



Student Code of Conduct 2022-2024

Version No.	3,0	Version Date	20/06/2022
Changes/Additions/Deletions made by SCC Team			
1	Full Review Campus Team		
2	Updated Student Dress Code added		
3			
4			

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Endorsement

Principal Name Debbie Hansen

Principal Signature

Date

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P&C President Chair Signature

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 to Succeed. 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.

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 behavior 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 his 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 happy, confident, resilient, persistent, self-managed individuals as well as socially responsible citizens. 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 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.

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 strategies drawn from programs such as:

- SOLE (Primary) and GRIT (Secondary) Reward Systems
- Berry Street Education Model
- PERMAH
- Woodcrest Warrior Program - Primary School
- LBGTIQ+ Diversity Group - Secondary School
- Love Bites – Secondary
- Courageous – Primary and Secondary
- New Student Morning Tea – Secondary
- Drum Beat, Primary and Secondary
- Deadly Choices – Primary and Secondary
- Good Start – Primary and Secondary
- Zones of Regulation – Primary and Secondary
- Rock and Water – Primary and 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)
- Pacifica and Torres Strait Islander- support Teacher Aide
- Community Education Councillor
- School-Based Youth Health Nurse (2 days/week)
- Chaplain (2 days/week)
- Year Level Coordinators
- Head of Department Student Engagement and Wellbeing, Secondary School.
- Deputy Principal Inclusion and inclusion teachers

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 the RESPECT pedagogical Framework, 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.
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.

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.

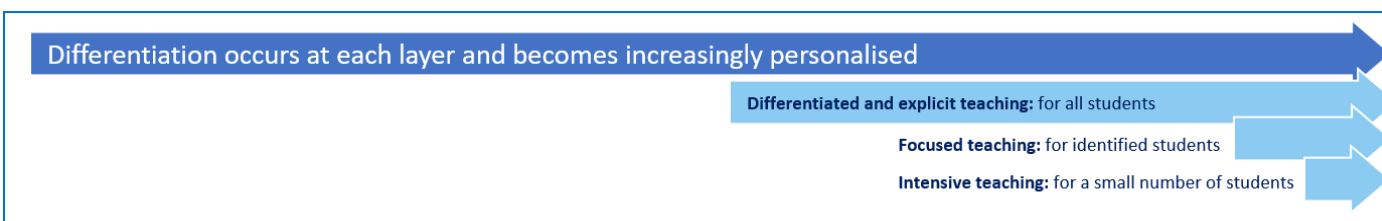
Staff are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the students' family. 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.

The Learning Moments develop students understanding of expected behaviours and these are reinforced through GRIT and SOLE, our school Reward Programs. Every classroom in the school uses our RESPECT framework as a basis for developing school routines for using consistent teaching 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 behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.



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

1. Universal Behaviour Support – differentiated and explicit teaching for all students
2. Targeted Behaviour Support – focused teaching for identified students
3. 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 show Responsibility when:	I show Resilience when:
<ul style="list-style-type: none"> ▪ I follow all instruction the first time, every time 	<ul style="list-style-type: none"> ▪ I take ownership of my behaviours and actions, when I <ul style="list-style-type: none"> – Accept consequences – Engage in restorative practices 	<ul style="list-style-type: none"> ▪ I take risks and accept mistakes as opportunities to learn
<ul style="list-style-type: none"> ▪ I use appropriate language at school and in the community 	<ul style="list-style-type: none"> ▪ I display pride for WSC and myself <ul style="list-style-type: none"> – Uniform – Property – Equipment – Facilities – School grounds 	<ul style="list-style-type: none"> ▪ I strive to overcome challenges and conflict, seeking help if necessary
<ul style="list-style-type: none"> ▪ My actions and words are considerate and well-mannered 	<ul style="list-style-type: none"> ▪ I engage in my learning and seek ways to improve 	<ul style="list-style-type: none"> ▪ I display empathy and gratitude to members of the community

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 provide feedback, correction, learning moments, ESCM, develop students understanding of expected behaviours. This is used by every teacher in the school through the RESPECT framework 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 moment

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 imbedded 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

Focused Teaching

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.

Focused 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 Services Committee to help arrange and deliver focussed teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be 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 intensive 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. 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 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 actions for student behaviour are based on the behaviour flowcharts used in the sub schools. Staff assess the student behaviour and apply the required action or available consequences accordingly.

Classroom Teachers and Support Staff: Level 1 (Minor)

Proactive Strategies

- Display Woodcrest Pedagogical Framework poster and communicate **high expectations** of behaviour and consequences explicitly to all students.
- **Know your students** – access data to ensure you are providing the best instruction for the learner in your room.
- Have **ready to learn plans** negotiated with the student
- **Plan engaging lessons** where students are able to learn successfully
- Use the **essential skills** framework to help with classroom behaviour management
- Enact WSC's **Pedagogical Framework (RESPECT)**
- Use a **positive behaviour** reinforcement system. (5 Step process)
- Consult with peers (DP's, Mentor Teachers, Year level Co's etc)

UNACCEPTABLE Behaviours – Essential Teacher Strategies

- | | |
|---|------------------------------------|
| ▪ Regular verbal cues, reminders and redirections | ▪ Use Buddy Class System |
| ▪ Reinforcement of procedures and expectations | ▪ Micro-management skills |
| ▪ Lunchtime detention with teacher for restorative chat | ▪ Document intervention and action |
| ▪ Contact Home / Organise meetings/ Record on OneSchool | |



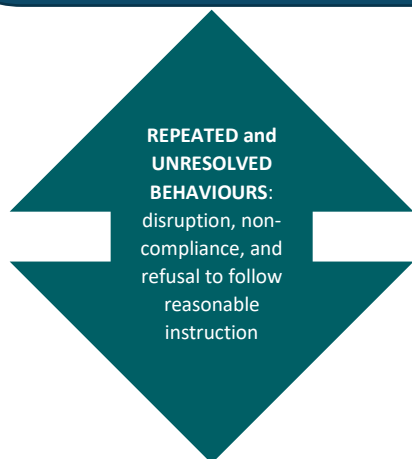
STUDENT WELL-BEING: Social and emotional concerns. Refer to Students Services.



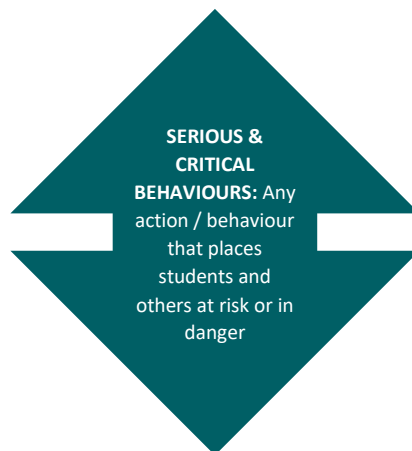
Student Services

Actions:

- Respond to teacher referrals
- Student intervention strategies
- Monitor performance
- Referral to outside support / services / alternate programs/ Engagement Officer
- Social emotional well-being
- Consider student needs in regards to behaviour support
- Work collaboratively with all stakeholders
- Referral or consultation with DP / Principal.



REPEATED and UNRESOLVED BEHAVIOURS: disruption, non-compliance, and refusal to follow reasonable instruction



SERIOUS & CRITICAL BEHAVIOURS: Any action / behaviour that places students and others at risk or in danger

Classroom Teacher- Level 2 (Minor/ Major)

Actions and Consequences:

- Buddy Class
- Behaviour Reflection Card/visual timetable
- Re-entry script
- Restorative Chat (outside learning time)
- Student Behaviour Contract
- Support from inclusion Teacher
- Contact / Meeting with Families
- Refer to student services/Engagement Officer



Administration – Level 3 (Major)

Actions and Consequences:

- Referrals to Student Services and external support
- Implement suspensions and exclusions
- Responds to emergency situations
- Manage alternate programs
- Provides support for Classroom Teachers
- Long term removal from playground



Classroom Teachers: Level 1 (Minor)

Proactive Strategies

- **Know your students** – access data to ensure you are providing the best instruction for the learner in your room.
- Plan **engaging lessons** that differentiates to meet all student's needs.
- Use the **essential skills** framework to help with classroom behaviour management (ESCM's).
- Utilises WSC's **RESPECT Pedagogical Framework**.
- Celebrate and document **positive behaviours** (Record on OneSchool including parent contact, assign GRIT Points).
- 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 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 |

Curriculum Repeated or unresolved issues:

- Non compliance with school expectations despite teacher intervention
- Parent contact.
- OneSchool behaviour incident and refer to Curriculum HOD.

Serious & Critical Behaviours

- Any action / behaviour that places students and others at risk or in danger:
- Parent contact
- Serious non-compliance
- OneSchool behaviour

Head of Department – Level 2 (Minor/ Major)

Actions and Consequences:

- Respond to teacher referrals
- Student intervention strategies
- Monitor performance of students
- Contact / Interview Parents
- Communicate with HODs / YLC
- Liaise with DP/ YLC alternate programs
- Lunch /Afterschool detentions
- Communicate outcomes with teacher and facilitate restorative conversation
- Refer to DP if unresolved

Executive – Level 3 (Major)

Actions and Consequences:

- Referrals to Student Services and external support
- Implement suspensions, cancellations and exclusions
- Responds to emergency situations
- Manage alternate programs
- Provides support for YLCs / HODs
- Long term removal from classroom / playground
- Communicate outcomes with teacher and facilitate restorative conversation
- Facilitate re-entry meetings and external pathway referrals

Student Wellbeing

- Social and emotional concerns:
- Support Services Referral Form

Out of Class Issues

- E.g. Truancy, uniform procedures, playground issues:
- Parent Contact for minor incidents
- OneSchool behaviour incident (refer YLC)

Student Services

- Referral to support services / alternate programs
- Counselling – academic or personal
- Subject /pathway changes
- Implement and monitor interventions
- Liaise with YLC / HOD / DP / Principal

Year Level Coordinator: Level 2 (Minor/ Major)

Actions and Consequences:

- Monitor absenteeism / truancy
- Reinforce uniform policy guidelines
- Contact / Interview parents
- Lunch / Afterschool detentions
- Communicate to HODs
- Refer to Student Services for intervention.
- Liaise with DP / Principal
- Investigate and follow up on destructive or critical incidents.
- Communicate student needs and or difficulties with teachers

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

Differentiated 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)

Focused 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 Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

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 (period of not more than one year or permanently).

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 on the day of their scheduled return to school. 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 mobile phones and other 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

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.

Use of mobile phones and other devices by students

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.

Woodcrest State College has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

At Woodcrest State College, we reinforce the school values of Respect, Resilience and Responsibility in all areas. This policy aims to teach students that there are social guidelines to mobile phone. When engaging in learning experiences within the classroom, it is respectful to pay attention to the learning activities and to limit distractions as much as possible to enhance student achievement. It is also a fantastic opportunity to reinforce the value of responsibility. Students are responsible for their belongings, actions and behaviours. Students will also have to be resilient when waiting to utilise their phones on breaks and may also have to display resilience when their behaviour is addressed due to non-compliance to the school's expectations.

The purpose of this policy is to ensure:

- mobile phones and/or electronic devices use does not disrupt the teaching and learning environment for any student
- potential risks to student safety and wellbeing posed by inappropriate use of mobile phones or electronic devices can be identified and addressed
- students, staff and parents/carers have a clear understanding of the school's guidelines and personal responsibilities related to mobile phones and electronic devices at WSC
- there is no unfair advantage to any students, especially during examination processes, through the misuse of mobile phones and/or electronic devices such as smart watches
- to assist in the preparation for workplace practices and future employment opportunities, especially within industry

**** In Primary mobile phones are not permitted. Any student with a mobile phone must hand it in to the Primary office before school starts and collect it at the end of the day.**

**** In Secondary mobile phones must be switched off. Phones and headphones must be placed out of sight during classes, unless the device is being used in an approved teacher directed activity to enhance learning and the 'visual mobile phone' sign is displaying the green approval tick.**

Woodcrest State College acknowledges that some students require access to a mobile phone for safety reasons when travelling to and from school. Students are responsible for the security and care of their mobile phone or electronic device. The school accepts no responsibility for items that are lost, stolen or damaged whilst on school campus or off campus activities. Woodcrest State College discourages students bringing these devices to school.

- Phones are to be **turned off and be out of sight at all times**, except during the designated lunch breaks.
- Mobile phones and electronic devices are not permitted to be used for any purpose during the lesson times designated by the school bell system. This includes off campus activities such as excursions, camps and sporting events.
- Mobile phones and other electronic devices are brought to the College entirely at the owner's risk. The College cannot accept any responsibility of theft, loss or damage. These items are personal property and students are encouraged to leave these devices at home.
- Students should not allow other students to access their phone or device as this remains the responsibility of the owner.
- Mobile phones are to be switched off in toilets and change rooms.
- Earphones/headphones and speakers are not to be worn, used or visible – unless requested by the class teacher.
- Parent to student contact during the school day is managed via School Administration. Parents/carers can contact students through the office. Students will also be permitted to contact parents/carers with calls facilitated through the Administration Office.
- Mobiles and other devices that have been handed in to the office will be signed in, a receipt provided and place in a secure location until collection occurs.

- Any use of mobile phones/electronic devices used within curriculum classes must only be used with the expressed permission by the relevant Head of Department and in consultation with the Deputy Principal.

Secondary Mobile Phone Process

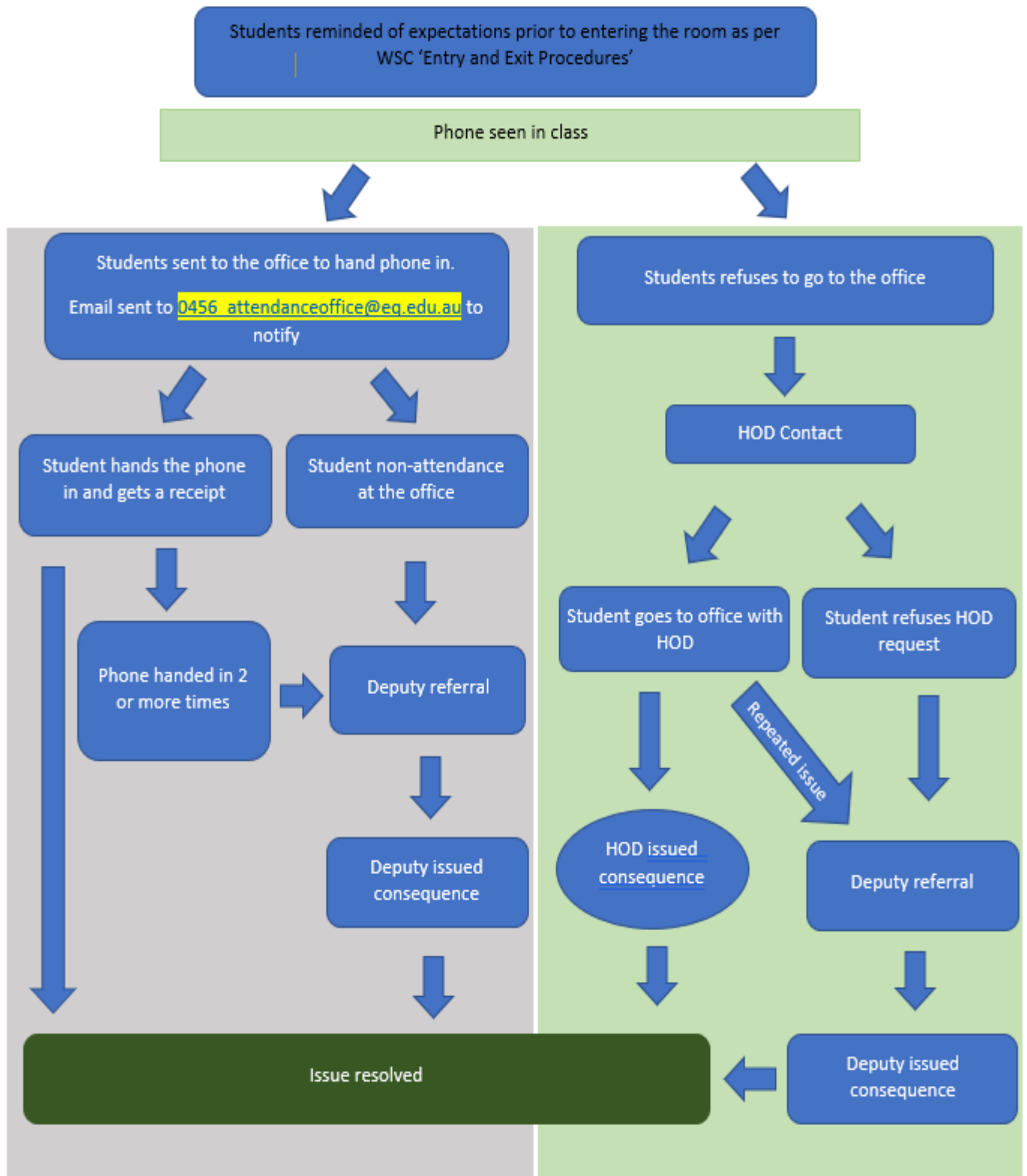
First Offence

- Staff member directs student to hand the device in to the Administration Office
- Office Administration staff log the confiscation on ID Attend and places the details on OS
- Office Administration contacts parent/guardian by phone (text and email) to explain that the equipment has been confiscated and it is the first offence
- Explain that the school will hold the device until the end of the day as a consequence
- Correspondence to inform that if there is a second offence then the relevant Deputy will be in contact regarding further consequences
- Office Administration staff to log parent/carer contact on OS and contact refer to relevant Deputy
- Note: If a parent/carer disagrees with the matter, concerns should be immediately referred to the Year Level Deputy

Second and Subsequent Offence

- Staff member directs student to hand the device in to the Administration Office
- Office Administration staff log the confiscation on ID Attend and places the details on OS
- As it is a second offence or subsequent, the Office Administration reports the second offence to the Year Level Deputy
- The Deputy contacts parent/guardian by phone (text and email) to explain that the equipment has been confiscated and it is the second or subsequent offence
- The DP advises the parent/carer of the consequences and completes the appropriate paperwork
- The DP explains that the school will hold the device until the end of the week as a consequence or until a parent/carer can pick it up
- The DP also explains that if there are further offences then there is a stronger consequence enacted and a parent meeting will be required to resolve the issue(s)

Secondary Mobile Phone Non-compliance Flow chart



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 parents should:

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

The 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 parents must be aware of and consent to the program's boundaries described in this BYOD User Policy.

1. Equipment

The device 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.

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. Parents 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 will need to bring headphones or earphones for specific curriculum areas. Students should not 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.
- They cannot use any other external internet whilst at school including hot spotting to another device.

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

However, these conflicts are still considered serious and need to be addressed and resolved. At 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 from Year 4 onwards 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 Year Level Coordinator 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).

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 Year Level Coordinator

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

Step Five Implement

- 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 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

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 Integrity 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](#).

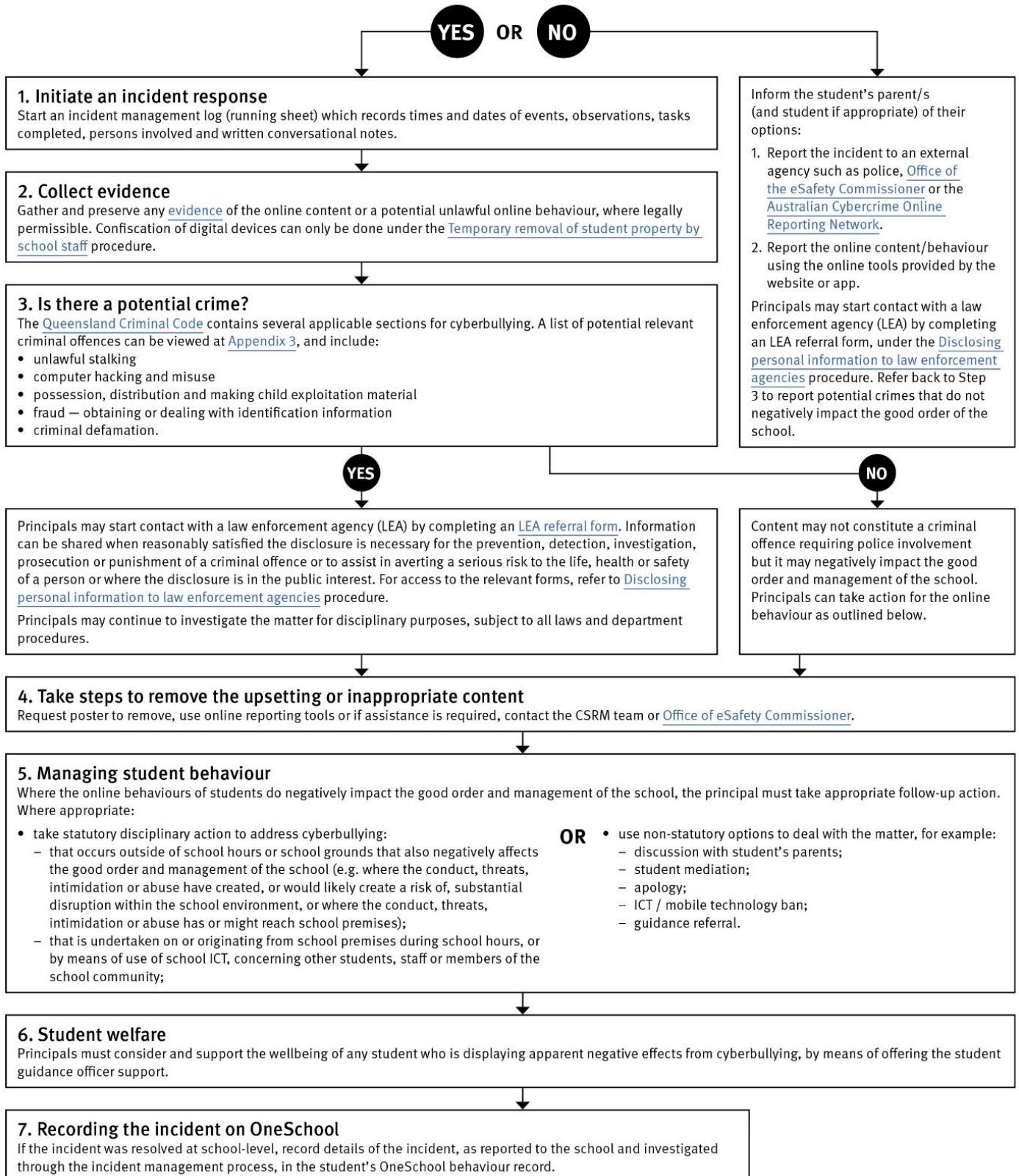
Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



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.

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.

VISUAL UNIFORM GUIDELINES

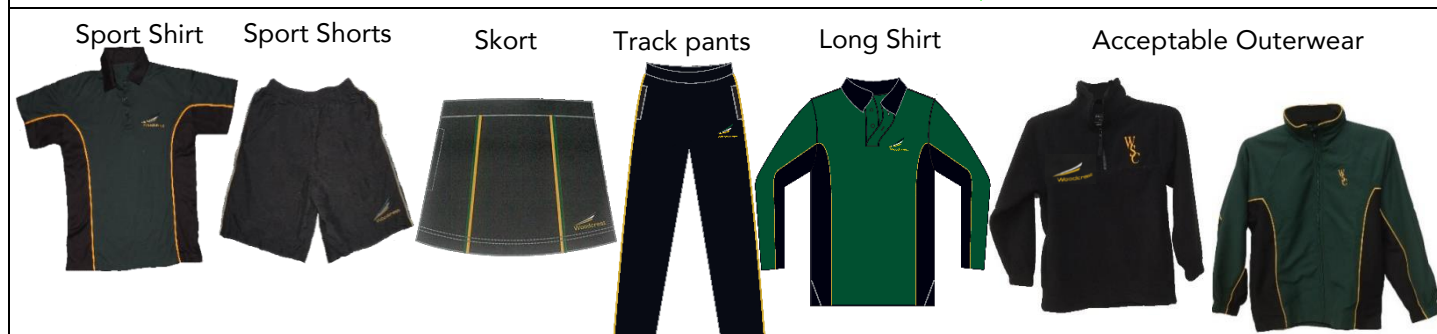
Uniform is to be worn in full – on the way to and from school.

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 ✓



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.



* 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

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.

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

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

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.