



Student Code of Conduct 2024-2026

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Endorsement

Principal Name	Debbie Hansen
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Principal Signature	
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Date	
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P&C President Name	Jessica Huiskamp
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P&C President Signature	
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Date	
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Purpose

Woodcrest State College is committed to providing a safe, consistent, respectful and disciplined learning environment for all students, staff, parents and visitors. All students and staff are motivated by the College vision of Inspiring Students. Students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This 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 through Positive Behaviour for Learning (PBL).

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

Principal's Foreword

At Woodcrest State College, we are committed to upholding the standards of *The Student Code of Conduct*. This document outlines that there is an expectation that all members of our college community conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

A whole of campus team developed this plan in collaboration with our school community through a rigorous review process. The team utilised college data relating to attendance, absenteeism, disciplinary absences and behaviour incidents. A clear vision of ensuring that Woodcrest State College is known for outstanding student behaviour was unanimously embraced by the review panel as this group recognised that this is at the heart of ensuring outstanding learning outcomes.

Through:

1. Providing quality educational experiences and teaching students how to be responsible for their own learning and behaviour.
2. Maximising student engagement by promoting learning in a stimulating, enjoyable, student-centred manner.
3. Valuing the professionalism of staff to respond proactively to student needs.
4. Fostering a strong sense of 'community' where parents, teachers and students form productive partnerships and forge a spirit of responsibility, respect, tolerance and concern for each other.

Woodcrest State College has a vibrant vision of 'Inspiring Students' and our core philosophy puts students at the centre of our decision making. High standards of conduct are expected from all students and this is articulated in positive terms throughout our college. A fundamental belief of the college is that **all staff** are accountable for ensuring high standards of behaviour are maintained. All staff have the authority and responsibility to deal with behaviour using agreed processes.

Woodcrest State College seeks to create and maintain a safe and supportive school environment where rules and standards are positively reinforced through effective teaching and learning. The college has three core values that underpin and drive all practices that Woodcrest students undertake. These values and how we define them are listed below:

1. Responsibility – Taking ownership for our own words, actions and situations.
2. Respect – Influences a person's self-worth, their behaviours, the way they interact with their peers and the wider community.
3. Resilience – The ability to cope with changes and challenges in life.

The Greater Springfield community have high expectations of all schools. As a college we look to meet and surpass these expectations with our students being identified through their wearing of the uniform with pride and positive behaviour which is to be displayed at all times. Woodcrest State College strives to provide students with different opportunities to learn and fulfil their desired pathway. The students are to be responsible for their behaviour, with the staff and the community helping them achieve this goal. This Student Code of Conduct provides the clarity as to how this is to occur for the students of Woodcrest State College.

Debbie Hansen
Executive Principal
Woodcrest State College

P&C Statement of Support

As president of the Woodcrest State College P&C Committee, I am proud to support the Student Code of Conduct. The inclusive, transparent consultation process led by the Executive Principal and their team has ensured that parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Woodcrest State College Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, confident and appropriately supported to meet their individual social and learning needs.

Consultation

The consultation process used to inform the development of the Woodcrest State College Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with key staff from across the Campus during May 2020. During these meetings, we reviewed our previous school behaviour plans and identified the strengths and successes evident in that plan. Areas for further development were recognised and discussed.

In the second phase, we provided a draft version to the P&C and the school student leaders for review and feedback. Participants were asked for positive ideas and suggestions for improving the quality of relationships and learning environments in the school.

The third phase of consultation was completed in July 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in August 2020 for endorsement. The P&C Association unanimously endorsed the Woodcrest State College Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Student Code of Conduct, including promotion through the school website and Campus and sub schools' newsletters. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Woodcrest State College Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

All areas of Woodcrest State College are learning and teaching environments. We consider behavioural expectations present an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our goal is to develop students who are Responsible, Respectful and Resilient. We believe self-discipline is achievable when school staff, students and parents are involved in accepting joint responsibility and expecting that students be accountable for their behaviour.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. The shared high expectations for student behaviour are clear and consistent to everyone, assisting Woodcrest State College to create and maintain a positive and productive learning and teaching environments, where all college community members understand their role in the educational process.

At Woodcrest, we promote the following guiding principles and core values that underpin our expectations of members of our school community.

Guiding Principles

Students will be prepared and punctual for learning and promote a positive image for Woodcrest State College at all times. It is the student's role to be safe and supportive to all members of the school community by being inclusive, and showing appreciation of others. Our culture is based on all students demonstrating the Woodcrest State College core values of *Respect, Responsibility and Resilience*. Students will strive to do their best in their learning and seek opportunities to participate in aspects of college life that has particular interest to them.

Student Wellbeing and Student Support

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 Department's 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.

Schools build the foundation for wellbeing and lifelong learning through the curriculum embedding the 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.

At Woodcrest State College, we value a safe, supportive, inclusive and connected school community in which wellbeing is everyone's responsibility. Our school's wellbeing philosophy is based around Positive Education and our Wellbeing Framework is shaped by our values (Respect, Resilience and Responsibility) and our overarching vision, 'Inspiring Students'. Our school values of Respect, Resilience and Responsibility are taught as Learning Moments throughout the curriculum, in co-curricular activities and in our daily operations from Prep-12.

In addition, student support and wellbeing are enriched through programs and other strategies such as:

- Reward Systems
- Positive Behaviour for Learning (PBL)
- Trauma informed practices such as elements of the Berry Street Education Model
- Positive psychology - PERMAH
- Woodcrest Warrior Program - Primary School
- LBGTIQ+ Diversity Group - Secondary School
- New Student Morning Tea – Secondary
- Deadly Choices – Primary and Secondary
- Good Start – Primary and Secondary
- Zones of Regulation – Primary and Secondary
- Rock and Water (Secondary)

Support Network

Woodcrest State College provides an extensive student support service providing both affirmative programming and responsive group and individual intervention. Key support staff at Woodcrest State College include:

- Guidance Officers
- Youth Support Coordinator (2 days/week) – Secondary
- Pacifica and Torres Strait Islander- support Teacher Aide (Secondary)
- Community Education Councillor (4 days/week) (Secondary)
- School-Based Youth Health Nurse (2 days/week) (Secondary)
- Chaplain (2 days/week)
- Head of Department Student Engagement and Wellbeing (Secondary School)
- Deputy Principal Inclusion and inclusion teachers
- Social Worker
- Deputy Principals
- Student Support Officer, Beyond Broncos (2 days/week)
- HOI – Head of Inclusion (Primary)
- EALD – English and other language/ dialects
- AVT – Advisory visiting teacher (Student with Disabilities and health needs)

The student support staff work closely with a range of external support agencies to provide specialised support as required. It is also important for students and parents to understand there are regional and state-wide support services available to supplement the school network. These may include Principal Advisor Student Advisory Visiting Teachers, Occupational Therapists, and Senior Guidance Officers.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal Inclusion.

Whole School Approach to Discipline

Our behaviour management framework uses a three-level approach to assist students to identify and modify any unacceptable behaviours.

Level	Characteristics
1 Minor	Use of proactive strategies by classroom teachers to communicate high behavioural expectations including PBL Focus of the Week, planning of engaging lessons, positive behaviour reinforcement and consistent consequences for unacceptable behaviours. Referral to student support services may also be utilised.
2 Minor/ Major	Unresolved behaviours may be handled by classroom teachers or Administration personnel using a variety of strategies which may involve monitoring processes, intervention strategies, family meetings or referrals to support staff or administration staff. Staff make referrals based on the Behaviour Expectation Matrix and Majors and Minors Document.
3 Major	Continual, serious or critical behaviour issues are handled by Administration staff using referrals to internal or external agencies, alternate programs, monitoring processes or school disciplinary absences procedures. Referrals made based on Major Behaviour as outlined in the Behaviour Expectation Matrix.

OneSchool is the Department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

At Woodcrest we utilise OneSchool to support teachers, Administrators and students in:

- Student management
- Curriculum and assessment management
- Finance and asset management
- Resource management
- Performance, reporting and analysis.

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

Consideration of Individual Circumstances

When applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Woodcrest State College considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
 - establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
 - recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), previous behaviour history, home environment and care arrangements and
- Recognising the rights of all students to:
- express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision-making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

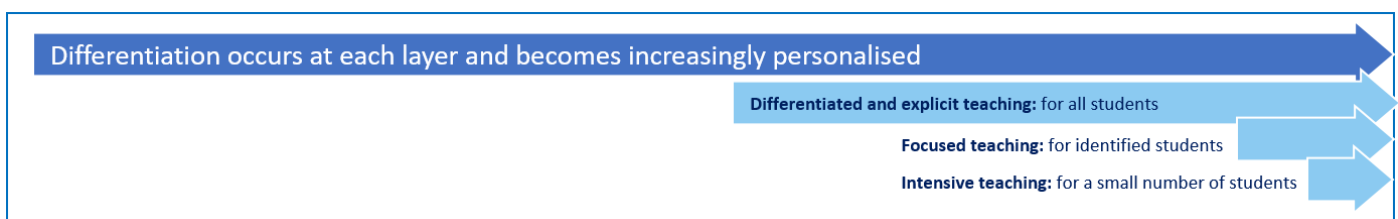
Staff are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the students' family. This applies even if the behavioural incident, such as bullying involves your child. Staff take all matters 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 Discipline

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

Explicit instruction of expected behaviours to enhance learning and maintain a safe, supportive and inclusive learning environment are reinforced through our sub-school Reward Programs. Our Quality Teaching framework provides the basis for developing classroom routines to ensure consistent teaching and learning practices.

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



At Woodcrest State College, a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour is used:

- Tier One - Universal Behaviour Support – differentiated and explicit teaching for all students
- Tier Two - Targeted Behaviour Support – focussed teaching for identified students
- Tier Three - Intensive Behaviour Support – intensive teaching for a small number of students

The following table outlines the Woodcrest State College values and how learning moments help to explicitly teach what we expect from students, parents and staff.

I show Respect when: I care about how my words and actions impact on ourselves, others and our environments.	I show Responsibility when: I am dependable, make good choices and take accountability for my actions.	I show Resilience when: I use strategies to help me cope with and adapt to challenging situations.
▪ I follow all instruction the first time, every time	▪ Be in the right place at the right time.	▪ Use words to resolve problems.
▪ Keep hands, feet and objects to myself.	▪ Mobile Phones are kept away for the day.	▪ Honour the difference in all of us.
▪ Speak and listen respectfully.	▪ Be prepared for learning and bring equipment to school.	▪ Use setbacks to learn.
▪ Keep environments clean	▪ Uphold the reputation of the college.	▪ Give your best effort.
▪ Use resources for intended purpose.	▪ Provide service to others.	▪ Accept and reflect on feedback.

Woodcrest State College provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours through the implementation of the ESCM including the provision of explicit feedback, utilising the Learning Moments, developing students understanding of expected behaviours and acknowledging positive behaviours. This is used by every teacher in the school through the Quality Teaching plan as a basis for developing students' capacity.

Why Do We Explicitly Teach Our Expected Behaviours?

Research shows that students are more likely to respond positively when they know what is expected of them and when responses to behaviour are fair and consistent.

Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging students for demonstrating them is key to our success.

- They are necessary skills for success in life
- Some students arrive at school without these important skills
- They are the basis for a positive and safe climate
- Doing so increases opportunities to teach other skills

When Do We Teach Our Expected Behaviours?

- At the beginning of school year
- In every lesson
- Before times when problem behaviours tend to increase
- Ongoing throughout the year (refresher lessons)
- At teachable moments

How Do We Teach Social Behaviours?

- Teach – Introduce the expected behaviours and discuss why it is important

- Model – Demonstrate and model
- Practice – Role play expected behaviours in the relevant contexts
- Reinforce – Encourage expected behaviours
- Monitor – Pre-correct, supervise and provide positive feedback
- Reteach – Practise throughout the day

Where Do We Teach Our Expected Behaviours?

- In every classroom throughout the school
- Everywhere in the school
- It is embedded in other school activities

We can no longer assume:

- Students know the expectations/rules and appropriate ways to behave
- Students will learn appropriate behaviours quickly and effectively without consistent practice and modelling

We must assume:

- Students will require different levels of support and intervention, and instructional models to learn appropriate behaviour
- We need to teach expectations/rules and appropriate behaviours as effectively as we teach academic skills

Focussed Teaching- TIER 2

There will be some students in any school or classroom that require additional support to meet behavioural expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behaviour expectations in a particular part of the day or as part of a learning area/subject, and focussed teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development work collaboratively with class teacher at Woodcrest State College to provide focussed teaching. Student progress is monitored by the classroom teachers to identify those who:

- No longer require the additional support
- Require ongoing focussed teaching or
- Require intensive teaching

Woodcrest State College has a range of support programs available. Students are directed to relevant programs through the Student Support Services Committee in each sub-school to help arrange and deliver focussed teaching to students who need more support to meet expectations.

Intensive Teaching-TIER 3

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

Decisions about the approach will be made based on data collected from their teacher or teachers and following consultation with the student's family and key stakeholders.

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

Students who require substantial and extensive teaching will be assigned a case manager at the school that will oversee the coordination of the program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Student that model and demonstrate expectations will be acknowledged and rewarded through the implementation of SOLE and Grit. 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 practise expected behaviours. Sections of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

Decisions regarding appropriate responses to student behaviours are based on a school wide continuum of supports. Staff assess the student behaviour against the school behaviour expectation matrix and apply the required action or available consequences accordingly.

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.

Campus Proactive Strategies for Classroom Teachers

Teachers consider the interconnecting nature of the principles of pedagogy (the curriculum, the learning and the learner) when determining and employing effective pedagogical approaches, practices and teaching strategies.

- **Know your students and how they learn** – access data to ensure you are providing the best instruction for the learner in your room.
- Utilise **WSC Universal high impact strategies** (refer to WSC pedagogical practices for learning) for differentiation to support the planning of **engaging lessons** to meet the needs of all students.
- Use the **Essential skills of Classroom Management** to help with classroom behaviour management.
- Utilise **WSC Universal college wide student engagement practices** underpinned by positive psychology to support student success.
- Consider all learners to develop a safe and supportive environment and positive culture for teaching and learning.
- Celebrate and document **positive behaviours** (Record on OneSchool including parent contact, assign CrestCoin).
- Encourage positive behaviour using **positive reinforcement** strategies.
- **Teach, model, practice, reinforce, monitor and reteach** expected behaviours.
- Display and communicate **expectations** of behaviour to all students.
- **Collaborate** with colleagues to develop proactive interventions.

Teacher Strategies for Unacceptable Behaviour - May include:

- | | |
|---|--|
| ▪ Regular verbal cues, reminders and redirections | ▪ Use Buddy Class System |
| ▪ Reinforce expectations / rules / procedures | ▪ Alternate workspace in the classroom |
| ▪ Restorative conversation | ▪ Micro-management skills |
| ▪ Lunchtime detention with classroom teacher | ▪ Consult with Specialist Staff |
| ▪ Contact Home - Record on OneSchool | ▪ Record OneSchool behaviour incident |

Woodcrest State College PREP to 6 Behaviour Matrix – Major and Minor

Behaviour Category and Definition	Examples of Minor Behaviour		Examples of Major Behaviour (not exhaustive list)		Non-Examples
	Teacher Managed (no referral to HOD/SEW/DP)	Suggested Teacher Response		Refer to HOI/ DP	
Abusive language Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> Moderate level back chat directed to a staff member Using family as a basis for teasing (verbal bullying) and provocation at or near others with intent Isolated name calling General swearing (not directed at someone) 	<ul style="list-style-type: none"> Direct student to use Ready to Learn Plan Re-teach student with reference to class/school expectations De-escalate student emotions with reference to self-regulation language Modelling appropriate language Verbal warning Timeout in class (calm corner or timeout desk) Timeout in buddy class Contact home if repeated (including OneSchool Contacts) 	<ul style="list-style-type: none"> Verbally threatening a staff member Insolence (walking off, not listening, laughing at, secondary behaviours) Verbal and Cyber harassment (especially sexual or threatening on social media) Using family as a basis for ongoing teasing and provocation Repetitive use of offensive language and swearing (3 or more times) High level swearing directed at a staff member or visitor to the school Aggressive name calling Making explicit threats to another student but not acting on them 	DP	Swearing in conversation – this behaviour is not condoned and should still be addressed.
Bomb Threat/False Alarm Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	MAJOR ONLY		<ul style="list-style-type: none"> Setting off a fire alarm Making threats about possible explosives 	DP Call immediately Admin: 420	Accidental/ intentional use of a fire extinguisher (see: Property Damage)
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	MAJOR ONLY		<ul style="list-style-type: none"> Ongoing and persistent targeted bullying Online mis-conduct Threats 	DP	<ul style="list-style-type: none"> Conflict between friends An argument

person, or online (cyberbullying). Bullying may be obvious or hidden.					
Defiance Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> Challenging staff directions Arguing with staff (once) Walking away from a staff member when they're talking/redirecting Teasing Dishonesty Refusal to attempt set work including assessment tasks Failure to participate in lessons Refusal to meet lesson completion expectations Work refusal (instructional refusal) Deliberate refusal to follow instructions leading to a distraction or minor safety risk Giving a false name Unfocused behaviour Distracting behaviours Not following directions 	<ul style="list-style-type: none"> Direct student to use Ready to Learn Plan Re-teach student with reference to class/school expectations De-escalate student emotions with reference to self-regulation language Verbal warning Timeout in class (calm corner or timeout desk) Timeout in buddy class Reflection Room Referral Contact home if repeated (including OneSchool Contacts) 	<ul style="list-style-type: none"> Refusal to attend Office Timeout (including non-compliance with personal plan) Refusal to go to buddy class Refusal to participate in programs of instruction Refusal to participate in individualised programs of intervention, support or extension Insolence (walking off, not listening, laughing at, secondary behaviours) Refusal to comply with individual behaviour support plans Repetitive, persistent and ongoing minor behaviours (3 or more times) Sustained, repeated refusal to follow reasonable staff instructions – across more than one occasion 	DP	Eventual compliance with instructions Asking questions about an instruction
Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Low level isolated teasing and name calling Disrespectful behaviour Low level back chat to a staff member General low level swearing not directed at anyone such as incidental swearing Inappropriate gestures Deliberately harassing or harming an animal in the school grounds Mimicking, noise making and speaking rudely 	<ul style="list-style-type: none"> Direct student to use Ready to Learn Plan Re-teach student with reference to class/school expectations De-escalate student emotions with reference to self-regulation language Verbal warning Timeout in class (calm corner or timeout desk) 	<ul style="list-style-type: none"> Repetitive, persistent and ongoing minor behaviours (3 or more times) Intentional, deliberate, rude or dismissive behaviour Spitting at/on another student or staff member 	DP	Refusing to follow instructions (see: Defiance)

		<ul style="list-style-type: none"> • Timeout in buddy class • Reflection Room Referral and Parent Contact (including OneSchool Contacts) 			
<p>Disruption</p> <p>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.</p>	<ul style="list-style-type: none"> • Unfocused behaviour in lesson • Involvement in distracting behaviours (including use of ICT devices, objects, toys or stationery at inappropriate times) • Calling Out • Undue noise • Walking around the learning space when not supposed to. • Low intensity interference with teaching and learning • Late to class or an activity • Throwing objects in the classroom (no harm, damage or injury resulting) • Loud talking, yelling, screaming (persistent) • Leaving class without permission (and refusing to return to class when re-directed) 	<ul style="list-style-type: none"> • Direct student to use Ready to Learn Plan • Re-teach student with reference to class/school expectations • De-escalate student emotions with reference to self-regulation language • Give time to comply (take up time) • Provide choices (this or this) (when/then) • Verbal warning • Timeout in class (calm corner or timeout desk) • Timeout in buddy class 	<ul style="list-style-type: none"> • Refusal to follow directions resulting in a major disturbance or safety risk to others • Deliberately distracting class through overt non-compliant and unsafe behaviours from outside the classroom; preventing lesson progression • Disturbing the learning needs of others • Inciting others to be disobedient (coercive behaviour) • Disrupting an exam, RTI assessment session • Preventing others from learning • Disturbance of own and surrounding classes • Deliberate and repeated disruptive behaviour adversely affecting other students • Repetitive, persistent and ongoing minor behaviours (3 or more times) • Sustained, repeated interference with learning, to the point where teaching and learning has to stop over multiple lessons • Persistent low intensity interference over multiple lessons • Repeated use of buddy class for similar behaviours • Throwing objects in the classroom (harm, damage or injury resulting) 	DP	Single or infrequent short interruptions

Dress code Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> Deliberate breach of school uniform policy (esp. jewellery & nail varnish) Repeated violation of school dress code No hat; no play 	<ul style="list-style-type: none"> Contact home Reinforce rules of play (no hat; no play) On the fly reminders 	<ul style="list-style-type: none"> Repetitive, persistent and ongoing minor behaviours (3 or more times) Persistent use / wearing of unsanctioned jewellery (excluding cultural, religious and meaningful items) 	DP	Uniform issue rectified by the student in the moment Jewellery/ jumper removed
Fighting Student is involved in mutual participation in an incident involving physical violence.	MAJOR ONLY		<ul style="list-style-type: none"> Intentional and serious physical contact between two or more students causing harm or there is significant potential for harm (kicking, punching, hitting etc) Beyond "rough play" 	DP Call immediately Admin: 420	One student being physically violent or aggressive towards another person (see: Physical Aggression)
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.	<ul style="list-style-type: none"> Targeted name calling in class Minor use of offensive language Pranks 	<ul style="list-style-type: none"> Establish expectations Contact home Issue detention 	<ul style="list-style-type: none"> Harassment (including cyber, sexual, racial, general) and bullying of others Abusive language directed at a staff member Inciting (including passing on) harassment (incl. cyber) or violence of others Aggressive and intimidating behaviour towards others (including staff) Intentional physical violence towards others resulting in minor injury Distributing offensive material and/or prohibited substances at school Deliberate inappropriate physical contact with others of a sexual nature Racial and/or sexual discrimination targeted at an individual or group 	DP	Physical contact with other students (see: Bullying/Fighting/Physical Aggression) Swearing at another student/staff (see: Abusive Language)
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.	<ul style="list-style-type: none"> Low level isolated (physical or verbal) incident with another student Pushing each other (no intention to harm) Throwing objects (no intent to harm) Jostling with others Physical violence student to student (no injury/ no first aid) 	<ul style="list-style-type: none"> Direct student to use Ready to Learn Plan Re-teach student with reference to class/school expectations De-escalate student emotions with reference to self-regulation language Give time to comply (take up time) 	<ul style="list-style-type: none"> Physical (including deliberately spitting on another individual) Intentional and serious physical from one student to another causing them harm where there is significant potential for harm (eg. hitting, slapping, kicking, punching, shoving etc.) Physical connection involving students/adults not involving an object resulting in a minor injury 	DP Call immediately Admin: 420 Or send student to Admin	Two students engaging in a physical fight (see: Fighting)

	<ul style="list-style-type: none"> Physical misconduct involving students/adults involving an object (no injury/ no first aid) Physical misconduct involving students/adults not involving an object (no injury/ no first aid) Inciting others to be violent Spitting on property, including school equipment and facilities Causing injury to others through carelessness Play fighting (age-appropriate interactions) Isolated pushing and shoving 	<ul style="list-style-type: none"> Provide choices (this or this) (when/then) Verbal warning Timeout in class (calm corner or timeout desk) Timeout in buddy class 	<ul style="list-style-type: none"> Intentional physical violence resulting in a moderate or major injury (first aid or off-campus medical care) Physical connection involving students/adults involving an object; resulting in a moderate or major injury (first aid or off-campus medical care) Physical misconduct involving students/adults not involving an object; resulting in a moderate or major injury (first aid or off-campus medical care) Behaviour which poses an immediate risk to self and others 		
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.	<ul style="list-style-type: none"> Academic dishonesty Copying another student's work Talking during class tests 	<ul style="list-style-type: none"> Give student opportunity to resit assessment or complete work under teacher supervision Contact home 	<ul style="list-style-type: none"> Plagiarism on final assessment 	HOC	
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.	<ul style="list-style-type: none"> Forged signature on a note pretending to be a parent 	<ul style="list-style-type: none"> Contact home Issue detention 	<ul style="list-style-type: none"> Forged signature on a note pretending to be a staff member 	DP	Using a fake name (see Defiance)
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.	<ul style="list-style-type: none"> Throwing object around the room Swinging objects around without control Standing on tables 	<ul style="list-style-type: none"> Re-teach student with reference to class/school expectations De-escalate student emotions with reference to self-regulation language Give time to comply (take up time) Provide choices (this or this) (when/then) Verbal warning 	<ul style="list-style-type: none"> Throwing objects at others with intent to harm Threatening and acting on threat with objects (holding an object and then throwing it) Standing on tables Throwing desks or chairs in anger Threatening safety of others with sharp objects 	DP	Damage to student, teacher, or school property (see: Property Damage)

		<ul style="list-style-type: none"> • Timeout in class (calm corner or timeout desk) • Timeout in buddy class 			
Property damage Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> • Touching items in the classroom or outside the classroom that are not supposed to be handled (equipment, belongings, animals) • Minor graffiti (scribble, names or tags) on books, desks/chairs that can be removed • Minor damage to gardens and plants • Littering 	<ul style="list-style-type: none"> • Re-teach student with reference to class/school expectations • De-escalate student emotions with reference to self-regulation language • Give time to comply (take up time) • Provide choices (this or this) (when/then) • Verbal warning • Timeout in class (calm corner or timeout desk) • Timeout in buddy class 	<ul style="list-style-type: none"> • Graffiti – sexually explicit in public domain (including toilets) • Deliberately ruining the property of others (major eg. cutting uniform or hair) • Deliberate sabotaging of resources to prevent others using them • Toilet vandalism (writing on walls, kicking in doors, wrecking toilet roll holders, removing toilet seats with force) • Toilet vandalism (spreading soap, paper towel, toilet paper around the toilet – including wadding wet toilet paper and throwing it around cubicles) • Intentional actions which cause damage to school property (not repairable) • Intentional actions which cause damage to another student's property (not repairable) 	DP	
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.	MAJOR ONLY		<ul style="list-style-type: none"> • Consumption/ possession, selling of alcohol (including suspicion) • Smoking/ selling/ possession of cigarettes/ e-cigarettes like vapes (or similar) or implements for the use of tobacco (including suspicion) • Holding items for older siblings 	DP Call immediately Admin: 420	
Substance misconduct involving illegal substances Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	MAJOR ONLY		<ul style="list-style-type: none"> • Possession/ selling/ consumption of illegal drugs and/or synthetic drugs • Consumption of, holding of vapes etc. • Holding items for older siblings 	DP Call immediately Admin: 420	

Technology violation Student engages in inappropriate (as defined by 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.	<ul style="list-style-type: none"> Intentional use of personal tech devices at school (without permission) Accessing, developing, copying, and/or distributing any material that is controversial, inappropriate, obscene and/or offensive through electronic medium Filming other students inappropriately or without their consent Recording or photographing teachers/ staff Using other students' logon details Turning off computers while others are working Purposefully accessing websites/apps beyond scope of lesson or/and after told to stop 	<ul style="list-style-type: none"> Re-teach student with reference to class/school expectations Give time to comply (take up time) Provide choices (this or this) (when/then) Verbal warning Put device away Timeout in class (calm corner or timeout desk) Timeout in buddy class 	<ul style="list-style-type: none"> Computer hacking, maliciously introducing viruses, tampering with school records Major racial, sexual attack either physically or online Repeated verbal harassment/ bullying toward another student including online or email exchanges Major inappropriate use of computers and the Internet (including deleting and tampering with the files of others) Accessing inappropriate content and inappropriate email/ social media messages Using social media on school grounds Sharing social media or apps with others on campus that depict aggression, violence or sexual content Using mobile phone or smart watch during school time Using camera app on mobile phone or other device with capability Accessing, developing, copying, and/or distributing any material that is controversial, inappropriate, obscene and/or offensive through electronic medium Filming other students inappropriately or without their consent Recording or photographing teachers/ staff 	DP	
Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	MAJOR ONLY		<ul style="list-style-type: none"> Theft of small objects/ personal items (stickers, ooshies etc) Theft of items worth \$5 or more Stealing property from staff (teacher stickers, resources, and/or personal possessions) 	DP	Borrowing property from staff or students Taking something and returning it
Use/possession of combustibles Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property	MAJOR ONLY		<ul style="list-style-type: none"> Possession of combustibles likely to cause harm (e.g. matches, lighters, firecrackers, petrol) 	DP Call immediately	

damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).				Admin: 420	
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.	MAJOR ONLY		<ul style="list-style-type: none"> • Possession of weapon or replica weapon • Intentional use of an object to cause harm or threaten 	DP Call immediately Admin: 420	Accidental or intentional mishandling of equipment causing potential for harm (see: Property misuse causing risk to others)
Truant/ OFF-Campus	<ul style="list-style-type: none"> • Accessing local shops and businesses before school after being dropped off by caregivers (without their knowledge or consent) 	<ul style="list-style-type: none"> • Report or Referral to Admin via • OneSchool • Contact Parents 	<ul style="list-style-type: none"> • Leaving school grounds without permission (deliberately to avoid program or consequences) • Truancy from school (not including school refusal) 	DP	
Truant ON -Campus	<ul style="list-style-type: none"> • Leaving class or learning activity without permission • Out of bounds (non-designated play area – under building; carpark etc.) • Late to class (without sound reason) 	<ul style="list-style-type: none"> • Report or Referral to Admin via OneSchool • Contact Parents • Referral to DP for repeated in one school day period. 	•		
Other – charge-related suspension	Executive Principal use only				

Woodcrest State College Secondary Behaviour Matrix – Major and Minor

Behaviour Category and Definition	Examples of Minor Behaviour		Examples of Major Behaviour		Non-Examples
	Teacher Managed (No referral to HOD/SEW/DP)	Suggested Teacher Response	(Not exhaustive list)	Refer to HOD/SEW/DP **All Orange referrals are required to be One schooled and contact home to be made before referral	
Abusive language Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> Name calling – not persistent Swearing at or about another student 	<ul style="list-style-type: none"> Seating plan One School Contact home Issue detention Establish expectations 	<ul style="list-style-type: none"> Swear words directed to a staff member Persistent aggressive name calling Ongoing name calling 	<ul style="list-style-type: none"> OneSchool Contact Home Refer to SEW HOD (7-10) DP (11/12) 	Swearing in conversation – this behaviour is not condoned and should still be addressed.
Bomb Threat/False Alarm Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	MAJOR ONLY		<ul style="list-style-type: none"> Setting off a fire alarm Making threats about possible explosives 	<ul style="list-style-type: none"> Contact DP/ Principal Immediately Call immediately Admin: 620 iThrive: 582	Accidental use of this equipment
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.	MAJOR ONLY		Sustained and repeated pattern of targeting, ongoing (physical, verbal, written, texting, face to face or online) of the same person/s. This can include: <ul style="list-style-type: none"> Inappropriate touching of others Telling a student to harm themselves Sexual comments/pictures Threatening to harm self in presence of other students 	<ul style="list-style-type: none"> OneSchool Contact Home Refer to SEW HOD (7-10) DP (11/12) 	Use of derogatory language (e.g race, sexuality, religion – see Harassment) Minor conflict between friends
Defiance Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> Isolated instances of refusal to follow college uniform processes without explanation or parent/carer permission Isolated instances of being in out of bounds area or littering Late to roll class Not following processes – sign in late, leaving without signing out 	<ul style="list-style-type: none"> Provide choice Issue detention Contact home Restorative conversation ESCM's 	<ul style="list-style-type: none"> Refusal to attend buddy class. Continued presence in an out of bounds area or littering Not attending scheduled after school detention Continued refusal to following college uniform process or refusal to follow instruction to see Year Coordinator/SEW HOD Repeated Late to school (3 times in a term – triggers referral) 	<ul style="list-style-type: none"> One School Contact Home Refer to SEW HOD (7-10) DP (11/12) 	Eventual compliance Asking questions about an instruction

	<ul style="list-style-type: none"> Student uses device without permission and hands in when directed (First Offence) 	<ul style="list-style-type: none"> Student hands phone in to iThrive. Teacher logs on OneSchool as minor Teacher MUST contact home (phone preferred) and informs that this has been recorded as a first offence 	<ul style="list-style-type: none"> Refusing to follow electronic device policy and process to hand device in to iThrive after being directed. Repeated use of device without permission and hands in when directed (second and repeated offences) 	<ul style="list-style-type: none"> One School Contact Home Refer to SEW HOD (7-10) DP (11/12) 	
	<ul style="list-style-type: none"> Refusal to follow reasonable instructions from staff member Isolated instances of lateness to class/event without explanation or parent/carer permission Failure to submit draft assessment by due date 	<ul style="list-style-type: none"> Contact home Establish expectations Issue detention Discuss with Curriculum HOD 	<ul style="list-style-type: none"> Failure to submit final assessment by due date Pattern of refusal (3) to participate in tasks during learning over a period of time. Pattern of lateness (3) to class to curriculum class Not attending detention issued by curriculum HOD 	<ul style="list-style-type: none"> One School Contact Home Refer to Curriculum HOD 	
Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Rude or dismissive comments to staff Mocking behaviours Rude gestures Shouting back at a staff member Inappropriate comments on a single occasion One off: Verbal altercation/conflict, name-calling, written note 	<ul style="list-style-type: none"> Establish expectations Provide choice Contact home Issue detention Restorative conversation Buddy class Establish expectations Seating plan One school Contact Home Ask student to report to iThrive if it is persistent bullying (see Major) 	<ul style="list-style-type: none"> Using offensive comments or gestures to students or staff (including age, race, disability, physical appearance) Inappropriate language directed at a student or staff member 	<ul style="list-style-type: none"> One School Contact Home Refer to appropriate person listed below <p>Classroom: Curriculum HOD</p> <p>Playground: SEW HOD (7-10) DP (11/12)</p>	
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.	<ul style="list-style-type: none"> Late to class without valid reason Low intensity interference for short periods of time (e.g talking, yelling, disrupting others) Sustained out of seat behaviour 	<ul style="list-style-type: none"> ESCM's Issue detention Revise expectations Buddy class Process <u>Contact home</u> 	<ul style="list-style-type: none"> Ongoing and persistent interference with learning to the point where teaching and learning has to stop on multiple occasions over time (including late to class). Repeated buddy class referrals within the subject over the term (3 times) 	<ul style="list-style-type: none"> One School Contact Home Refer to Curriculum HOD 	Single or infrequent short interruptions

Dress code Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> Student arrives to school in incorrect uniform and has not yet received a uniform pass from iThrive 	<ul style="list-style-type: none"> Send student to iThrive to collect uniform detention slip iThrive issues detention for unapproved uniform See uniform infringement flowchart 	<ul style="list-style-type: none"> Student is wearing a non-uniform item and refuses to attend iThrive to exchange item Persistent low-level uniform issues where students are not completing detentions and there is no improvement to uniform despite intervention 	<ul style="list-style-type: none"> One School Contact Home Refer SEW HOD (7-10) DP (11/12) 	Uniform issue rectified at the time (student hands in incorrect uniform to iThrive) Jewellery removed
Fighting Student is involved in mutual participation in an incident involving physical violence.	MAJOR ONLY		<ul style="list-style-type: none"> Intentional and serious physical contact between two or more students causing harm or there is significant potential for harm (kicking, punching, hitting etc) 	<ul style="list-style-type: none"> Contact SEW HOD/ DP immediately OneSchool Refer to DP <p>Call Admin: 620 iThrive: 582</p> <p>Or send student to Admin/ iThrive</p>	Student trips falling into another student knocking them to the ground.
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.	<ul style="list-style-type: none"> Saying something in the heat of the moment with no intention of action Minor use of offensive language Pranks 	<ul style="list-style-type: none"> Establish expectations Contact home Issue detention 	<ul style="list-style-type: none"> Ongoing and persistent or serious disrespectful language to another student, staff member or member of the community. (e.g., racial, gender, sexual orientation, religion) Targeted use of language to intentionally cause offense 	<ul style="list-style-type: none"> One School Contact Parents Refer to SEW HOD (7-10) DP (11/12) 	Swearing at another student or staff (abusive language) Physical contact (fighting or physical aggression).
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.	<ul style="list-style-type: none"> Physical action where injury may occur but is not intended Play-fighting, sparring or shadow boxing 	<ul style="list-style-type: none"> Refer to First aid if required Revise classroom expectations Seating plan Contact home Issue detention 	<ul style="list-style-type: none"> Intentional and serious physical aggression from one student to another causing harm or there is significant potential to cause harm 	<ul style="list-style-type: none"> Contact SEW HOD/DP/ Immediately OneSchool (once contact has been made) Refer to DP <p>Call immediately Admin: 620 iThrive: 582</p> <p>Or send student with a red card to Admin/iThrive</p>	Two students engaging in a physical fight (Fighting)
Academic misconduct Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating,	<ul style="list-style-type: none"> Plagiarism of draft Talking during exam (7-9) 	<ul style="list-style-type: none"> Contact home Establish expectations Issue detention Discuss with Curriculum HOD 	<ul style="list-style-type: none"> Use of mobile phone in exam Talking during exam (10-12) Prohibited items in exam (QCAA Guidelines) Plagiarism on final assessment 	<ul style="list-style-type: none"> One School Contact Parents Refer to Curriculum HOD <p>**Curriculum HODS consult with DP as required</p>	Refusal to complete classwork or assessment (see Defiance)

impersonation, examination misconduct, plagiarism.					
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.	MAJOR ONLY		<ul style="list-style-type: none"> • Forged signature (the act of falsely replicating another person's signature) • Creates, changes or modifies a document with the intention of misleading 	<ul style="list-style-type: none"> • One School - Attach evidence • Contact Parents • Refer to DP of year level 	Using a fake name (see Defiance)
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.	<ul style="list-style-type: none"> • Accidental actions with an object that has the potential to cause harm 	<ul style="list-style-type: none"> • Contact home • Revisit expectations 	<ul style="list-style-type: none"> • Deliberately engaging in the misuse of property to cause harm to others 	<ul style="list-style-type: none"> • Contact SEW HOD/DP/ Principal Immediately • OneSchool (once contact has been made) • Refer to DP <p>Call immediately Admin: 620 iThrive: 582</p>	
Property damage Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> • Minor damage/ vandalism to property which is repairable/ temporary (e.g., Inoffensive, writing on a desk with a pencil, chalk) 	<ul style="list-style-type: none"> • Contact home • One school • Issue detention 	Major damage to property <ul style="list-style-type: none"> • Graffiti (Ink or paint that is permanent) • Vandalism (deliberate destruction or damage to property that is permanent & or offensive). 	<ul style="list-style-type: none"> • One School • Contact Parents • Inform SEW HOD/DP as soon as possible • OneSchool referral to SEW HOD (7-10) DP (11/12) 	Student accidentally drops equipment which is damaged as a result.
Refusal to participate in the educational program of the school The student refuses to take part in activities or learning that are requested or expected as a part of the educational program of the school.	<ul style="list-style-type: none"> • Refusal to attempt classwork or engage in planned classroom activities related to learning. • Refusal to begin or complete classwork when instructed with a deliberate intention 	<ul style="list-style-type: none"> • Restorative conversation • Differentiation/alternate tasks • Contact home • Establish expectations • Issue detention • Discuss with Curriculum HOD 	<ul style="list-style-type: none"> • Ongoing and persistent refusal to engage in classroom tasks and activities. 	<ul style="list-style-type: none"> • One School • Contact Home • Refer to Curriculum HOD 	
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.	MAJOR ONLY		<ul style="list-style-type: none"> • Consumption/possession/selling of e-cigarettes or cigarettes (or suspicion) • Consumption/possession/selling of alcohol (or suspicion) 	<ul style="list-style-type: none"> • Contact SEW HOD/DP/ Principal Immediately • OneSchool (once contact has been made) • Refer to DP <p>Call immediately Admin: 620 iThrive: 582</p>	

Substance misconduct involving illegal substances Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements	MAJOR ONLY		<ul style="list-style-type: none"> Consumption/possession of illegal drugs and/ or synthetic drugs. Possession of implements for use with illegal drugs 	<ul style="list-style-type: none"> Contact SEW HOD/DP/ Principal Immediately OneSchool (once contact has been made) Refer to DP <p>Call immediately Admin: 620 iThrive: 582</p>	
Technology violation Student engages in inappropriate (as defined by 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.	<ul style="list-style-type: none"> Inappropriate use of electronic device (refer to policy) Playing games/music in class 	<ul style="list-style-type: none"> Send student to iThrive to hand device in Contact home One school Revise expectations 	<ul style="list-style-type: none"> Videoining/photographing and/or posting online of students and staff Creation of social media accounts that damage the school's, staff or student/s reputation One off inappropriate engagement on social media Repeated pattern of technology violation (device handed in to iThrive (3) times within a term) 	<ul style="list-style-type: none"> One School Contact Parents Refer to SEW HOD (7-10) DP (11/12) 	
Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	MAJOR ONLY		<ul style="list-style-type: none"> Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property 	<ul style="list-style-type: none"> Contact SEW HOD/ DP Immediately One School Refer to SEW HOD (7-10) DP (11/12) 	Borrowing and returning an item
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).	<ul style="list-style-type: none"> Use/possession or aerosol cans 	<ul style="list-style-type: none"> Send student to iThrive to hand item in Contact home 	<ul style="list-style-type: none"> Possession of combustibles likely to cause harm (e.g., matches, lighters, firecrackers, petrol) 	<ul style="list-style-type: none"> Contact DP/ Principal Immediately OneSchool (once contact has been made) Refer to DP <p>Call immediately Admin: 620 iThrive: 582</p>	
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.	MAJOR ONLY		<ul style="list-style-type: none"> Possession of weapon or replica weapon Intentional use of an object to cause harm or threaten 	<ul style="list-style-type: none"> Contact DP/ Principal Immediately OneSchool (once contact has been made) Refer to DP <p>Call immediately Admin: 620 iThrive: 582</p>	

Truant/ OFF-Campus	MAJOR ONLY		<ul style="list-style-type: none"> • Accessing local shops and businesses before school after being dropped off by caregivers (without their knowledge or consent) • Leaving school grounds without permission • Truancy from school (not including school refusal) 	<ul style="list-style-type: none"> • One School • Contact Parents • Refer to SEW HOD (7-10) DP (11/12) 	
Truant ON -Campus	<ul style="list-style-type: none"> • Leaving class or learning activity without permission (Truant for part of lesson) 	<ul style="list-style-type: none"> • One School • Contact Parents • Establish expectations • Detention (make up missed learning) 	<ul style="list-style-type: none"> • Not attending a timetabled class (whole lesson truancy) • Persistent truancy over multiple lessons and subjects. 	<ul style="list-style-type: none"> • One School • Contact Parents • Refer to SEW HOD (7-10) DP (11/12) • HOD Issues after school detention or equivalent. 	
Other – charge-related suspension	Principal use only				

Differentiated and Explicit Teaching

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)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- 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
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Buddy Class
- HOD Referral (secondary)
- Use of zones of regulation strategies
 - Zones check in
 - Ready to learn plan
 - Calm corner

Focussed Teaching

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
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services Committee for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Explicit teaching of regulation strategies

Intensive Teaching

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
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion.

At Woodcrest State College, the use of any SDA is considered a very serious decision. It is typically used if the behaviour breaches the school's behaviour standards and values.

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 schools' days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Woodcrest State College considers it best practice to invite the parent and the student who was suspended to a re-entry meeting. The purpose of this meeting is to engage in restorative practice. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment 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 in writing, usually via email. Re-entry meetings are brief with only the principal or their delegate attending with the student and their parent/s and/or relevant stakeholders.

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

Structure

May follow the agenda as outlined below.

- 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)
- Provide restorative justice
- Set a date for follow-up
- Thank student and parent/s for attending
- Support the student to re-engage

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, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Woodcrest State College 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
- Use of Phone and Electronic Devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Student Dress Code
- School Representation
- Assessment Policy (see full version on the school website)
- Attendance

Temporary removal of student property

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

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

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

The principal or 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 Woodcrest State College and will be removed if found in a student's possession:

- drugs and drug paraphernalia
- knives
- vapes and E cigarette
- illegal items or weapons
- imitation guns or weapons
- potentially dangerous items

- alcohol
- aerosol deodorants or cans
- explosives
- flammable solids or liquids
- poisons
- inappropriate or offensive material or other items that pose a risk to students or staff members
- racist, pornographic or extremist material

Woodcrest State College is a “drug-free” school. The school focuses on prevention through education, information and providing a safe and healthy school environment. The smoking of cigarettes, E-cigarettes and Vapes is not permitted at any time on government property and it is also illegal for persons under the age of eighteen to be in the possession of these items. Students involved in drug related incidents will be given support but will also have consequences applied. Where behaviour is deemed to have breached criminal legislation or poses a threat to school security, student or staff safety, parents/carers will be notified and external bodies such as the Queensland Police Service may be called.

Medications

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)**.

1. Requirements for students at risk of anaphylaxis

If your child is at risk of anaphylaxis, it is important for you to provide the school with your child’s emergency medication and their ASCIA Anaphylaxis Action Plan, completed by your doctor. This Anaphylaxis Action Plan provides the instructions for the school to administer your child’s medication in an emergency, which is specific to respond to their health condition.

2. Requirements for students at risk of asthma

If your child has asthma and requires assistance to administer their medication, it is important for you to provide the school with your child’s emergency medication and their Asthma Action Plan, completed by your doctor. An Asthma Action Plan provides specific instructions for the school to administer your child’s medication.

We recognise that some students are capable of managing their asthma without adult assistance. If you are confident that your child can confidently, competently and safely self-administer their asthma medication, let the school administration know. The school will record your decision and will not require your child’s Asthma Action Plan. Please note that if your child requires assistance in an asthma emergency, staff will provide Asthma First Aid.

Responsibilities

Temporary removal of Property

School staff at Woodcrest State College

- 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 remove 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;
- require consent from the student or parent 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 should be called to make such a determination.

Parents of students at Woodcrest State College

- 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 Woodcrest State College 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.
- Where required, provide medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Students of Woodcrest State College

- 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 Woodcrest State College 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.

Managing Phone and Electronic Devices

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parent/carers, school staff and students. The focus on personal responsibility around appropriate and safe use of these technologies is considered to be central to embracing our sense of community while at school. At Woodcrest State College one of our key values is respect for an orderly learning environment and these procedures have been put in place to reinforce this.

It is a Queensland Government requirement for all students to keep mobile phones switched off and away for the day and disable notifications on wearable devices during school hours. Woodcrest State College has a policy of no mobile phones/electronic devices (including head phones). This does not include laptop/ tablet computers or headphones that come under the Woodcrest State College BYOD and acceptable use policy. If a parent/carer needs to contact a student during the school day, they are able to contact the office and a message will be forwarded to the student directly. It is understood that students may need a mobile phone before or after school for safety reasons. For this purpose, they will be able to use their mobile phone once they are unlocked as they exit the school.

School Expectations

- All students in Secondary will be provided with a school issued mobile phone pouch, the pouch is seen to be part of the school uniform, and students are expected to have their pouch at school every day. In Primary only students who have a phone will be issued with a pouch.
- This pouch remains the property of the school and students are responsible for maintaining the pouch in a workable condition.
- Students are expected to have their phone secured in their pouch for the duration of the school, except where exemptions apply as set out below.
- All devices are required to be disabled and locked in the pouch by 8:45am each day.
- Loss or destruction of the pouch will result in the parent/carer being invoiced for a replacement pouch.

- Students will require alternative ways to purchase food and drinks from the Tuckshop as they will not have access to their electronic device.
- The number assigned to the pouch must be kept visible for identification purposes at all times.
- Headphones and earphones (including air pods) are not part of the school uniform and are to be stored in the school issued phone pouch with phone.
- Students are not permitted to have headphones or ear phones, air pods or earbuds that connect to their device via Bluetooth. If sighted these will be managed in the same manner as an unpouched phone.
- Smart watches are to be placed in **flight mode** with all notifications switched off during school hours or as directed by staff.
- Students found accessing smart watches to engage with electronic devices during school time will be required to submit their smart watch with their pouch to the assigned sub-school office for the day.
- Students are able to use electronic devices under the strict supervision of a teacher if they are used for prescribed educational purposes. Teacher will have access to the deactivation utility to release the devices for the set lessons.
- Some students with a disability may have, as part of their Personalised Learning Plan, access to these devices in the classroom to support their education. Students for whom this is the case will have official exemption paperwork, outlining the explicit purpose of their access and conditions of access. When accessing the device/s they must respect the rules and conditions outlined in the plan.

Excursions

Students are expected to have their phones turned off and away during offsite activities and excursions unless given permission to use them by supervising staff. These may be stored in their pouch but not locked, so students can access if required to do so for safety or learning purposes.

Unlocking Stations

Unlocking stations will be available at various locations across the college including student services, iThrive and Primary Office in the event that a phone needs to be unlocked with approval from HOD, DP or Principal. Students must stay in the supervised area and relock their phone in their pouch when instructed to do so by the supervising staff member.

Staff Expectations

- It is the responsibility of all teachers to check that all students have their phone locked in the pouch at the beginning of every lesson and out on their desk including Roll Call.
- If a student attends Roll Call and has not locked their phone in their pouch the Roll Call Teacher will instruct them to do so.
- Staff are to refer to the **Phone and Electronic Device Procedure Flowchart** when managing a student who does not have their phone in their pouch.
- Respond to instances of non-compliance in line with the school's Phone and Electronic Device "Away for the Day" Policy and Procedures.
- Ensure students who are given permission to access their personal device use it appropriately and only for the specified purpose, and store their personal devices away after the exempted activity has concluded.
- Make sure that any student personal devices handed in to iThrive are returned to the student (or their parent) by the end of the same school day.
- Model appropriate use of mobile phones and support families to understand the importance of promoting safe, responsible, and respectful use of mobile phones to their children. Use mobile phones for work-related/emergency purposes only when students are under their care.
- Deliver learning opportunities and maintain a safe and productive learning environment. Take steps to minimise distractions from the non-educational use of personal devices in the learning environment.

Parents Expectations:

- Support the school's implementation of this policy, including the consequences for non-compliance.
- Encourage their child not to bring a personal device to school unless necessary and support students to comply with Phone and Electronic Device "Away for the Day" Policy and Procedures.

- Understand that the department does not provide insurance for accidental loss or damage to personal property that is brought onto school grounds.
- Use the school's formal communication channels in all instances to communicate with the school or to make contact with their child during school hours (including where a student requires early collection from school). Encourage their child to always report to a school staff member in the first instance if they become unwell or experience an issue at school.
- Recognise the important role they play in supporting their child to use their mobile phone (or other personal device) in a safe, responsible, and respectful way.

Exemptions:

Exemptions to the policy may be applied during school hours if certain conditions are met, specifically, health and wellbeing-related exceptions and where mobile phones are required as per a teaching program. Parents and carers can request an exemption and these will be considered on a case-by-case basis and granted when required by law or at the principal's discretion. Exemptions will need to be supported by medical or other documentation that is satisfactory to the school which supports the exemption request. Exemptions will provide approved students with access to their phone as outlined in their support plan. Plans will outline the specific purpose of their access and designated times/places where the student can unlock their device under the supervision of a staff member.

1. Learning-related exceptions

Specific exception	Documentation
<ul style="list-style-type: none"> • For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty • As part of a subject's specific teaching and learning as per the program for that subject. Documentation	<ul style="list-style-type: none"> • Individual Learning Plans supported by relevant documentation (e.g., medical documentation, specialist recommendation, Guidance Officer reports etc) that support the need for students to access their device for specific activity adjustments • Program evidence to be provided to Head Teacher and relevant Deputy Principal.

2. Health and wellbeing-related exceptions

Specific exception	Documentation
<ul style="list-style-type: none"> • Students with a health condition that require access of their device throughout the day. • Students with health conditions such as diabetes may be issued with an alternate velcro pouch as part of their diabetes management or health support plan to support access to their device throughout the day. 	<ul style="list-style-type: none"> • Student Diabetes Management Plans and Health Support Plans as documented by a health professional (GP, Specialist Doctor etc).

Phone and Electronic Device non-compliance – In Class and Playground

Where students use a personal device at school without an approved exemption or use it inappropriately, a response will be provided in line with the school's code of conduct.

Below is a list of potential student breaches of the policy.

1. Refusal to lock phone in pouch while at school.
2. Defiance and abuse towards staff reinforcing the policy.
3. Physical damage to the pouch in an attempt to circumvent its intended purpose. (e.g., discoloration, pen marks, bent pin or stripped lock inside the pouch).
4. Failure to bring pouch to school as per uniform policy or losing the pouch.
5. Using phone during school hours.
6. Connecting to other devices e.g., hot spotting, bluetooth), such as laptops, tablets, head phones and smartwatches. These devices can be linked to mobile phones and therefore the same policy applies to these actions.

Procedures

When a Phone is Sighted by Staff (All settings including playground)

If a student has their phone sighted after Roll Call, they have not followed the expectations as outlined in the Phone and Electronic Device “Phone Away for the Day” Policy and Procedures. In this instance staff are to:

- **Refer immediately to the flow chart.** The staff member must ask for the phone to be locked in pouch or handed in to iThrive or Primary Office immediately.
- The student will return to the classroom will have a receipt from iThrive or Primary Office showing they have handed in their device. For students who return without a receipt, the teacher must record the behaviour on Oneschool as a MAJOR (main behaviour ‘Defiance’ and secondary behaviour as ‘technology violation’) and refer to appropriate staff member (refer to Behaviour Matrix).
- If the student refuses the staff members instruction, the staff member may provide uptake time or use other strategies to allow the student to meet the school’s expectations. If this instruction is not followed:
 - Take the name of the student and record the behaviour as a MAJOR on Oneschool (refer to behaviour matrix) and refer to Year level SEW HOD (Yr. 7 - 10) or DP (Primary and Yr. 11 & 12) for follow up.
- If a student has their phone in the pouch and it buzzes or rings, they will be required to take it to iThrive or Primary Office where they can unlock the phone pouch and turn the phone to silent before locking their phone back in their pouch.

What happens to phones or devices handed in to iThrive or Primary Office

First Offence

Student follows instructions to hand in device/s.

- Student is found using a device without permission or refuses to lock their device/s in a pouch, the student will be directed to iThrive or Primary office to hand in their device/s ***which can be collected by the student at the end of the day.***
- This will be recorded as a MINOR, ‘Defiance’ for the main behaviour category and ‘technology violation’ for the secondary behaviour on the student’s Oneschool behaviour record by the classroom teacher. (Refer to the behaviour matrix).
- Teacher contacts parent/carer to inform of phone non-compliance via email using template.

Student refuses instructions to hand in device/s.

- Student refuses to submit the phone to iThrive or the Primary office as directed.
- Teacher/Staff member records behaviour on One School as a MAJOR, using ‘Defiance’ for the main behaviour category and ‘Technology Violation’ for the secondary behaviour on the student’s Oneschool behaviour record by the classroom teacher. (Refer to the behaviour matrix).
- Teacher will refer the behaviour to Yr. level SEW HOD or the DP (Year 11 & 12 or Primary).
- HOD/ DP contacts parent/carer to inform of first offence - phone non-compliance.
- Students will attend an interview with the HOD SEW or DP and will be required to hand their phone in their pouch to iThrive or Primary office the next day.

Second Offence

Student follows instructions to hand in device/s.

- Student is found using a device without permission or refuses to secure their device/s in a pouch, the student will be directed to iThrive or Primary office to hand in their device/s ***which can be collected by the student at the end of the day.***
- Teacher records behaviour on OneSchool as a MAJOR, using ‘defiance’ for the main behaviour category and ‘Technology Violation’ for the Secondary behaviour on the student’s behaviour record (refer to the behaviour matrix).
- Teacher will refer the behaviour to Yr. level SEW HOD or the DP (Primary or Year 11 & 12).

- HOD/ DP contacts parent/ carer to inform of second offence - phone non-compliance and that the phone/ device will need to be collected next offence.
- Students will attend an interview with the HOD SEW or DP and will be required to submit their device/s in the secured pouch to the HOD SEW or DP at the start of each day for a period of 5 consecutive school days.

Student refuses instructions to hand in device/s.

- Student refuses to submit the phone to iThrive or the Primary office as directed.
- Teacher/Staff member records behaviour on One School as a MAJOR, using 'defiance' for the main behaviour category and 'Technology Violation' for the secondary behaviour on the student's Oneschool behaviour record by the classroom teacher. (Refer to the behaviour matrix).
- Teacher will refer the behaviour to Yr. level SEW HOD or the DP (Year 11 & 12 or Primary).
- HOD/ DP contacts parent/ carer to inform of second offence - phone non-compliance.
- Students will attend an interview with the HOD SEW or DP and will be required to submit their device/s in the secured pouch to the HOD SEW or DP at the start of each day for a period of 5 consecutive school days and complete an after-school detention.

Third Offence

Student follows instructions to hand in device/s.

- Student is found using a device without permission or refuses to secure their device/s in a pouch, the student will be directed to iThrive or Primary office to hand in their device/s ***which will need to be collected by the parent/carer at the end of the day.***
- Teacher records behaviour on OneSchool as a MAJOR, using 'defiance' for the main behaviour category and 'Technology Violation' for the Secondary behaviour on the student's behaviour record (refer to the behaviour matrix).
- Teacher will refer the behaviour to Yr. level SEW HOD or the DP (Year 11 & 12 or Primary).
- HOD/ DP contacts parent/ carer to inform of Third offence - phone non-compliance and that the phone/ device will need to be collected.
- Students will attend an interview with the HOD SEW or DP and will be required to submit their device/s in the secured pouch to the HOD SEW or DP at the start of each day for a period of 5 consecutive school days and complete an after – school detention.

*****Where contact cannot be made with parent/carer the phone will be released to the student at 2:50pm.***

Student refuses instructions to hand in device/s.

- Continued repeated refusal to comply with reasonable instructions, school and departmental policy with respect to electronic devices will result in a school disciplinary absence.

Further Offences

- Continued repeated refusal to comply with reasonable instructions, school and departmental policy with respect to electronic devices will result in a school disciplinary absence.
- Students may also be required to complete and comply with a Disciplinary Improvement Plan, Individual Behaviour Support Plan or Functional Behavioural Assessment, to be established at the point of re-entry following suspension.

Confiscated Phones

If a phone is sent to iThrive, parents/carers will be contacted to discuss the incident and who the phone is to be released to. Parents can elect to come in and collect the device, or have it returned to their child at the end of the school day on the first occasion.

Phones will not be released to the students before 2:50pm, unless the student has permission to sign out before. Where contact cannot be made with the parent or guardian the phone will be released to the student no earlier than 2:50pm.

Damaged or Lost Pouches

Students who have lost or damaged their pouch are to inform their Year level Deputy Principal to discuss the matter. In this instance, students will be instructed to keep their phone at home or submit the device to iThrive or Primary Office each morning until such times that a replacement can be organised. Parents/ Carers will be invoiced for the replacement of the damaged or lost pouch.

Good Standing

Students need to be reminded that as per the school representation policy, a suspension may mean they become ineligible for school representation in a range of school activities.

Responsibilities

Acceptable Electronic Device Use

It is **acceptable** for students at Woodcrest State College to:

- use electronic devices (**excluding mobile phones, headphones, earphones or speakers**) when directed by their teacher for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parent/carers or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using an electronic device.
- Students are required to switch off and place their mobile device and headphones into their pouch out from 8:45am each day and will not unlock their pouch to access their device until 2:50pm each day.
- seek teacher's approval where they wish to use an electronic device under special circumstances. Only use a mobile phone with the approval of a teacher.

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 Woodcrest State College Student Code of Conduct. In addition, students and their parent/carers should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use our 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 Woodcrest State College **Bring Your Own Device (BYOD) Program** gives freedom to students and their families to tailor their choice of technology to their own educational needs. However, students and parent/carers must be aware of and consent to the program's boundaries described in this BYOD User Policy.

1. Equipment

The device (fully charged) must be able to be brought to school by the student on every school day and be solely the students to use throughout the school day. The device must meet the minimum requirements of the Device Specification. Minimum specification will be available to view on the school's website and in the student agreement. These specifications will be reviewed every year and changed when needed. Devices should be charged before school daily.

Students are responsible for:

- Taking due care of their device.
- Backing up all data securely. All data and resources used for school work must be backed up to another device or electronic medium accessible on demand. Students must not rely on the continued integrity of data on their device.

2. Use of alternate equipment

Equipment which is not in accordance with section 1 of this policy is not permitted for use in the Bring Your Own Device program in the absence of a separate agreement.

3. Damage or loss of equipment

Students bring their own device for use at Woodcrest State College at their own risk. Woodcrest State College will not be responsible for any loss, theft or damage to the device or data stored on the device. Parent/carers and students should consider whether their device requires insurance and whether specific accidental loss and breakage insurance is appropriate for the device.

In circumstances where a device is damaged by abuse or malicious act of another student, reimbursement may be required. The Principal will consider all the circumstances of the matter, determine whether the other student is responsible for the damage to the device and whether costs incurred in the repair of the device should be borne by the other student.

4. Peripheral equipment

Students may need to bring headphones or earphones for specific curriculum areas. Students are advised not to bring unnecessary peripheral equipment (including power chargers, cables and speakers) to school with their device. Liability for damage or loss of peripheral equipment will in all circumstances be the responsibility of the student.

5. Misuse of equipment and communication systems

Standard school behaviour management procedures apply for misuse of any BYOD device. While at school, all material on the device is subject to review by school staff. Students are to connect their device to the designated wireless network only. Students are not to create, participate in, or circulate content that attempts to undermine, hack into and/or bypass the hardware and software security mechanisms that are in place.

6. Access and Security

Students will:

- not disable departmental settings for virus protection, or spam and ensure that communication through the internet is related to learning
- keep passwords confidential, and change them when prompted
- never allow others to use their personal network access account
- promptly tell their supervising teacher if they suspect they have received a computer virus, spam or a message that makes them feel uncomfortable
- never send or publish:
 - unacceptable, unlawful, offensive, abusive, threatening or discriminatory or false material;
 - or remarks about a person or the school
 - sexually explicit or sexually suggestive material or correspondence
 - false or defamatory information about a person or organisation

- ensure that personal use is kept to a minimum and internet and online communication services are generally used for genuine curriculum and educational activities. Use of unauthorised programs and intentionally downloading unauthorised software, graphics or music that is not associated with learning, is not permitted
- be aware that all use of internet and online communication services can be audited and traced to the network access accounts of specific users. Logs of network/internet activity are kept for two years and can and will be used as legal documents.

7. Intellectual Property and Copyright

Students will:

- never plagiarise information and will observe appropriate copyright clearance, including acknowledging the author or source of any information used
- ensure that permission is gained before electronically publishing users' works or drawings
- always acknowledge the creator or author of any material published
- ensure any material published on the internet or intranet has the approval of the principal or their delegate and has appropriate copyright clearance.

8. Misuse and Breaches of Acceptable Usage

Students will be aware that:

- they are held responsible for their actions while using internet and online communication services
- they are held responsible for any breaches caused by them allowing any other person to use their network access account to access internet and online communication services
- the misuse of internet and online communication services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

Preventing and responding to bullying

Woodcrest State College uses the Australian Curriculum Personal and Social Capability framework, to promote positive relationships and the wellbeing of all students, staff and visitors at the school. The Personal and Social Capability framework involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and 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.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there are no power imbalance)

- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

Woodcrest students in Secondary have access to STYMIE to assist in notifying school personnel of various undesired situations. Stymie empowers young people to ask for help when they need support, or if they are seeing or experiencing harm. Stymie provides online reporting for schools as anonymous notifications are delivered within seconds to authorised recipients, who respond according to their wellbeing framework. The notification provides the option to include screenshots or images that validate the notification. Students are encouraged to access the Stymie website using the link below or speak with their Head of Department for assistance. <https://about.stymie.com.au/>

Cyberbullying

Cyberbullying is treated at Woodcrest State College 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, 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 regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels).

Woodcrest State College - Bullying response flowchart for teachers

The following flowchart explains the actions Woodcrest State College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting, which may affect the good order and management of the school. Please note that the timeframe for resolution will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Woodcrest State College uses the Personal and Social Capability framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Key contacts for students and parents to report bullying

Prep to Year 6 – Class teacher

Year 7 to Year 12 – Form teacher, class teacher or Head of Department

Step One Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Step Two Document

- Ask the student for examples they have of the alleged bullying (e.g. hand-written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Step Three Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Step Four Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Step Five Implement

Step Six Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Step Seven Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Parents are encouraged to monitor their child's use of social media. Cyberbullying is treated at Woodcrest State College 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 regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). Where possible provide evidence of inappropriate interaction.

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 Woodcrest State College 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 InteGritty and Employee Relations team in the Department of Education.

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 Cybersafety 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?

YES OR NO

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any [evidence](#) of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies](#) procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies](#) procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- OR
- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.

6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

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. The use of social media carries with it responsibilities. All social media interaction should support the good order and management of the College.

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.

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 and or police

Student Dress Code

The Woodcrest State College community has chosen to adopt a Dress Code consisting of:

- A Woodcrest Branded full dress standard; and
- Items of clothing that comprise a school uniform for students that applies when:
 - attending and representing the school;

- travelling to and from school; and
- engaging in school activities outside of school hours

The School Dress Code has purpose

- **Our Dress Code contributes to a safe and supportive teaching and learning environment through:**
 - ready identification of students and non-students at school;
 - fostering a sense of belonging;
 - developing mutual respect among students by minimising visible evidence of economic or social differences; and
 - creating an understanding of what is expected when a student completes school.
- **Our Dress Code reflects our school community ethos of:**
 - bringing divergent groups and individuals together as one identity;
 - aspiring to excellence: the underlying approach for success at school;
 - a means for each and every student to have a strong sense of pride and belonging regardless of social or economic difference that a dress standard conveys; and
 - acknowledging that sufficient opportunity arises in social contexts outside of school where personal and individual preferences can be exercised.

PHONES AWAY FOR THE DAY

Acceptable



- The school issued electronic devices pouch is part of the school uniform, and students are expected to have their school issued pouch at school every day.
- This pouch remains the property of the school and students are responsible for maintaining the condition of the pouch in a useable condition.
- Loss or destruction of the pouch will result in the parent/ carer being invoiced for a replacement pouch. Each pouch is identifiable by an issue number. The number must be visible at all times for identification purposes.

VISUAL UNIFORM GUIDELINES

Uniform is to be worn in full - on the way to and from school

P-12 SPORTS UNIFORM

Acceptable

- Year 6 Graduation and Year 12 Journey shirts are accepted as part of the College uniform for Year 6 and for 12 students on Sports Uniform days

Visual Examples of Uniform



Sport Shirt

Sport Shorts

Skort

Track pants

Long Shirt

Acceptable Outerwear



Acceptable



Unisex Sports Uniform Prep to Year 12

- Canvas style shoes and slip-on shoes are not acceptable in any situation. In specialist classes including sport, science, manual arts or hospitality workshops, students must have appropriate footwear which complies with workplace health and safety requirements.
- Lace-up or Velcro sports shoes, predominantly black or white, which fully cover and enclose the foot
- The advice for students in years 10 to 12 is to purchase shoes which will satisfy both the sports and formal uniform requirements



HATS and HEADWEAR - A hat is required to take part in activities in the sun, such as sport fixtures, HPE lessons, lunchtime play and excursions.

Acceptable

Caps or bucket hats* that are:

- Black with College logo
- Worn facing forward with the logo to the front

Visual Examples of Acceptable Headwear



School caps must be worn facing forward.



* prep only

* Headwear other than acceptable caps or bucket hats are not permitted (e.g. beanies, bandanas, visors)

OUTERWEAR (JUMPERS and JACKETS) - Students wishing to wear a jumper or jacket are required to wear a Woodcrest State College branded jumper or jacket.

Acceptable

- College branded jumper or jacket, purchased from the Uniform Shop / Lowes at Orion
- College branded current year Senior Jacket (year 12 only)
- College branded bottle green blazer
- Leggings and black stockings may be worn under skirts and shorts
- Hoodies are not acceptable and are not permitted

YEAR 10-12 FORMAL UNIFORM

Acceptable



- Full Formal uniform is to be worn Monday, Wednesday and Friday by Senior Secondary students (Year 10-12 only)
- College branded current year Senior Jacket (year 12 only)
- Year 12 Journey Student shirts are not accepted on Formal Uniform days
- Leggings and black stockings may be worn under skirts and shorts

Visual Examples of Uniform



FOOTWEAR

School shoes should be leather or vinyl sports/trainer shoes, lace-up or Velcro straps, with adequate foot support. Canvas style shoes and slip-on shoes are not acceptable in any situation. In specialist classes including sport, science, manual arts or hospitality workshops, students must have appropriate footwear which complies with workplace health and safety requirements.

Acceptable ✓

Formal Uniform – Years 10 to 12

- Black leather school shoes (lace-up, slip-on [top of the foot must be covered], or Velcro straps)
- All-black leather or vinyl sports shoes with no visible brand names



JEWELLERY, MAKE UP & PIERCINGS

Acceptable ✓

- Maximum of two piercings in the lobe of each ear
- Plain gold or silver studs up to (5mm in diameter) or plain gold or silver sleepers (up to 20mm in diameter)
- Clear plastic piercing retainers
- Solid plugs for stretched piercings that match the colour of the wearer's skin
- One watch (may need to be removed for WH&S reasons during certain activities)
- Light foundation make up
- Hair natural colour, neat and tidy and pulled back where necessary to comply with Workplace Health and Safety
- No visible necklaces and at times they may need to be removed for Workplace Health and safety
- One signet style ring only

Attendance

Woodcrest State College firmly believes that *'every day counts.'* Attendance at school is a legal requirement. Under the Education (General Provisions) Act 2006 and as outlined in departmental policy, a parent/carer of a child of compulsory school age is *obliged to ensure that their child attends school on every school day* for the educational program he/she/they are enrolled. For students in Year 11 and 12, the Queensland Curriculum & Assessment Authority mandates fulltime attendance in order to fulfil course requirements.

Woodcrest State College expects students to arrive at school in full school uniform, prepared for learning and on time for morning roll marking to take place. Students are also expected to be on time for each lesson. This policy aims to promote 100% attendance and punctuality to maximise learning and to prepare students for future employment pathways. We aim to enhance school processes to positively encourage attendance and also provide additional support to those families who may require additional support. The partnership between the parent/carers, students, the school and the wider community is essential when supporting student engagement and wellbeing with the goal of *"every student succeeding"* in our state schools.

By creating daily routines and attending every day, learning progress is maximised for every student. It is the legal obligation of parent/carers/ to ensure that their student attends school. Failure to do so may result in prosecution.

Woodcrest State College Community believe in the importance of attending school

It is important that students, staff and parent/carers/ have a shared understanding of the importance of attending school. Woodcrest State College:

- is committed to promoting the key messages of Every Day Counts
- believes all children should be enrolled at school and attend school all day, every school day
- monitors, communicates and implements strategies to improve regular school attendance
- believes truancing can place a student in unsafe situations and impact on their future employability and life choices
- believes attendance at school is the responsibility of everyone in the community

Attendance guiding principles

Woodcrest State College uses the five-step approach to encourage high student attendance:

- Develop a positive school culture
- Communicate high expectations of attendance
- Record and follow-up student absences
- Monitor student non-attendance
- Provide intervention and support

Responsibilities

Each parent/carer of a child who is of **compulsory school age** (until the child turns 16 or the completion of year 10) has the legal obligation to ensure their child is enrolled and attends a school, on every school day for the educational program in which the child is enrolled, unless the parent/carer has a reasonable excuse.

Each parent/carer of a young person in the **compulsory participation phase** (until the child turns 17 years of age) has the legal obligation to ensure that the young person is participating full-time in an eligible option, i.e. school, training or the workforce, unless the parent/carer has a reasonable excuse. Parent/carers may be prosecuted if they do not fulfil their legal obligations in regard to enrolment and attendance of their child at school, or participation in an eligible option.

Parent/Carer Responsibilities

- Ensure that their child attends school every day
- Ensure their child arrives by 8:45am each day ready for the commencement of school day
- If students are late, contact the school, advise via Compass or provide a written note that is signed and dated explaining their lateness
- Provide correspondence for any early departures or absences for their child and ensure your student signs out via Student Services.
- Report any concerns regarding their child's attendance to school staff in a timely manner
- Inform the school of changes to contact information (phone number, address, email)

- Schedule appointments for students outside of school hours if possible
- Seek approval via Administration for extended planned absences prior to these occurring

If the child is absent from school, then the parent/carer must:

- Notify the school of the child's absence, preferably on the day for unexpected absences or beforehand for planned absences. All absences must be explained. Any medical absences must include a medical certificate. Preferred correspondence is by Compass email contact. Other available options are to phone the **Absence Line 3280 2460**
- Contact the Head of Department – Student Engagement & Wellbeing (Year 7/8 or 9/10 or DP), Deputy Principal Year 11 & 12 (Secondary) or Deputy Principal (Primary) if there are significant medical or other issues impacting upon the child's attendance
- Contact the Head of Department – Student Engagement & Wellbeing (Year 7/8 or 9/10 or DP), Deputy Principal Year 11 & 12 (Secondary) or Deputy Principal (Primary) immediately. If the child does not want to go to school, or is missing school without the parent/carer knowing, for assistance and support

If the child is late to school, then the parent/carer will:

- Provide a written note with the child to hand to the office upon their arrival, explaining the reason for the lateness, or contact the school office before the student arrives at school explaining the reason for the lateness
- Failure to provide an appropriate note or communication may result in your student receiving a Reflection Room detention for unapproved late to school.
- Repeated lateness without a reasonable excuse will result in follow up from the YLC/ HOD SEW or DP.
- Late arrival of more than 30 minutes after the start of the school day will count as a half day absence.

Student responsibilities

- Attend school each and every day
- Arrive by 8:45am each day ready to start the school day and to every lesson.
- Report to Campus Student Services and present a note or advise of communication from parent/carer explaining their reason for being late to school. If no reasonable excuse is provided or there has been no Parent/carer communication received by the school, the student will receive a Reflection Room Detention. Repeated lateness will result in follow up from the YLC, HOD SEW or DP.
- Never leave school grounds during school hours unless you have followed the WSC procedure for signing out early
- Sign in/out at Campus Student Services for late arrivals, early departures, illness and attending appointments.
- Ensure all work is completed that has been missed due to absence and any missed assessment is supported by documentation (Medical certificate, Guidance Officer report etc.)

School Responsibilities

- Accurately record attendance. Monitor and identify student absences outlined in [Roll Marking in State Schools](#)
- Communicate high expectations of attendance to students, parents/carers, staff and the wider community.
- Follow up on absences in a timely manner and address absence issues with parent/carer by means such as phone calls, email, text messages and meetings.
- Follow the DOE Policy & Procedure for attendance including the Enforcement of Attendance.
- Adhere to the WSC Attendance Processes for each sub-school.
- Contact the parent/carer when the child is absent for at least 3 days without explanation
- Notify the parent/carer as soon as possible if truancy is suspected.
- Issue a report card each semester which will include a count of the total number of days absent and the number of unexplained absences.
- Acknowledge/reward students with high and improved attendance patterns.

Strategies

At Woodcrest State College we promote 100% attendance by:

- Endorsing the “Every Day Counts” message through parades, newsletters and other communication.
- Acknowledging and rewarding high attendance at or above the school target of 93%.
- Daily communication of unexplained/ unauthorised absences to parent/carers
- Consistent process to follow up with students and parent/carers.
- Providing support to students via school officers.
- Referral to Student Support Services Team or Primary support team for higher level intervention.

Response to absences

At Woodcrest State College, we are committed to achieving the following targets in improving attendance:

- Whole school attendance rate greater than 93% each term and for the year.
- Ensuring that all absences are explained and authorised.
- Early notification and intervention for partial day, unauthorised absences.

When a student is absent without explanation for 3 days or a pattern of absences has been identified, Woodcrest State College will take the following actions:

- Text messages via Compass app notifying of daily absences
- A letter will be mailed home and recorded as a contact on OneSchool to seek explanation and authorisation of absence.
- Ongoing and persistent non attendance or long-term absence will be referred to the Student Support Services Team for allocation of case manager and support/ intervention.

At Woodcrest State College the consequences or impacts of unexplained or unauthorised absences including truancy may include the following:

- Negative impact on student achievement
- Request for an interview with parent/carer/caregiver
- Attendance monitoring card (secondary only)
- Reflection Room and Afterschool Detentions
- Enforcement of Attendance as per DOE’s Managing student absences and enforcing enrolment and attendance at state schools’ procedure including possible prosecution.
- Cancellation of enrolment for students in the Compulsory Participation Phase of Schooling (When a student commences Year 11 or turns 16).

Reporting and monitoring absences

At Woodcrest State College reports of absence or truanting are taken seriously. Students, parent/carers, members of community and school staff may report an absence in the following ways:

- In person at Campus Student Services
- By phoning the attendance line – 3280 2460
- Via Compass app
- By email – student_absences@woodcrestsc.eq.edu
- By written letter or note – submitted to Campus Student Services

School Representation

This policy outlines expectations for students to maintain eligibility to participate in extracurricular school related activities.

Representing our school is a privilege earned by our students who embody our school values. Students demonstrate these values through their commitment to their studies, attendance at school and their adherence to school policies and procedures. We believe that it is important to set high expectations of students in relation to academic effort, personal presentation, attendance and behaviour in order for us to uphold our high expectations and to ensure every student has the best chance of success.

School representation includes any activity where the student represents the school. Examples include but are not limited to: student leadership, inter-school sport including representative sport, Sport Academies, debating teams, forums, competitions and performances.

Extra-Curricular activities also fall under the category of this policy and include any activity that is additional to the core curriculum being delivered. Examples include, but are not limited to: special events in and out of school time, such as school socials or year level events, camps, additional courses, school musicals and specialised excursions which do not relate to the direct delivery of curriculum programs. Some other examples: attendance at reward days, Arts nights or performances, purchasing senior jersey and the Senior Formal.

Students may be considered ineligible to participate in extra- curricular activities and/or represent the College if they do not meet the College's high expectations in the areas of:

- Attendance
- Dress Code
- Upholding the College Values by abiding with the Student Code of Conduct
- Evidence of ongoing or full contribution to the Student Resource Scheme, or
- Having opted out of the Student Resource Scheme and provided evidence of all required resources.
- Evidence of payment of all financial obligations
- School Disciplinary Absences (SDA's)

Students who lose their "good standing" as a result of misconduct may become ineligible for extracurricular activities or school representation will be notified in writing. The sub schools Administration teams has the discretion to withdraw participation in school events.

Eligibility Review Processes and Conditions

Students may apply for Special Consideration or a Case Review to the Deputy Principal or relevant HOD. Reviews concerning up-to-date participation in the Student Resource Scheme or outstanding debts will be managed by the Business Manager.

Restrictive Practices

School staff at Woodcrest State College 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 focussed 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 may use some of these 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 decision options for the future situations.