Counselling and guidance support
- Positive support/ behaviour monitoring card
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Buddy classes
- Timetable adjustments to support stress management and regulation

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Timetable adjustments to support stress management and regulation
- Temporary removal of student property (e.g. mobile phone)
- Discipline Improvement Plan
- Behaviour, Safety, wellbeing risk assessment
- 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.

Problem behaviour can be organised into two general categories, minor and major with increasing levels of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Minor and Major Behaviours

When responding to problem behaviour staff determine whether the problem behaviour is major or minor, with the following agreed understanding:

Minor problem behaviour is handled by staff members at the time it happens and as soon as is practicable. Repeated minor behaviour is initially handled by staff members at the time it happens or as soon as is practicable, in collaboration with the parent. Subsequently repeated minor behaviour is managed by the staff member and relevant HoD who will facilitate a face to face intervention and a consequence for the behaviour.

Major problem behaviours are behaviours by students that significantly violate the rights of others, cause harm or put others at risk of harm, or are prejudicial to the good order of the school. These behaviours can occur on or around school grounds, while on a school organised activity, on the way to or from school (including stops between, whilst in school uniform, or when students are easily identifiable as students of Wilsonton State High School. Major problem behaviour is referred directly to the school administration team (Deputy Principal, Head of Department, Behaviour Support Teacher, and Guidance Officer).

Bystanding

Wilsonton State High School takes bystanding extremely seriously. Bystanders have a responsibility to seek adult assistance when witnessing behaviours that contravene our school values. The trust and respect necessary to sustain our school community depend on our ability to interact free from verbal and physical abuse. At our school we are all ethically bound to preserve a safe and supportive environment.

Note: these definitions reflect a simplification of the fact that human behaviour falls on a continuum from least to most problematic in relation to teaching, learning, safety and the law.

One School Behaviour Categories Referral

OneSchool Category:	Definition:	Minor Teacher Managed (not exhaustive):	Major (not exhaustive):
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Swearing or saying inappropriate comments in general speech; muttering inappropriate comments; swearing at students.	Swearing at staff; abusive personal attacks; aggressive comments of a threatening nature towards staff or students.
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Copying work during class time; presenting classwork or homework copied from a student at this school, a student from another school, the internet, or AI, as a student's own work.	Copying assessment work from a student at this school, a student from another school, the internet, or AI and submitting it as a student's own work; using unapproved materials or technologies in an exam.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	<i>This category should only be classed as a major incident due to the impact of the behaviour.</i>	Accidental triggering of fire alarm leading to evacuation.
			Deliberate triggering of fire alarm leading to evacuation; contacting school with bomb threat/other threat leading to evacuation/lockdown.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Name calling; mimicry (mocking behaviours); intentional social exclusion during class activities; repeated minor physical contact to intended to frustrate or annoy; sending emails at school to a student or group of	Persistent name calling, mimicry (mocking behaviours), intentional social exclusion during class activities, minor physical contact intended to frustrate or annoy, or sending emails at school to a student or group of students designed to upset or exclude a student.

		students designed to upset or exclude a student.	
Defiance	Student refuses to follow directions given by school staff.	Arguing with staff over reasonable instructions; walking away from staff member issuing instructions; refusal to participate in elements of lesson; refusal to comply with expected and taught routines. Student is late to class, walks out of class, or presents to the wrong class intentionally.	Yelling at staff; persistent refusal to participate in learning activities; persistent refusal to comply with expected and taught routines; refusal to attend timetabled lessons
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Speaking rudely, but not abusively, to students; gesturing rudely to students.	Speaking rudely, but not abusively, to staff; gesturing rudely to staff.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Calling out; talking to other student; general off-task behaviour; tapping pencil; leaving seat without permission; student arrives late (less than 15-minutes).	Persistent calling out, talking to other student, movement around room, and/or other off-task behaviour that interrupts learning – student does not respond to ECM / is sent to buddy class; student arrives late (greater than 15-minutes).
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	Not wearing correct uniform and has not followed process for YLC to verify (1 st and 2 nd offence).	Persistent pattern of not wearing the correct uniform despite persistent direction to do so (3 rd or 4 th offence); refusing to change into school-provided uniform.
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	<i>This category should only be classed as a major incident due to the impact of the behaviour.</i>	Forging correspondence from parents, staff, or other adults; handing in ineligible Rippers.
Fighting	Student is involved in mutual participation in an incident involving physical violence. <i>This category should only be recorded as a "Multiple Student Incident".</i>	<i>This category should only be classed as a major incident due to the impact of the behaviour.</i>	Two or more students in a physical altercation.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Racist, homophobic, transphobic, sexist, or ableist comments directed at students.	Persistent or extreme racist, homophobic, transphobic, sexist, or ableist comments directed at staff or students.

Other – charge-related suspension	Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	<i>Do not use this category – Principal only.</i>	
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Incidental pushing; grabbing as part of play; tripping.	Hitting (including with an object); kicking; spitting at; headlocks; hair-pulling; sexualised physical aggression; "dacking".
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Drawing on school owned books and/or textbooks; deliberately destroying stationery.	Vandalism; graffiti; damage to school equipment/furniture including classroom equipment.
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Throwing stationery, books, or paper in classrooms; throwing balls at staff/students.	Throwing rocks at staff/students; dangerous use of sporting equipment that poses significant risk of harm to staff/students; deliberate misuse of equipment in an unsafe manner.
Refusal to participate in the program of instruction	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Student refuses to participate in parts of the lesson.	Student refuses to participate in all aspects of the lesson.
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	<i>This category should only be classed as a major incident due to the impact of the behaviour.</i>	Using, selling, holding or storing illicit substances.
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	<i>This category should only be classed as a major incident due to the impact of the behaviour.</i>	Consuming, possessing, distributing, or selling tobacco/nicotine products, alcohol, or prescription medication.
Technology violation	Student engages in inappropriate (as defined by		Persistent off-task use of computer; inappropriate correspondence with

	school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Off-task use of computer; misuse of electronic device.	students or staff; violation of phone policy. Accessing/distributing pornographic/inappropriate materials via email, mobile phone or other electronic devices; hacking; DoS attacks; impersonating staff or students.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Removal of low-value student/teacher/school resources (stationery, texts) from learning space; student lunch theft.	Removal of high-value student/teacher/school resources from learning space (technology, sporting equipment, teacher rewards); stealing from staff rooms; stealing money or technology from student bags/lockers.
Truancy (out of class)	Student is present at school but is absent for one or more scheduled classes without permission or appropriate reason (i.e unauthorised absence).		Student fails to attend timetabled classes.
Truancy (out of school)	Student is absent from school (morning, afternoon, or entire school day) without permission or appropriate reason (i.e an unauthorised absence).		Student is out of school grounds during school hours.
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Use or possession of aerosol deodorant.	Use or possession of matches, lighters, firecrackers, or petrol; inappropriate use of aerosol cans.
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	<i>This category should only be classed as a major incident due to the impact of the behaviour.</i>	Use or possession of knives/blades, guns, bats, or any object that could be used to cause significant harm.

MINOR	MAJOR
<p><u>Possible Response/s</u></p> <ul style="list-style-type: none"> • restorative intervention • teacher intervention/ logical consequences • lunchtime detention • parent contact • referral to HoD • withdrawal from class or activities • removal of privileges: such as reward days, sporting events, trips, camps, formal etc. • faculty based individual behaviour plan • confiscate items that are causing class disruption or potential safety risks 	<p><u>Possible Response/s</u></p> <ul style="list-style-type: none"> • restorative intervention • PCYC restart/refresh program • referral to support team • confiscation/ directed to surrender items to the office • Sent to 'buddy class' • orange card response • sent home • red level response • afterschool detention (30 mins in resource centre) • Saturday detention (9am – 10.30am at school) • suspension 1-10 days • suspension 11-20 day • cancellation of enrolment • restitution of stolen or damaged property

- | | |
|--|--|
| | <ul style="list-style-type: none">• exclusion from WSHS• referral to Police |
|--|--|

SCHOOL DISCIPLINARY ABSENCES

A School Disciplinary Absence (SDA) is an enforced period of absences 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 Wilsonton 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 behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the other students, staff or the wider school community.

Any student who breached the intention of a suspension, by being on site during school hours, without the express permission of the principal or their delegate, may be liable to an extension of that suspension. The degree to which the suspension is extended, due to the trespass, will be at the discretion of the principal and will reflect the nature of the student's behaviour and its impact on the good order and management of the school.

Parents 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 on the matter. Time is afforded for the 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 Wilsonton State High School will likely 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 parent/s, back to 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.

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 or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

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 (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Preventing Student Disciplinary Absences (SDAs) –

WSHS provides a range of supportive strategies to ensure learning environments remain optimal for teaching and learning, and playgrounds remain safe for all. Sometimes students remain unsettled and unable to focus in class, having a direct impact on the learning environment or playground for themselves and others.

To prevent SDAs, school staff make 'point-in-time' judgments to maintain safe, supported learning environments. Being ready learning is critical to classroom and school culture, maintaining high expectations, and being effective learners. Sometimes conflict and emotional regulation gets in the way of our readiness for learning and making rational choices.

Preventative measures to reduce SDAs might include:

- Restorative conversations and re-established expectations.
- Maintaining proximity to the student/s experiencing difficulty.
- Offering time-out
- Directing student to time out
- Offering a quiet space to 'calm down'
- Directing students to another playground location.
- The PGD teacher may withdraw a student from playground access– sent to office or detention room to prevent conflict or escalation.
- DP/ YLC, HoDs may allocate a specific playground location for a longer timeframe.
- YLCs, DPs, GOs or HoDs may exit a student from the school into parent/guardian's care. Parental conferencing with the DP would often follow this to reduce the incidence of concern happening again.
- Pre-arranged spaces to continue learning, i.e. sent with work to another classroom
- Withdrawal from practical/ elective subjects (based on safety risk).
- Deputy Principal or Guidance Officer may discuss - Part-time-education plans

In efforts to keep our school feeling safe and pathways free for students to traverse during break times, students wandering in large groups will be directed to one area during breaks and directed to do their walking on the oval. Failure to do so, will result in a withdrawal of access to the playground.

SCHOOL POLICIES

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

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

TEMPORARY REMOVAL OF STUDENT PROPERTY

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

In determining what constitutes a reasonable time to retain student property, the principal or 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 Wilsonton State High School and will be removed if found in a student's possession:

- 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 tobacco)
- 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 prohibition of the above items extends to possession on or around the school grounds, whilst on a school organised activity, whilst on the way to or from school (including stops in-between), whilst in school uniform, or when identifiable as a student of Wilsonton State High 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**).

Please see [Temporary removal of student property by school staff procedure](#) for more information.

Responsibilities

State school staff at Wilsonton 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 or calling the police
- consent from the student or parent 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 (e.g. to access an EpiPen for an anaphylactic emergency)
- consent from the student or parent 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 should be called to make such a determination
- follow appropriate processes regarding return of confiscated property, the circumstances where confiscated property need not be made available for collection, deciding a reasonable time to make property available for collection.

Parents of students at Wilsonton State High School

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

Students of Wilsonton State High School

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

Wilsonton State High School's Zero Tolerance to Drugs

Possession, supply or use of drugs, alcohol or cigarettes/vapes whilst at school, at a school activity, on the way to or from school (including stops in-between), in school uniform or when identifiable as a student of Wilsonton State High School will be classified as a serious offence.

Students in the company of those involved in a drug, alcohol or cigarette/vape related incident at school, at a school activity, on the way to or from school (including stops in-between), in school uniform or when identifiable as a student of Wilsonton State High School can expect similar consequences which may include (for drug related incidents) an immediate suspension and or recommendation for exclusion as well as referral to the Police.

USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS

Responsibilities

Wilsonton State High School students are responsible for and expected to turn off mobile phones and other personal digital devices at the first bell at 8:45am. From this point in time, students are required to keep mobile phones and other personal digital devices out of sight until the end of the school day at 2:55pm.

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

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks)
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 Exemplar State College Student Code of Conduct. In addition students and their parents 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.

The table below illustrates the procedures to follow if incorrect use of mobile phones and other personal digital devices occurs.



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MOBILE PHONE/ DIGITAL DEVICE AWAY FOR THE DAY PROCESS AT WSHS

From the beginning of Term 1, 2024, all Queensland state school students are required to keep their mobile phones switched off and 'away for the day' during school hours. Wilsonton State High School is committed to implementing Education Queensland's 'Away for the Day' mobile phone policy. Implementation of this policy maximises student learning time without distraction.

Personal mobile phones and digital devices are required to be always kept out of sight throughout the school day on school premises. Notifications on wearable devices such as smart watches must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. If a student requires to contact their parent/guardian, they are permitted to do so at through the Student Counter (SC). In case of an emergency, illness or other factors relating to a student, Wilsonton State High School staff will ensure contact is made and necessary arrangements are made.

PERSONAL MOBILE AND DIGITAL DEVICES INCLUDE BUT ARE NOT LIMITED TO	BREACH OF POLICY
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Mobile Phones</p> <p>Headphones/Earbuds</p> <p>iPods/MP3 Players</p> <p>Cameras</p> </div> <div style="width: 45%;"> <p>Media Players</p> <p>Portable Speakers</p> <p>Unapproved Tablets</p> <p>Voice Recorders</p> </div> </div> <p style="text-align: center;">SMART WATCHES MUST BE SWITCHED TO "DO NOT DISTURB"</p>	<ul style="list-style-type: none"> • If a mobile phone or digital device is not off and out of sight, a staff member will request the student take the device to the Student Counter (SC) where it will be locked away for the day and collected at the end of the school day. • If a student refuses to hand their device in, the student will receive a consequence in alignment with the Student Code of Conduct. • Continual breaches will result in student disciplinary action.

EVERY STUDENT EVERYDAY	EXTENUATING CIRCUMSTANCES
<ul style="list-style-type: none"> • Personal mobile and digital devices must not be visible after the first school bell, 8.45am (including break times) inside the school premises. • Personal headphones/earbuds must not be visible after the first school bell unless permitted by the teacher for use with iPads in classrooms • Use of hotspot is not permitted at any time. 	<p>Students with extenuating circumstances who require a device for medical reasons or other needs must speak to their Year Coordinator or Year Level Deputy. The process for use will be established on an individual basis. The student will be issued with a pass stating requirements of use.</p>

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 Wilsonton State High School Student Code of Conduct. In addition, students and their parents 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

Note: teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Loss or Theft

Mobile phones and other electronic devices are brought to school entirely at the owner's risk. Wilsonton State High School cannot accept any responsibility for theft, loss, damage or health effects resulting from the use of an electronic device. Parents and students are reminded that electronic devices are personal property and are not insured by Wilsonton State High School or the Department of Education and Training.

PREVENTING AND RESPONDING TO BULLYING

Wilsonton 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. Indeed, 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 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.

Wilsonton State High School has a **Student Senate**, 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. The standing items on the agenda for each Student Senate meeting are the core elements of the Australian Student Wellbeing Framework:



1. **Leadership:** Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
2. **Inclusion:** All members of the school community actively participating in building a welcoming and equitable school culture that values diversity, and fosters positive, respectful relationships.
3. **Student voice:** Students actively participating in their own learning and wellbeing, feeling connected and using their social and emotional skills to be respectful, resilient and safe.

Partnerships: Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

- 4. Support:** School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Wilsonton State High School Student Senate 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 was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Wilsonton State High School we believe students should be at the forefront of advising staff, parents 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. At Wilsonton State High School we acknowledge that bullying is a word that describes behaviours and not the child. We do not label a child a bully. Rather, they are referred to as a person who uses bullying behaviours. It is to be noted that students who are the victims of bullying behaviour may in turn exhibit such behaviours themselves.

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, or fights between equals, whether on-line or in person.

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

Types of Bullying Behaviours

Type	Example behaviours
Physical	Hitting, poking, kicking, tripping, pushing, repeatedly and intentionally damaging someone else's belongings
Verbal	Repeated or systematic name calling, insults, homophobic or racist remarks, offensive comments or verbal abuse
Social (covert indirect actions)	Lying about someone, spreading rumours, repeated mimicking, ongoing deliberate exclusion
Psychological	Threatening, manipulating, stalking, spreading rumours/ untruths designed to psychologically wound
Cyberbullying	Use of technology (such as email, mobile devices, chat rooms, social networking sites to bully verbally, socially, or psychologically

Students Reporting Bullying

Can do so via:

- **STYMIE:** At Wilsonton State High School we use this on-line notification app to encourage reporting and thereby reducing bullying and harmful behaviours early. Stymie helps reduce the frequency and duration of bullying behaviours and encourages appropriate responses. Parents can find more information at www.stymie.com.au.
- Telling a teacher or other responsible adult: such as year coordinator, guidance officer, teacher or other school personnel
- Completing a bullying incident report

The flowchart on the next page explains the actions Wilsonton State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s

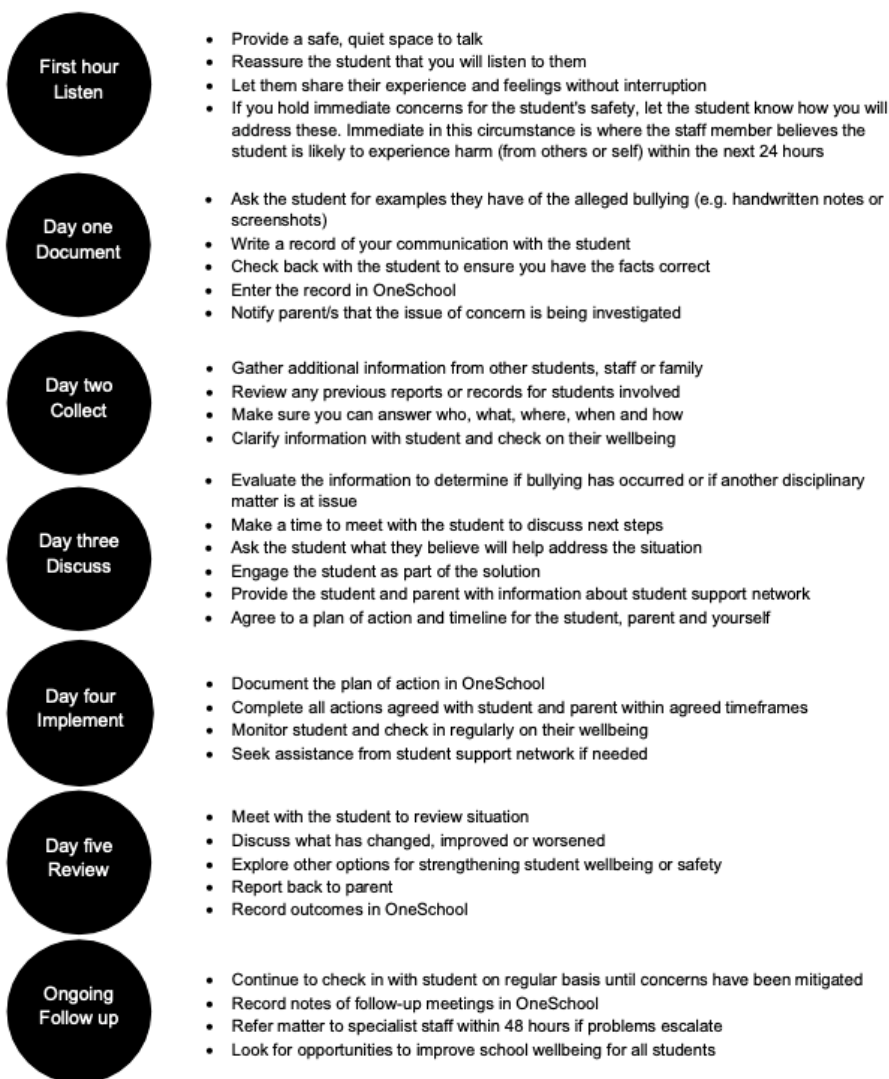
Wilsonton State High School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Year 7 to Year 12 –Year Level Coordinator (or class teacher if happening in class)

Deputy Principal – 46390444



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Cyberbullying

Cyberbullying is treated at Wilsonton 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 who wish to make a report about cyberbullying should approach the year coordinator, school based police officer or Deputy Principal.

It is important for students, parents 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 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 Wilsonton 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 or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents 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 year level Deputy Principal. The flowchart on the following page explains school processes for responding to cyberbullying.

Wilsonton 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](#).

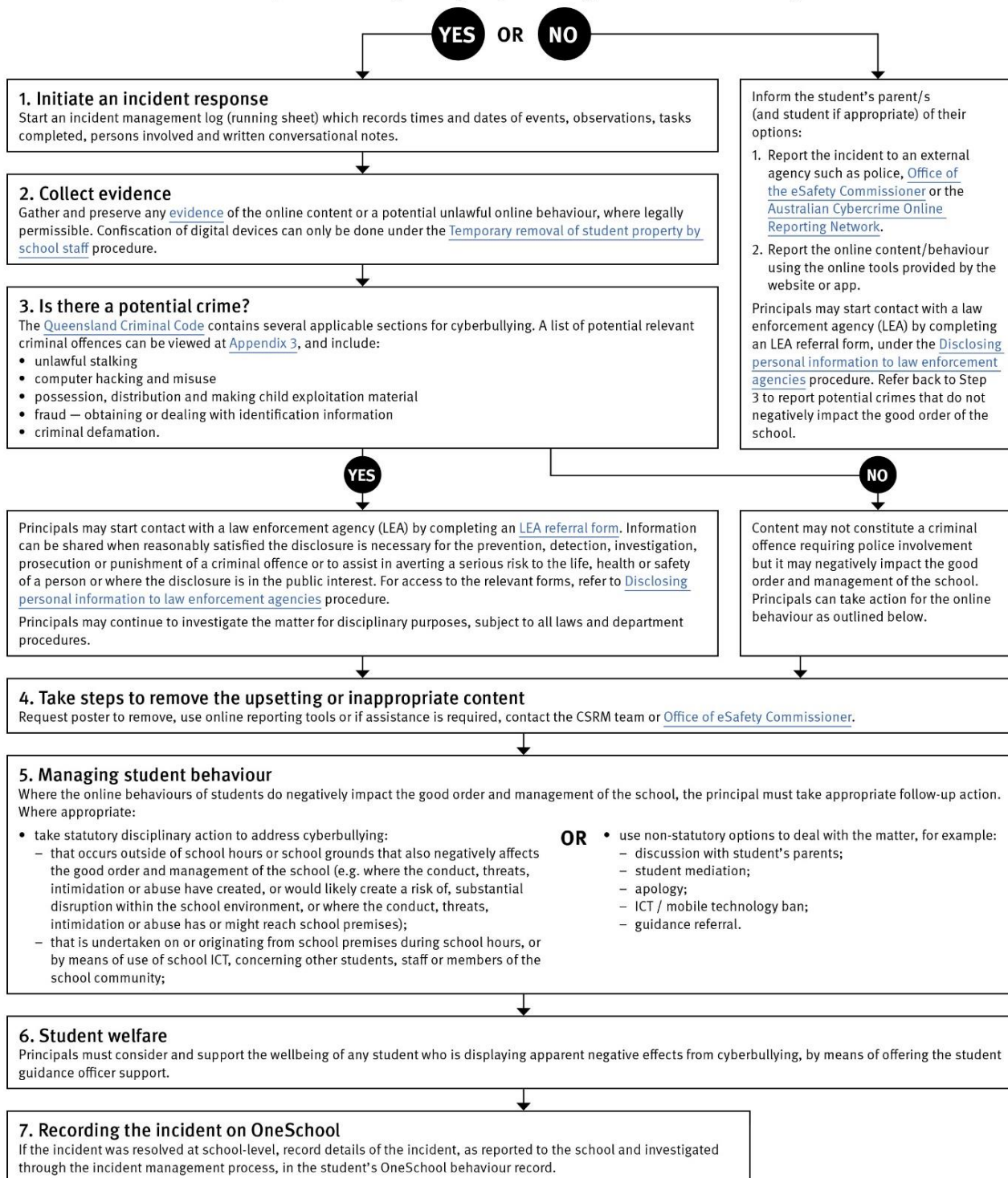
Explicit images

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).

Wilsonton State High School Anti-Bullying Strategy

At Wilsonton State High School we encourage our community to use a range of responses to prevent and respond to bullying. It starts with:

At our school we believe that the whole school community can play a part in helping to maintain a safe and predictable environment for everyone. The following table outlines what we can all do to stop bullying:

Students	Parents	Staff
<ul style="list-style-type: none"> Show respect for all community members Speak up against bullying behaviours Use the "Stop Walk Talk" strategy Report bullying to an adult in person or through STYMIE Collect evidence such as screenshots or witness statements Report cyberbullying to the school based police officer, year level Deputy Principal or complete a 'Stop Harassing Me' postcard Refuse to join in and walk away Encourage someone to report it Complete an incident report 	<ul style="list-style-type: none"> Support the values of respect and tolerance for others in your home and in your relationships with other members of the school community Encourage your child to demonstrate these values at school Monitor your child and report changes to the school (e.g. loss of confidence, fearfulness, anxiety, change in sleep/ eating patterns, increased stress, mood swings, school avoidance, self-harming, damaged belongings or clothing, sudden changes in academic performance) 	<ul style="list-style-type: none"> Respond appropriately to all reported bullying behaviour by assessing whether it is bullying, its severity, collecting evidence, referral of the incidents for action and recording on Oneschool. Staff will also provide support from a range of interventions for both parties

Note: Teachers will respond to all reports of bullying. However, different responses may be appropriate depending on the nature and degree of the behaviours exhibited.

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 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 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 of school notices, the department prefers that parents 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 (Cth) 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 Wilsonton 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 punishment or as a disciplinary measure.

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents 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

Wilsonton State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Platinum, Gold and Silver Level awards

An important strategy in place at Wilsonton State High School is the promotion of exemplary conduct. Students clearly demonstrating consistent exemplary behaviour and effort are shown recognition by being awarded the esteemed Gold, Silver, or Platinum behaviour levels. These levels are presented to the student each semester in recognition of their consistent demonstration of the key aspects of our school values and expectations.

To attain Silver Level a student must have achieved a rating of excellent or very good for effort and behaviour in all but two subjects and no less than a single satisfactory in each of the two remaining subjects.

To attain Gold Level a student must have achieved a rating of excellent or very good for effort and behaviour in all but one subject and at least satisfactory for effort and behaviour in the remaining subject.

To attain Platinum Level, which applies to Year 12 students only, a student must have attained Gold Level in each Semester of their enrolment at WSHS.

Positive Rewards

At Wilsonton State High School we use a range of strategies to recognise and promote the positive behaviour of students. We celebrate student success and strive to create a culture where we reinforce positive behaviour by explicitly naming the behaviours we want to see. In this way positive behaviours are reinforced throughout our school community. These positive rewards can include:

- verbal/ non-verbal praise and encouragement.
- whole school acknowledgement on assemblies
- phone calls, positive text messages and postcards home
- Pegasus points reward system (students can win prizes in the termly draw)
- reward trips and school-based rewards
- ATSI/ Clontarf awards night
- annual school awards night
- extracurricular activities

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Wilsonton State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Wilsonton State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Wilsonton State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

Wilsonton State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Wilsonton State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan and referring to outside agencies such as Headspace and CYCMHs.

Suicide prevention

Wilsonton State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officers, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Wilsonton State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Wilsonton State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Wilsonton State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Drivers Policy

Throughout Year 11 and 12 students may obtain their driver's licence and transport themselves and others to school each day. To ensure student safety there are certain protocols that student drivers must follow as part of Wilsonton State High School's Student Code of Conduct.

Students who drive to school must return to the office the 'student driver contract' that has been signed by their parent/carer and themselves. This contract will then be placed on the student's file in the front office. Students will also need to supply the school with their car registration details, make and model.

If a student driver is transporting passengers to school, that passenger must return the passenger contract signed by the passenger, the passenger's parents, the student driver and the student driver's parents. The contract must then be returned to the front office where a copy will be placed on both the student drivers file and the passenger file.

Students who drive to school are not allowed to leave school grounds during school time without signing out of the office with parental permission, and then signing back into the office upon their return. Students will not be allowed to sign out of the office just because they have the means to transport themselves and others around town. They are still the responsibility of Wilsonton State High School until 2:55pm, each school day. Student drivers will only be able to sign out of school for appointments or extenuating circumstances as approved by the Deputy Principal or principal.

Students will not be allowed to sign out and leave school grounds:

- For lunch at home, McDonalds, shops etc
- During spares
- Because they feel like going home

When attending school activities, excursions or functions where the school is transporting the other students, student drivers will need to arrive at school, park their car and travel with the rest of the students as per the school organised travel arrangements. Where it is expected that students will already be at a venue for a school activity, excursion or function the student driver may drive themselves and their approved passengers to that venue.

Should student drivers or their passengers breach their driver or passenger contracts, consequences will apply to that student as per Wilsonton State High School's Student Code of Conduct.

COMPLAINTS PROCEDURE

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. As a parent or carer, you 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.

As a complainant, it is your responsibility to:

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

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told 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 three-step 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 school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

LEGISLATIVE DELEGATIONS

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

DELEGATIONS

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as Deputy Principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

CONCLUSION

Wilsonton State High School’s Code of Conduct sets out the principles, policies and guidelines which enable us to ensure a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. Ultimately, we are educators who want the best for the students in our care. We expect high standards of behaviour from all in the school community, ensuring teaching and learning in our school are prioritised. This means all students can participate positively within our school community and be their best selves.