

# Responsible Behaviour Plan for Students based on the Code of School Behaviour

**Incorporating  
Student Dress Code**



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

# Worongary State School



## ***Responsible Behaviour Plan for Students*** based on *The Code of School Behaviour*

### **1. Purpose**

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Worongary State School's Responsible Behaviour Plan for Students focuses on developing a supportive school environment and promoting responsible positive behaviour in all students.

### **2. Consultation and data review**

Worongary developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings held throughout the year.

The Plan was endorsed by the Principal, the President of the P&C, Executive Director (Schools) in August 2017, and will be reviewed in 2019 as required in legislation.

### **3. Learning and behaviour statement**

Our school community has developed a plan for promoting and managing behaviour based on our shared belief that all members of our community have certain rights and responsibilities. We believe in creating an environment that respects the following rights:

- The rights of all students to learn and teachers to teach
- The right to be treated with respect
- The rights of all to be safe

The Responsible Behaviour plan defines the responsibilities that all members of the school community are expected to uphold in order to achieve our mission. All community members should understand and accept their roles and meet their responsibilities so that everyone's rights can be preserved.

This plan has been developed to replace the Responsible Behaviour Plan, 2013. This new plan encompasses three expectations. The focus is on supporting and promoting the positive behaviours of all students while still continuing to use a series of progressive behavioural consequences to discourage incorrect or inappropriate behaviour.

**The Worongary State School, expectations are:**

- **I am Safe**
- **I am Respectful**
- **I am a Learner**

This set of three expectations is aimed at making Worongary a safe and happy school in which learning and teaching can occur most effectively. It promotes and encourages appropriate choices in all learning and play situations.

This plan aims to encourage responsible behaviour, self-control and social competency. This is a learned process and will be achieved through explicit teaching of appropriate strategies that enable children to use positive behaviours and support for them as they learn these skills. Children are able to develop positive relationships and are encouraged to make decisions and choices about their behaviour in order to meet their needs in the most appropriate way.

### **School's Belief about Behaviour and Learning**

We have used the *National Framework for Values Education in Australian Schools* to:

- identify our school's core values and beliefs and
- to explore the place of values education within our school in providing whole school behaviour support.

In collaboration with the other schools of the Nerang Alliance of State Schools (NASS) we have accessed funding from the Values Education Good Practice Schools Project – Stage 1, to implement Social Literacy/Social Action Projects through Inquiry Based Learning into our school. An initial set of classroom units has been planned either based on, or incorporating values education.

*National Framework for Values Education in Australian Schools* also recognises that partnerships with parents and caregivers and the local community are fundamental to successful values education.

## **VISION**

*Strength Through Wisdom*

### **STATEMENT OF PURPOSE**

The community of Worongary State School is committed to ensuring positive educational outcomes for all learners in an equitable, challenging and supportive environment.

#### **BELIEFS**

At Worongary State School, we believe our school is about encouraging responsibility. We encourage all learners to achieve their highest potential in everything they do by:

- ◆ Providing a safe, happy, enthusiastic atmosphere for every individual;
- ◆ Inspiring everyone to become reflective learners;
- ◆ Challenging everyone to apply their learning in a changing society;
- ◆ Recognising and nurturing leadership qualities;
- ◆ Fostering positive partnerships;
- ◆ Celebrating successes.

#### **VALUES**

At Worongary State School we work collaboratively with our school community to incorporate the nine shared values for Australian schools into our school's core values and beliefs.

- ◆ Care and concern
- ◆ Doing your best
- ◆ Fair go
- ◆ Freedom
- ◆ Honesty and trustworthiness
- ◆ Integrity
- ◆ Respect
- ◆ Responsibility
- ◆ Understanding tolerance and inclusion

#### **GLOBAL LEARNING OUTCOMES**

At Worongary State School we aim for our students to become:

- ◆ Life long learners
- ◆ Independent thinkers
- ◆ Effective communicators
- ◆ Positive risk takers/problem solvers
- ◆ Active, responsible citizens
- ◆ At peace with themselves and others

## Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

### Universal behaviour support

Worongary State School and The Department of Education and Training is committed to ensuring Queensland state schools provide positive learning environments for all students. The School wide Positive Behaviour Support (SWPBS) program was adopted at Worongary State School in 2009. It has assisted in our school to create positive learning environments by developing proactive whole-school systems to define, teach, and support appropriate student behaviours.

SWPBS was developed by leading behavioural experts to reduce problem behaviour and increase academic performance. At Worongary State School we implement evidence-based approaches to managing student behaviour to support current issues. We employ a strong emphasis on data-based decision-making. The program is evaluated regularly and practices are adjusted to make sure the process is achieving effective results for schools.

In 2014, the school community voted to refer to this framework as Positive Behaviour for Learning (PBL).

### **PBL involves:**

- a committed school leadership team comprising of up to 10 members, including staff, parents and community representatives
- a trained PBL coach to assist the school in implementation
- accurate and consistent implementation of PBL practices by all staff members
- the school principal as an active participant
- reviews of school data at least monthly in order to guide decision making and planning.

PBL is not a specific model but a compilation of effective practices, interventions, and change strategies that have been demonstrated to be effective and efficient. Schools that implement school-wide systems of positive behaviour support focus on teaching appropriate behaviour to all students in the school.

*SOURCE: <http://education.qld.gov.au/student-services/behaviour/swpbs/index.html>*

Worongary State School's whole school approach provides a supportive learning environment through:

- open communication with the school community on *The Code of School Behaviour* and the school's *Responsible Behaviour Plan for Students*.
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent access to professional development, education and training
- managing of incidents through clear and well-understood processes
- supporting students and building strong community relationships.

In keeping with our beliefs about learning and behaviour, we at Worongary State School believe that our students respond best to positive reinforcement. Positive behaviours are established through modifying the student's environment and teaching new skills whilst responding effectively to problematic behaviours.

To achieve positive behaviours, staff actively teach social competencies and skills in structured lessons. Active teaching of specific behaviours, sustained by the modelling of desirable competencies is the underlying structure of our *Responsible Behaviour Plan for Students*. All staff, in all settings, promote the development of positive behaviours.

### **Encouraging and maintaining positive behaviours**

#### **A. Both whole school and classroom rules and expectations:**

- reflect the values of the wider school community
- embody the key messages and a common language
- recognise and focus on positive practices and behaviours
- are fair, clear and framed in a positive way
- have been developed collaboratively with all stakeholders and are continually reviewed
- are modelled by staff
- are implemented in a consistent, fair and just manner

#### **B. Teaching expected behaviours**

##### ***Whole School Behaviour Support***

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Worongary State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A positive classroom behaviour management plan is formulated in each class during the first few weeks of each school year. Classroom behaviour plans will be based on positive reinforcement using the **3 school rules** and targeted teaching lessons.

### WORONGARY STATE SCHOOL CLASSROOM AND PLAYGROUND BEHAVIOUR MATRIX

	Safe	A Learner	Respectful
All Areas	<ul style="list-style-type: none"> <li>Keep hands and feet to ourselves</li> <li>Remain in an area that can be seen by staff and peers</li> <li>Walk at all times when on concrete or in the classroom</li> <li>Wear covered shoes at all times</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions first time</li> <li>Attempt and complete all tasks to the best of your ability</li> </ul>	<ul style="list-style-type: none"> <li>Wear the uniform correctly and with pride</li> <li>Treat others and their property with respect</li> <li>Communicate positively and politely with all students, staff and visitors (including on excursions)</li> <li>Use our manners</li> <li>Walk quietly around the school keeping to the left hand side of the path</li> <li>Engage positively with staff and students by listening to others' views and opinions</li> <li>Use school property appropriately</li> </ul>
Classroom	<ul style="list-style-type: none"> <li>Wait for your teacher in two quiet lines</li> <li>Only enter a room with adult permission</li> <li>Seek permission to leave the room</li> <li>Keep chair legs safely on the ground</li> <li>Remain at our desks</li> </ul>	<ul style="list-style-type: none"> <li>Participate fully and engage in all tasks</li> <li>Contribute positively</li> <li>Ask questions</li> <li>Be responsible for our learning</li> <li>Be on time and bring our equipment to school each day</li> <li>Be ready to listen; be ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>Leave and enter the room safely and quietly</li> <li>Listen to the teacher and peers</li> <li>Keep hands still and to yourself</li> <li>Listen quietly to announcements</li> </ul>
Tuckshop	<ul style="list-style-type: none"> <li>Wait sensibly in the correct line</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Wait in line quietly</li> <li>Deliver tuckshop orders quickly and safely</li> <li>Place all rubbish in the nearest appropriate bin</li> </ul>
Covered Areas and Toilets	<ul style="list-style-type: none"> <li>Only enter the toilets if you need to use them</li> <li>Use the toilets appropriately</li> <li>Leave the toilets clean and tidy</li> <li>Keep equipment in your hands and still until you reach the playground</li> <li>Remain in the correct area until instructed to move</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Leave the toilets clean and tidy</li> <li>Allow others to use the toilets with privacy</li> </ul>

Playground/Oval	<ul style="list-style-type: none"> <li>• Play in the correct areas</li> <li>• Wear shoes and socks at all times</li> <li>• Wear an appropriate hat</li> <li>• Use equipment in a safe manner</li> <li>• Use equipment in the way it was intended</li> </ul>	<ul style="list-style-type: none"> <li>• Move on the first bell and arrive before the second bell</li> </ul>	<ul style="list-style-type: none"> <li>• Remain on the concrete paths</li> <li>• Take turns on the equipment</li> <li>• Play fairly, keep to the rules and share equipment</li> </ul>
Bus Travel and Before and After School	<ul style="list-style-type: none"> <li>• Remain seated on the bus quietly</li> <li>• Do not disturb the driver unless necessary</li> <li>• Walk our bikes, scooters and skateboards from the gate and within the school grounds at all times</li> <li>• Remain in the correct areas in the morning</li> <li>• Use the crossings at all times</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use our manners when interacting with the bus driver and other students</li> <li>• Speak politely to crossing supervisors and duty teachers</li> </ul>
Hall and Assembly	<ul style="list-style-type: none"> <li>• Leave and enter the building safely and calmly</li> <li>• Enter and leave in two quiet lines</li> </ul>	<ul style="list-style-type: none"> <li>• Participate fully in all activities</li> </ul>	<ul style="list-style-type: none"> <li>• Stand respectfully during the National Anthem and school song</li> <li>• Actively listen at all times by being still and quietly</li> <li>• Keep eyes on the speaker, sitting still with lips closed</li> </ul>
Office	<ul style="list-style-type: none"> <li>• Leave and enter the building safely and calmly</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Wait quietly until the office staff are ready</li> </ul>
ICT	<ul style="list-style-type: none"> <li>• Access school approved sites only</li> <li>• Sit sensibly in the chairs provided</li> </ul>	<ul style="list-style-type: none"> <li>• Use our ICT time efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• Switch mobile phones off and hand them in to the appropriate person</li> <li>• Communicate positively and politely in all ICT interactions</li> <li>• Use equipment only as directed and with care</li> <li>• Keep our hands off other people's computers and iPads</li> </ul>

**Minor/Major Behaviour Definitions**

<b>Minor Behaviours</b>			<b>Major Behaviours</b>		
	<b>Definition</b>	<b>Examples</b>	<b>Definition</b>	<b>Examples</b>	<b>Major Consequences</b>
Bullying/ Harassment	<p><b>Bullying</b> Random one-off exclusion of students from activities and games, name-calling or ridicule and put-downs.</p>	<ul style="list-style-type: none"> <li>• Verbal actions such as exclusion</li> <li>• Eye rolling</li> <li>• Facial expressions</li> <li>• Hand gestures</li> </ul>	<p><b>Bullying</b> Bullying which is proven to be ongoing. This includes physical, emotional, verbal and exclusion causing distress to others.</p>	<ul style="list-style-type: none"> <li>• Social media issues which are carried over into the school environment</li> <li>• Eye rolling gestures towards another student</li> <li>• Continuous name calling</li> <li>• Encouraging others to participate in ongoing bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to contact parents/caregivers via email or student diary</li> <li>• mediation</li> <li>• counselling</li> <li>• interview with parent/caregiver</li> <li>• Individual Behaviour Plan</li> <li>• Detention (Time out break time)</li> <li>• RTC (Responsible Thinking Classroom)</li> <li>• Suspension</li> <li>• Exclusion</li> </ul>
	<p><b>Harassment</b> A non-injurious or non-harming shove, push, poke or punch without an overall intention to harm another person.</p>	<ul style="list-style-type: none"> <li>• Being pushed into someone</li> <li>• Pushing a student out of the way</li> <li>• Non-intentional tripping</li> </ul>	<p><b>Harassment</b> A deliberate intent to cause stress and humiliation to others.</p>	<ul style="list-style-type: none"> <li>• Dacking</li> <li>• Flashing or mooning</li> <li>• Groping</li> <li>• Kissing</li> <li>• Coercing someone to commit an inappropriate act.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to contact parents/caregivers via email or student diary</li> <li>• Mediation</li> <li>• Refer to Sexual Harassment Officers</li> <li>• Interview with parent/caregiver</li> <li>• Individual Behaviour Plan</li> <li>• Detention (Time out break time)</li> <li>• RTC (Responsible Thinking Classroom)</li> <li>• Suspension</li> <li>• Exclusion</li> </ul>

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Defiant/ threat/s to Adults	Refusal to follow teacher’s initial instructions and reasonable direction.	<ul style="list-style-type: none"> <li>Leaving a time out area in the playground</li> <li>Reluctance to commence or attempt tasks</li> <li>Saying “no” to a teacher’s directions</li> </ul>	Repeated refusal to follow and ignoring of teacher’s direction and instructions or swearing deliberately at another student or teacher.	<ul style="list-style-type: none"> <li>Talking back to or arguing with a teacher.</li> <li>Challenging authority</li> </ul>	<ul style="list-style-type: none"> <li>WPHS - Repeat offenders will not be permitted to participate in camps, excursions, or school discos</li> <li>Interview with parent/caregiver</li> <li>Individual Behaviour Plan</li> <li>Detention (Time out break time)</li> <li>RTC (Responsible Thinking Classroom)</li> <li>Suspension</li> <li>Exclusion</li> </ul>
Disruptive	Low intensity disruptive behaviour that does not create a significant disruption to teaching or learning.	<ul style="list-style-type: none"> <li>Being out of their seat</li> <li>Calling out</li> <li>Side conversations</li> <li>Note passing</li> </ul>	Any behaviour which occurs post warnings and classroom time out, leaving the classroom without permission, verbal refusal or abuse, physical abuse or harm to others, throwing objects with an intent to harm and refusal to attend Buddy Class.	<ul style="list-style-type: none"> <li>Sustained minor disruptions</li> <li>Leaving room and slamming door</li> <li>Hitting/kicking other students</li> <li>Throwing objects to hit another student</li> </ul>	<ul style="list-style-type: none"> <li>Individual Behaviour Plan</li> <li>Detention (Time out break time)</li> <li>RTC (Responsible Thinking Classroom)</li> <li>Suspension</li> <li>Exclusion</li> </ul>
Dress Code	Wearing of any clothing items which are not in school colours of maroon and green. Wearing inappropriate or not approved jewellery. Having drawings on the skin. Having inappropriate hair designs as is outlined in the uniform code.	<ul style="list-style-type: none"> <li>Wearing of non-uniform coloured hats, shirts, jumpers or track pants</li> <li>Jewellery other than other approved items</li> <li>Wearing nail polish</li> <li>Temporary tattoos</li> <li>Drawing on skin with markers/pens</li> <li>Having shaved hair designs</li> </ul>	Repeated offences when the student has been given warnings. Defiance of the school Uniform Code.	<ul style="list-style-type: none"> <li>Repeatedly wearing a cap, even after several warnings</li> <li>Hiding inappropriate attire when teachers are present, but showing off inappropriate attire when teachers are gone.</li> </ul>	<ul style="list-style-type: none"> <li>Remove jewellery</li> <li>Confiscation of item</li> <li>Detention (Time out break time)</li> <li>RTC (Responsible Thinking Classroom)</li> <li>Interview with parent/caregiver</li> </ul>

	<b>Definition</b>	<b>Examples</b>	<b>Definition</b>	<b>Examples</b>	<b>Major Consequences</b>
IT Misconduct	General mistreatment of technology items. Using technology items for inappropriate uses.	<ul style="list-style-type: none"> <li>• Searching material not related to lessons</li> <li>• Opening multiple windows</li> <li>• Visiting unapproved sites</li> <li>• Interference with computers</li> <li>• Changing computer settings</li> </ul>	Misuse of any IT equipment that causes damage to equipment, compromises security or privacy of information, or causes damage to individuals' reputation or self-esteem.	<ul style="list-style-type: none"> <li>• Unauthorised photographs, video or voice recordings of any student, staff or community member</li> <li>• Misuse of another person's password</li> <li>• Continually accessing blocked or inappropriate material through search engines</li> <li>• Throwing/roughly treating equipment</li> <li>• Hacking</li> <li>• Using social media to defame, insult others that impact on behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview with parent/caregiver</li> <li>• Banned from using IT equipment for a period of time (TBD)</li> <li>• Detention (Time out break time)</li> <li>• RTC (Responsible Thinking Classroom)</li> <li>• Suspension</li> <li>• Exclusion</li> <li>• Contact external agencies</li> <li>• School resituated by offender/family</li> </ul>
Late	Returning late to class after the second bell has sounded.	<ul style="list-style-type: none"> <li>• Obtaining a drink</li> <li>• Playing in the toilets</li> <li>• Doing a job for a teacher</li> <li>• Sports training</li> </ul>	Disobedience associated with lateness.	<ul style="list-style-type: none"> <li>• Continued lateness after already being warned by staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Repay time lost (e.g. at breaks, after school)</li> <li>• Complete set work in own time</li> <li>• Teachers to contact parents/caregivers via email or student diary</li> <li>• Formal letters of warning to parents (including notification as per WSS Attendance Policy to Address Chronic Absenteeism, School Refusal and Truancy).</li> <li>• Student placed on Individual Attendance Plan</li> <li>• Detention (Time out break time)</li> <li>• RTC (Responsible Thinking Classroom)</li> <li>• Suspension</li> </ul>

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Lying/ cheating	Failure to declare all information or facts regarding an incident after being a witness. Making false statements or accusations.	<ul style="list-style-type: none"> <li>Leaving out information to prejudice one side of the story</li> <li>Telling third party incidents as if first hand</li> <li>Accusing someone when facts not accurate</li> <li>Plagiarising others' work</li> </ul>	The deliberate proven actions of a student which includes stealing, cheating, telling lies with a malicious intent, spreading gossip about students, staff (including social media).	<ul style="list-style-type: none"> <li>Rumours created to mislead staff and students</li> <li>Passing blame to someone else</li> <li>Blackmail</li> <li>Cheating on exams/ assessment</li> </ul>	<ul style="list-style-type: none"> <li>Interview with parent/caregiver</li> <li>Mediation</li> <li>Detention (Time out break time)</li> <li>RTC (Responsible Thinking Classroom)</li> <li>Suspension</li> <li>Exclusion</li> <li>Contact external agencies</li> <li>School resituated by offender/family</li> </ul>
Misconduct involving an Object	Using an object in a way in which it is not intended.	<ul style="list-style-type: none"> <li>Picking up sticks and using in play</li> <li>Drawing on furniture, body or school work</li> <li>Throwing objects</li> <li>Taking hats</li> <li>Swinging on chairs</li> </ul>	Using an object in a way in which it is not intended in order to hurt someone or damage property.	<ul style="list-style-type: none"> <li>Graffiti</li> <li>Hitting others with sticks</li> <li>Throwing rocks, drink bottles or other objects at a person</li> <li>Poking someone with a pencil causing a mark</li> <li>Pulling a chair out from under someone</li> <li>Cutting uniform, skin or property with scissors</li> </ul>	<ul style="list-style-type: none"> <li>Student to clean up damage</li> <li>Detention (Time out break time)</li> <li>RTC (Responsible Thinking Classroom)</li> <li>Suspension</li> <li>Exclusion</li> <li>Contact external agencies</li> <li>School resituated by offender/family</li> </ul>

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Non-compliant with Routine	Not complying with a reasonable direction, expectation or routine.	<ul style="list-style-type: none"> <li>• Running on concrete</li> <li>• Riding on bike/scooter/skateboard in school grounds</li> <li>• Littering</li> <li>• Sliding down handrails</li> <li>• Eye rolling towards staff</li> <li>• Out of Bounds</li> <li>• Playing in toilets</li> <li>• Ignoring the bell at the end of play</li> <li>• Work refusal due to being distracted or distracting others</li> <li>• Non completion of a set task in a reasonable time</li> <li>• Off task behaviour.</li> </ul>	Repeated non-compliance of a reasonable direction, expectation or routine.	After warnings or deliberately breaking a rule: <ul style="list-style-type: none"> <li>• Running on concrete</li> <li>• Riding bike/scooter in the school grounds</li> <li>• Littering</li> <li>• Sliding down handrails</li> <li>• Facilities misuse</li> </ul>	<ul style="list-style-type: none"> <li>• Interview with parent/caregiver</li> <li>• Detention (Time out break time)</li> <li>• RTC (Responsible Thinking Classroom)</li> <li>• Suspension</li> <li>• Exclusion</li> </ul>
Physical Misconduct	Unwarranted touching in a non-sexual manner.	<ul style="list-style-type: none"> <li>• Tackling</li> <li>• Jumping on people</li> <li>• Grabbing clothing</li> <li>• Hugging</li> </ul>	A deliberate act of aggression resulting in a visible injury or a violent response. Unwanted physical contact that is non-injurious but inappropriate.	<ul style="list-style-type: none"> <li>• Punching</li> <li>• Kicking</li> <li>• Biting</li> <li>• Intent to harm another person</li> </ul> <p><b>Causing broken skin, bruising or bleeding</b></p> <ul style="list-style-type: none"> <li>• Kissing</li> <li>• Touching inappropriately</li> <li>• Humping</li> <li>• Forceful tackling</li> <li>• Forceful pushing</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Interview with parent/caregiver</li> <li>• Individual Behaviour Plan</li> <li>• Detention (Time out break time)</li> <li>• RTC (Responsible Thinking Classroom)</li> <li>• Suspension</li> <li>• Exclusion</li> </ul>

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Possess Prohibited Items	Providing others with an item or being in possession of an item that may be seen as dangerous.	<ul style="list-style-type: none"> <li>• Plastic knives</li> <li>• Toy guns</li> <li>• Toy knives or swords</li> <li>• Sling shots</li> <li>• Aerosol Cans</li> </ul>	Possession of major weapons or dangerous products.	<ul style="list-style-type: none"> <li>• Knives</li> <li>• Incorrect use of compass, scissors, pencils or sticks</li> <li>• Blade of a sharpener</li> <li>• Medication</li> <li>• Lighters, matches or cigarettes</li> <li>• Bongs or other drug paraphernalia</li> <li>• Alcohol</li> <li>• Fireworks or flares</li> <li>• Toxic Chemicals eg glue/petrol</li> </ul>	<ul style="list-style-type: none"> <li>• Detention (Time out break time)</li> <li>• RTC (Responsible Thinking Classroom)</li> <li>• Suspension</li> <li>• Exclusion</li> <li>• Contact external agencies</li> </ul>
Property Misconduct	Misuse of equipment without harming others in the classroom/playground.	<ul style="list-style-type: none"> <li>• Throwing items instead of passing them</li> <li>• Breaking equipment including rulers, pencils etc</li> <li>• Drawing on furniture using a non-permanent implement</li> <li>• Swinging on the chair</li> <li>• Incorrect use of equipment in the playground</li> <li>• Misusing someone's lunchbox</li> <li>• Taking someone's hat</li> </ul>	Stealing, misusing or breaking/damaging other people's (including the school's) property.	<ul style="list-style-type: none"> <li>• Removing another person's property without their permission or with intent to keep it</li> <li>• Redistributing stolen items</li> <li>• Consuming stolen items</li> <li>• Misuse of any item causing harm</li> <li>• Vandalism causing irreparable damage to property</li> </ul> <p>Major graffiti causing offence or damage to property</p>	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Interview with parent/caregiver</li> <li>• Individual Behaviour Plan</li> <li>• Detention (Time out break time)</li> <li>• RTC (Responsible Thinking Classroom)</li> <li>• Suspension</li> <li>• Exclusion</li> <li>• Contact external agencies</li> <li>• School resituated by offender/family</li> </ul>

	<b>Definition</b>	<b>Examples</b>	<b>Definition</b>	<b>Examples</b>	<b>Major Consequences</b>
Refusal to Participate in a	A student refusing to participate in an instructional class activity	<ul style="list-style-type: none"> <li>Refusing to take a book out of their desk</li> <li>Refusing to organise necessary tools for work</li> </ul>	Continued refusal to participate in a class activity. Wilful defiance.	<ul style="list-style-type: none"> <li>Repeated refusal to participate</li> <li>Refusal to relocate for a class activity</li> </ul>	<ul style="list-style-type: none"> <li>Interview with parent/caregiver</li> <li>Detention (Time out break time)</li> <li>RTC (Responsible Thinking Classroom)</li> <li>Suspension</li> <li>Exclusion</li> </ul>
Threat/s to Others	Threats to take or damage someone's property or to intimidate or to socially alienate someone.	<ul style="list-style-type: none"> <li>Threatening to take or damage property</li> <li>Threatening to tell on someone</li> <li>Threatening to exclude someone from play</li> </ul>	Threatening physical violence towards another person or their property.	<ul style="list-style-type: none"> <li>Threats over the internet</li> <li>Physical intimidation eg standing over someone</li> <li>Threatening to hurt a family member</li> <li>Older student threatening a younger student</li> </ul>	<ul style="list-style-type: none"> <li>Interview with parent/caregiver</li> <li>Detention (Time out break time)</li> <li>RTC (Responsible Thinking Classroom)</li> <li>Suspension</li> <li>Exclusion</li> </ul>
Truant/ skip class	Being in an area other than where the student/s should be. Student safety is not compromised through lack of supervision or being in a dangerous place.	<ul style="list-style-type: none"> <li>Leaving the classroom, but remaining in teacher's view</li> <li>Refusing to enter a classroom</li> </ul>	Leaving the supervision of teachers/school, endangering the safety of the individual or putting others at risk.	<ul style="list-style-type: none"> <li>Leaving the school grounds without permission</li> <li>Leaving the classroom (out of sight)</li> <li>Hiding in the toilets</li> <li>Refusing to return to the classroom</li> </ul>	<ul style="list-style-type: none"> <li>WPHS - Repeat offenders will not be permitted to participate in camps, excursions, or school discos</li> <li>Interview with parent/caregiver</li> <li>Individual Behaviour Plan</li> <li>Detention (Time out break time)</li> <li>RTC (Responsible Thinking Classroom)</li> <li>Suspension</li> <li>Exclusion</li> </ul>

	<b>Definition</b>	<b>Examples</b>	<b>Definition</b>	<b>Examples</b>	<b>Major Consequences</b>
Verbal Misconduct	Inappropriate language (swearing), tone or noises.	<ul style="list-style-type: none"> <li>Swearing not directed towards anyone but only used as a sign of annoyance or frustration of a situation.</li> <li>Speaking in a disrespectful manner</li> <li>Grunting, blowing raspberries or distracting noises.</li> </ul>	<ul style="list-style-type: none"> <li>Swearing at another student or at an adult. Talking back to or arguing with an adult, or using culturally/ racially offensive language</li> </ul>	<ul style="list-style-type: none"> <li>Challenging authority</li> <li>Name calling using swear words</li> <li>Mimicking someone with a speech impediment</li> <li>racial taunts, taunts based on inferred sexual orientation</li> <li>Sexist comments</li> </ul>	<ul style="list-style-type: none"> <li>Interview with parent/caregiver</li> <li>Individual Behaviour Plan</li> <li>Detention (Time out break time)</li> <li>RTC (Responsible Thinking Classroom)</li> <li>Suspension</li> <li>Exclusion</li> </ul>

**PROBLEM BEHAVIOUR FLOWCHART**

*Is the behaviour a Minor or Major breach of the school expectations?*

**MINOR**  
**(see Definitions)**  
*Minor breach can be defined as an incident that can be handled by the teacher in a situation and does not warrant a discipline referral to the office*

**MAJOR**  
**(see Definitions)**  
*A MAJOR breach is any incident of such severity that warrants removal from the learning/play environment. It can be handled by the teacher, but more severe behaviours may need to be referred to administration.*

**Begin to gather and record information**

**Review Level 1-4 strategies**

- Level 1 – Prevention Strategies
- Level 2 – Name Recorded
- Level 3 – Time Out Step 1 (Own Classroom)
- Level 4 – Time Out Step 2 (Buddy Class)

**Record the Minor offence/s into One School**

**Determine if this is a pattern of behaviour that constitutes an RTC [Level 5]**

**TEACHER ACTIONED**

**BAT/ADMIN REFERRED**

**RECORD incident and consequence into One School – Refer to Behaviour Teacher**

**Complete ODR Form (Admin) or contact BAT/Admin**

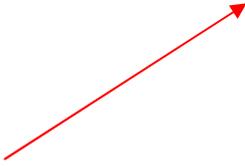
**REMEMBER: 3 in-class timeouts in 1 week = RTC [Level 5]**

**Classroom Behaviour Alert Card if needed**

**RECORD incident into One School – Refer to Admin/ BAT. BAT/Admin decides consequence**

**BAT/ADMIN actions the consequence on One School**

**BAT/ ADMIN provides teacher with feedback via One School or ODR form**



## Behaviour Levels and Strategies

### LEVEL 1: (MINOR) Prevention

Provide students with a rule reminder and apply one or more of the following strategies:

<i>Tactical ignoring</i>	<i>Cueing</i>	<i>Questioning to redirect</i>
<i>Selective attending</i>	<i>Descriptive encouraging</i>	<i>Individual close talk</i>
<i>Proximity</i>	<i>Non-verbal direction</i>	<i>Verbal redirection</i>
<i>Proximity with touch</i>	<i>Distraction/diversion</i>	<i>Give choices</i>
<i>Body language encouraging</i>	<i>Non-verbal directional action</i>	<i>Logical consequences</i>
<i>Waiting and scanning</i>	<i>Curriculum redirection</i>	<i>Follow through</i>
<i>Pause and talk</i>	<i>Calling student's name</i>	<i>Move student</i>

**At each LEVEL, if the student is focussed and is DOING THE RIGHT THING- PRAISE! PRAISE! PRAISE!**

### LEVEL 2: (MINOR) Name Recorded

Student name is recorded somewhere visible to the student (may be a Level 2 card placed on desk). The staff member takes the student aside and:

- Names the behaviour that student is displaying,
- Asks student to name expected school behaviour,
- States and explains expected school behaviour if necessary
- Gives positive verbal acknowledgement for expected school behaviour.

### LEVEL 3: (MINOR) Time Out Step 1

Student completes TIME OUT *in their own classroom or walks with the duty teacher* - Number of minutes in TIME OUT for all students is 10 MINUTES. If in class, students complete a reflection sheet.

3 Time out Sheets in ONE WEEK = RTC (Responsible Thinking Classroom)

A teacher/student conference will be required after the time out is completed. Teacher decides on a minor consequence connected to the problem behaviour such as complete or partial removal from an activity, individual meeting with the student, apology, and classroom work completion in the Behaviour Room.

If in the playground, the student's name is recorded in the playground folder and will be entered into One School by the Behaviour TA.

### LEVEL 4: (MINOR) Time Out Step 2

Student completes TIME OUT in the pre-determined BUDDY room with a TIME OUT sheet. In the Playground, students are removed to the YELLOW CHAIRS.

Number of minutes in TIME OUT for all students is 10 MINUTES. A teacher/student conference will be required after the time out is completed. Teacher decides on a minor consequence connected to the problem behaviour such as complete or partial removal from an activity, individual meeting with the student, apology, and classroom work completion in the Behaviour Room. In the playground, note Time Out Step 2 in the Playground Folder.

If a student refuses to go to the buddy room or sit on/runs away from the Yellow chairs, contact the Behaviour Room or send a Behaviour ALERT card to the office. This needs to be recorded by the staff member/duty staff member on One School as a MAJOR incident.

### LEVEL 5: (MAJOR) RTC (Responsible Thinking Classroom) Detention

Students who choose not to follow school expectations and have been through all four previous steps will a RTC (Responsible Thinking Classroom) Detention. A letter will be sent to parents/caregivers when students receive an RTC Detention. **Teachers need to track RTC's attended and communicate with parents where appropriate.** All level 5 incidents are to be recorded on One School as a MAJOR incident by the Classroom or Duty staff member.

Further consequences such as Individual/Playground Plans or after school detentions may be arranged for students who:

- Have reached 3 RTC's in a two week period
- Refuse to attend RTC's after reminders provided

***This will be determined by the Classroom Teacher and Behaviour Teacher/Administration***

### Consequences for Senior Classes and Sport:

#### **RTC Detention**

2 x RTC Detentions in a \*\*sport season = Inability to attend interschool sport for *one* WEEK

3 x RTC Detentions in a \*\*sport season = Removal from the sporting team

Students may also be removed from a sporting team if any inappropriate behaviour results in a suspension.

\*\* A sport season is defined as from the day that students are notified they have been accepted into a sporting team, until the end of the day of the final game in that season.

## Positive Student Programs

### DOJO Awards

Dojos are an online rewards program that can help track student behaviour and provide free and frequent positive reinforcement for all students. Dojos are also available in paper form for use in areas outside of the classroom or specialist lessons. Students earn Dojos from staff for doing the right thing in the classroom, at specialist lessons and in the school playground. Students are rewarded for positive behaviour based on our 3 school rules:

- I am Safe
- I am Respectful
- I am a Learner

Class and specialist teachers access classes through the online DOJO program. One Dojo is given for each positive behaviour seen. To redeem a paper Dojo, students hand it to the class teacher and this is then recorded on the online Dojo.

Dojos will be tracked by the classroom teacher. When students meet milestones in numbers of Dojos, they will receive a badge at assembly which can be worn on the uniform at all times.

**Bronze: 100**

**Silver: 250**

**Gold: 450**

**Platinum: 700**



### Learning Vine Awards

Each fortnight the classroom teacher choose students to receive a Learning Vine Award. These awards are presented on assembly. Students are chosen for their work efforts or improvements throughout the year.

### Playground Leadership program

Year 6 students have the opportunity to participate in the Playground Leadership Program. This includes:

- taking small group activities
- participating in the playground
- attending regular Leadership meetings
- liaising with staff
- being a positive role model
- working as a team
- being positive and having fun

### School Captains and House Captains

School Captains, Vice Captains and House Captains, are elected from Year 5 students at the end of each year and are presented with a school badge at a special ceremony early in Year 6. Leadership duties include:

- Representing the school at various functions
- Being ambassadors for the school
- Presenting a model of high standards in leadership, dress and behaviour to students, teachers, parents and the wider community
- conducting visitors around the school
- Presenting speeches of welcome, introduction and acceptance
- Liaising between the students and the school staff in matters relating to the school as well as assisting in the organisation of matters relating to inter-house sports and other appropriate areas.

### **Student Council**

Active and informed citizenship is fostered through membership of the Student Council. This consists of class elected representatives for Years 3 to 6 and Year 6 representatives for the lower school.

The Student Council members hold regular discussions with the class they represent. The council meets approximately once per week to discuss issues of importance and to plan positive ways to support school roles and policies for improvements around the school and then taken to the Principal for action.

### **Classroom buddies**

Senior classes form a relationship with junior classes at the beginning of each year. Classes come together throughout the year for activities such as a Teddy Bear's Picnic, games and reading. Older buddy classes also provide support for their Buddies on sporting days and for special events.

### **Enrichment**

Worongary State School offers a variety of Clubs which the children can attend for enrichment activities. These are organised by teachers, parents and organisations who work together to enrich our children's lives.

The clubs include:

- Chess
- Junior choir
- Senior Choir
- Art and music clubs
- Gardening and environment clubs
- ICT clubs

### **Physical Education Sport and Recreation**

The school provides a wide range of fitness and skills experiences through our Physical Education Program, led by our specialist Physical Education Teacher. Facilities within the school campus and in the wider community are utilised, and the skills of parents and other community members are sought to support our program.

Children are encouraged to develop any sporting interests through inter and intra school sporting activities. In Years 4, 5 and 6, children may join the Friday afternoon Senior Interschool Sporting teams. These are coached by volunteer teachers and may include Netball, Basketball, Australian Rules Football, Rugby League, Touch Football, Softball, Baseball, Cricket and Soccer. Activities are offered at the school to those children who do not join a sporting team.

The Annual Sports Day and Junior Sports day provide preparation for athletic events at the Zone, Regional and State levels. The school is divided into four houses.

Narairae	("Narra-ir-ee")	Black Cockatoo
Nyunga	("Ni-un-ga")	Yellow Regent Bird
Karee	("Car-ee")	White Cockatoo
Pilleen	("Pill-eeen")	Red Parakeet

### **End of year awards**

Classroom achievement awards are presented to students in all classes. They include: *Academic Encouragement, Academic Merit and Principal's Academic Excellence Awards.*

### **Speaking Up Competition**

Each year every child competes in the Speaking Up Competition. Children choose from a selection of topics to write and present a speech to their class. One child from each class is selected to compete against the other children from their year level. The overall school winners from years 4-7 go on to compete against the others schools in the NASS. Topics are chosen by the Alliance schools with the focus being on Values Education.

### **Classroom Procedures/Programs**

Worongary State School has introduced a number of whole school initiatives to assist children in taking responsibility for their own behaviour in an effort to reduce the use of negative behaviours. However, when the children make inappropriate choices teachers refer to the Classroom behaviour matrix, Minor and Major behaviour definitions and Consequence Flowchart for appropriate consequences [see pages 6 - 15].

Worongary State School makes systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

### **Minor and Major behaviours**

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **MINOR** behaviours can be defined as an incident that can be handled by the teacher in a situation and does not warrant a discipline referral to the office
- **MAJOR** behaviours is any incident of such severity that warrants removal from the learning/play environment. It can be handled by the teacher, but more severe behaviours may need to be referred to administration.

### **Minor behaviours are those that:**

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

### **Minor problem behaviours may result in the following consequences:**

- a minor consequence connected to the problem behaviour, such as complete or partial removal from an activity (time out), individual meeting with the student, apology, or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. Names the behaviour that student is displaying,
  2. Asks student to name expected school behaviour,
  3. States and explains expected school behaviour if necessary
  4. Gives positive verbal acknowledgement for expected school behaviour.

### **Major behaviours are those that include:**

- major breaches of the school rules
- repeat offences
- behaviours that result in physical or emotional harm to others
- behaviours resulting in an inability to remain in the learning program of classroom

**Major** behaviours may result in an immediate referral to the Responsible Thinking Room (RTC). When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out a referral on One School and determines a consequence. For more severe behaviours, students may be referred to the Behaviour and Engagement Teacher or Administration. If the behaviour is serious enough to require immediate attention from the Behaviour Teacher/Administration, the teacher phones or sends a Behaviour Alert Card.

***MAJOR behaviours will result in serious consequences which may include suspension. Student Disciplinary Absences will be used after consideration has been given to all other responses.***

### **Camps, Excursions and Interschool Sports**

In order to ensure the safety of all students when attending camps, excursions and Interschool Sports, students with high levels of behavioural needs may not be permitted to attend.

- ♦ If a student is on suspension on any day in the two weeks prior to the excursion / camp / Interschool Sport / off campus activity, that child will NOT go on said excursion / camp / Interschool Sport / off campus activity.
- ♦ If a student has been suspended before the two weeks prior to an excursion / camp / Interschool Sport / off campus activity, his/her behaviour will be reviewed by the Principal (or his/her delegate) in consultation with the classroom teacher and Behaviour Differentiation Mentor to determine the child's eligibility to attend the excursion / camp / Interschool Sport / off campus activity. The final decision with regards to the child's eligibility lies with the Principal.

- ◆ If a student's behaviour on previous excursions / camps / off campus activity has raised safety concerns, the student may be excluded from future excursions / camps / off campus activities. The student's eligibility will be determined by the Principal in consultation with the class teacher and, if appropriate, the Head of Special Education Services. The final decision with regards to the student's eligibility lies with the Principal.
- ◆ Parents will be notified if their child is not eligible to attend an excursion / camp / off campus activity due to suspension and / or the student's behaviour on previous excursions / camps / off campus activities.
- ◆ Students on Individual Behaviour Plans and/or Individual Education Plans will have their eligibility determined according to their plan and in consultation with the Principal and class teacher, and where appropriate, the Head of Special Education Services. The final decision with regards to the child's eligibility lies with the Principal.
- ◆ Students will not be eligible to attend excursions / camps / off campus activities if they have not paid for the activity by the cut-off date for deposits / payment. The exception is new students to the school. Providing there are available spaces, the Principal may (after consultation with the teachers organising the excursion / camp / off campus activity) offer the newly enrolled student an extension to the date for deposits / payment.

## Targeted behaviour support

### Teacher Support

Teachers implement planned and incidental strategies in the classroom/ playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of behaviour are dealt with by the teacher as required. Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students and the classroom rules. Examples of these behaviours are found on **the classroom and playground behaviour matrix** (see page 8-13).

Teachers keep a record of student behaviour and any targeted support in order to gauge when more intensive support is warranted. Daily behaviours need to be recorded by classroom teachers on OneSchool. With the use of OneSchool, class teachers have an accurate, ongoing record of all children's behaviour for the year. This record can be used to provide valuable evidence to Administration of persistent inappropriate behaviour by high level offenders.

When a student's minor infringements continue to disrupt the class or cause problems in the playground, or when minor infringements move to more serious breaches of the school's plan, more extensive targeted support is put into place.

Teachers and Administrators use OneSchool Behaviour Records to determine when a student needs more extensive support. This support could include:

- individual behaviour plans
- Detention (Time out break time)
- Responsible Thinking classroom sessions (RTC)
- restricted/structured play during play times
- individual positive reward programs

Students at this level could also be referred to the Behaviour Teacher to receive social skills/behaviour group support sessions. Social skills groups are a proactive way of assisting students who are experiencing difficulty with behaviour, before it escalates.

### Intensive behaviour support

Intensive behaviour support is required to support students who demonstrate severe challenging behaviour. This level of support generally occurs when targeted support strategies have been used but the student does still not work to alter their behaviour.

The Administrative Team, Guidance Officer, Behaviour Support Staff, teaching staff and parent/caregiver work collaboratively to strive to support the social and emotional needs of all students. Behaviour support plans which outline positive and negative consequences are drawn up by all invested parties, including the student, to promote optimal success.

Regular ongoing communication exists between school, guardians and outside support agencies to facilitate effective behaviour outcomes. Taking this into consideration distributes responsibilities to all parties, and therefore emphasises accountability of one's behavioural choices.

The School Administration Team will strive to access appropriate support within the school and wider community, to optimise and promote responsible behaviour from these students.

#### Ensuring consistent responses to problem behaviour

At Worongary State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Strategies are discussed with students about how to respond when other students display problem behaviour.

#### Other Programs to Support PBL

Worongary State School will be implementing the Social Skills Program, *Second Step*, during 2017. This program will complement the explicit PBL Behaviour Focus lessons. The school is also beginning the journey to implement Marzano's *Art and Science of Teaching* as its Pedagogical Framework. This framework explicitly outlines consistent practices around goal setting, engagement, rules and procedures and high expectations.

### **Emergency or critical incident responses**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### **Basic defusing strategies**

#### *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).

#### *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).

#### *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).

#### *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).

### Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

### Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour. Physical intervention is not to be used as a response to:
  - property destruction
  - school disruption
  - refusal to comply
  - verbal threats
  - leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

### Record keeping

Each instance involving the use of physical intervention must be formally documented on OneSchool. The following records must be maintained:

- incident report
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (attached)

### Responding to Inappropriate Behaviour

Worongary State School values all students' right to learn. When students behave inappropriately, they infringe upon the rights of others. Inappropriate behaviour will be dealt with fairly and consistently and will take a form that is the least intrusive but most effective.

Minor behaviour breaches will incur consequences as outlined in the *Levels and Strategies* document on page 15. Major breaches will incur consequences appropriate to the level of behaviour. Consequences include RTC and possible suspension. Other strategies that may be implemented in conjunction with these consequences include contact with parents, natural consequences and restorative justice.

## 7. Network of student support

Students at Worongary are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Student Welfare Worker

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

## 8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour 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.

Worongary State School 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- 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, and
  - receive adjustments appropriate to their learning and/or impairment needs

## 1. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

## 2. Related departmental procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)

- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

### 3. Some related resources

List any related resources identified. This could include:

- National Safe Schools Framework
- National Safe Schools Framework Resource Manual
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

### ENDORSEMENT



Principal

P&C President or  
Chair, School Council

Regional Executive Director or  
Executive Director (Schools)

Effective Date: 1 June 2017 – 1 June 2019

## PHYSICAL AGGRESSION POLICY

### DEFINITION OF PHYSICAL AGGRESSION:

Physical aggression is defined in this policy statement as the touching of a person by a student with a hand, foot, body (eg. shoulder), teeth or an object / substance with the intention to harm the person touched. Physical aggression includes self-harm. Physical aggression may also include aggression directed towards inanimate objects and animals. (*see aggravated physical aggression*)

Physical aggression may be deemed as common physical aggression (minor) or aggravated physical aggression (major).

**Aggravated Physical Aggression** is defined as:

- Physical aggression which results in an injury where
  1. blood is present *and / or*
  2. there is a suspected bone fracture *and / or*
  3. teeth marks are visible *and / or*
  4. there is immediate evidence of bruising *and / or* swelling  
**and / or**
- Physical aggression which requires an adult to physically restrain the student to prevent injury to self or others.  
**and / or**
- Physical aggression using an inanimate object or which is directed towards inanimate objects and which may result in the student harming himself/herself or others so that injuries as outlined above are likely to occur, or which may cause significant property damage.

**All other physical aggression will be deemed COMMON PHYSICAL AGGRESSION.**

### PROCEDURE:

1. Staff are expected to deal appropriately with common physical aggression as per this policy.
2. Incidences of aggravated physical aggression are to be referred to the Principal / Deputy Principal.
3. All instances of physical aggression must be thoroughly investigated to establish the facts.  
Facts will include:
  - a. provocation
  - b. sequence of events
  - c. witness statements
  - d. history of relationship between / among the concerned parties
  - e. nature of any injuries
4. All physical aggression incidences must be recorded on *One School*. This report will include consequences linked to the level of behaviour. In cases of aggravated physical aggression, the Principal / Deputy Principal will complete the consequences part of the report once all facts have been established. Staff who witnessed the aggravated physical aggression may also be asked to submit a report to Administration

### CONSEQUENCES:

#### **Common Physical Aggression**

- Student will receive an RTC or be referred to the Behaviour Teacher/Administration (see Problem Behaviour Flowchart).
- Parents will be contacted and informed about the incident and its consequences.
- The student may be placed on a restricted playground or classroom plan.
- The student may be required to undertake a school-based anti-bullying and / or anger management and / or social skills program(s).

#### **Aggravated Physical Aggression**

*Consequences determined at the discretion of the Principal*

- Student may receive sessions in the Behaviour Room, plus a meeting arranged with parents/guardian plus receive an individual behaviour plan.
- Student may be referred to one or more lunchtime activities such as *Supervised Play, Games Room* or *Good Start*.

- Student may be referred to Guidance Officer and / or outside agencies.
- Incident may be referred to police
- Restitution for damages which occurred as a result of the physical aggression (eg. Broken windows / torn clothing) may be requested.
- Student may be suspended 3 to 20 days.
- At the Principal's discretion, the student may be recommended for exclusion.

## **PERSISTENT PHYSICAL AGGRESSION:**

### **Definition of Persistent Physical Aggression:**

More than 1 incidence of common physical aggression (for which a student was placed in RTC) per month (any four week period).

**and / or**

More than two (2) incidences of aggravated physical aggression in a year.

### **Consequences of Persistent Common Physical Aggression:**

#### *Definite Consequences:*

- Class/Behaviour teacher will discuss student's aggression with parents/guardian with the view to the parents/guardians working with the school to teach the student the skills required for more appropriate behaviour.
- Student will attend a lunchtime social skills program (Supervised Play) and have Individual Behaviour Plan for the classroom and/or playground.

#### *Possible Additional Consequences:*

- Conference with parents/guardians, the Behaviour Teacher/Administration, class teacher to discuss student's behaviour.
- Referral to Student Services:
  - Individual Behaviour Plan
  - Referral to Guidance Officer
- Peer mediation
- Peer mentoring

### **Consequences of Persistent Aggravated Physical Aggression:**

#### *Definite Consequences:*

- ♦ Student will be suspended for a minimum of three days.

#### *Possible Additional Consequences:*

- ♦ At the Principal's discretion, the student may be recommended for exclusion.

## ANTI-BULLYING/CYBER-BULLYING POLICY

### DEFINITION OF BULLYING:

Bullying is defined in this policy statement as any unprovoked, deliberate and repeated act or behaviour which causes hurt, fear or humiliation in another person. This may be in person, through other students or via technological devices (esp. cyber-bullying). It results from an imbalance of power where the victim has difficulty defending himself or herself, and which may involve physical aggression, social alienation, verbal aggression and emotional intimidation.

Specifically, the school regards the following as examples of bullying behaviours.

Physical - hitting, punching, kicking, scratching, biting, tripping, spitting, pushing

Verbal - name calling, put downs, threats, teasing, insults

Social and Emotional - spreading rumours, stalking, hiding or damaging possessions, manipulating others, ignoring, excluding, ostracising, alienating, isolating, malicious notes

Cyber-Bullying: - spreading rumours, stalking, manipulating others, ignoring, excluding, ostracising, alienating, isolating, malicious notes etc via the internet or other technological pathways.

Bullying behaviours may be deemed as **common bullying** (minor) or **aggravated bullying** (major). Aggravated bullying will include such behaviours as physical aggression, continual threats or put downs via email, making a believable threat of physical aggression and / or causing significant or heinous damage to the victim's property. (An example of heinous damage to property might be smearing a school bag with dog droppings or pouring yoghurt into cap or tidy box.)

### PROCEDURE

1. Staff are expected to deal appropriately with reports of bullying or cyber-bullying as per this policy.
2. Incidences of bullying which involve physical aggression will be dealt with according to the physical aggression policy.
3. All instances of bullying must be thoroughly investigated to establish the facts. Facts will include:
  - a. provocation
  - b. sequence of events
  - c. witness statements
  - d. history of relationship between / among the concerned parties
  - e. nature of any injuries / damage
4. All bullying incidences must be recorded on *One School*. This report will include consequences linked to the level of behaviour. In cases of aggravated bullying, the Principal / Deputy Principal will complete the consequences part of the report once all facts have been established. Staff who witnessed the aggravated bullying may also be asked to submit a report to Administration.

### CONSEQUENCES:

For bullying involving physical aggression, the physical aggression policy will be followed.

For all other bullying, the following consequences:

#### **Common Bullying**

- Student will receive an RTC or be referred to Administration (see Problem Behaviour Flowchart).
- Parents will be contacted and informed about the incident and its consequences.
- The student may be placed on a restricted playground plan.
- The student may be required to undertake a school-based anti-bullying and / or anger management and / or social skills program(s).

## **Aggravated Bullying**

*Consequences determined at the discretion of the Principal*

- Student may receive sessions in the Behaviour Room, plus a meeting arranged with parents/guardian plus receive an individual behaviour plan.
- Student may be referred to one or more lunchtime activity such as *Supervised Play, Games Room* or *Good Start*.
- Student may be referred to Guidance Officer and / or outside agencies.
- Incident may be referred to police.
- Restitution for damages which occurred as a result of the bullying (eg. Broken possessions / torn clothing) may be requested.
- Student may be suspended 3 to 20 days (see Suspension Guidelines).
- At the Principal's discretion, the student may be recommended for exclusion.

## **PERSISTENT BULLYING:**

### **Definition of Persistent Bullying/Cyber-Bullying:**

More than 2 incidences of common bullying/cyber-bullying (for which a student was placed in RTC) per month (any four week period).

**and / or**

More than two (2) incidences of aggravated bullying/cyber-bullying in a year.

### **Consequences of Persistent Common Bullying/Cyber-Bullying:**

*Definite Consequences:*

- Class teacher will discuss child's bullying with parents/guardian with the view to the parents/guardians working with the school to teach the student the skills required for more appropriate behaviour.
- Student will attend a lunchtime social skills program (Supervised Play) and have Individual Behaviour Plan for the classroom and/or playground.

*Possible Additional Consequences:*

- Conference with parents/guardians, the Behaviour Teacher/Administration, class teacher to discuss student's behaviour.
- Referral to Student Services:
  - Individual Behaviour Plan
  - Referral to Guidance Officer
- Peer mediation
- Peer mentoring

### **Consequences of Persistent Aggravated Bullying/Cyber-Bullying:**

*Definite Consequences:*

- ♦ Student will be suspended for a minimum of three days.

*Possible Additional Consequences:*

- ♦ At the Principal's discretion, the student may be recommended for exclusion.

## The Use of Personal Technology Devices\* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

### Personal Technology Devices

Students are discouraged from bringing valuable personal technology devices to school, including mobile phones, cameras, digital video cameras, I-Pads or MP3 players, as there is a risk of damage or theft. If found in the possession of a student after 8:45am and before 3:00pm, devices will be confiscated by school staff and may be collected at the end of the day from the school office. Continued breaches of this prohibition may result in discipline. The school does not accept responsibility for damage, loss or theft of any technology device brought to school.

### Procedures

Bringing personal technology devices to school is not encouraged by the school. However, if they are brought to school, they must be turned off and handed into the office between 8:30am and 8:45am. These will be stored for the day and may be collected from the office when the student is leaving school for the day. **Students will not be allowed access to the devices during the school day.** These procedures include mobile phones. Parents are welcome to call the school if there is an emergency. Students are also permitted access to a school phone if they need to contact parents urgently.

### Confiscation

Personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

### Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded through being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Worongary State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc), for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute, is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is

done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of Administration.

### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

\* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

## Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)

### Purpose

- 1 Worongary strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
  
- 2 There is no place for bullying at Worongary State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
  
- 3 Bullying behaviours will not be tolerated at Worongary State School. There is no universally accepted definition of bullying. It is important to have a clear understanding. Bullying is:
  - A systematic behaviour and **repeated** abuse of power
  - Dominating or hurting someone
  - Unfair actions by individual/s
  - Imbalance of power
  - Lack of adequate defence
  - Feelings of oppression and humiliation often on the grounds of difference
  - Linked closely to harassment
  - Hitting, kicking, pinching (**physical**)
  - Name-calling, teasing (**verbal**)
  - Stand-over tactics, gestures (**psychological**)
  - Put-downs, social exclusion, rumours (**social**)
  - Being bullied verbally, socially psychologically using technology (**cyberbullying**)
  - Motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
  - Possess an element of threat

Some examples of bullying are teasing, name-calling, extortion, threats, malicious rumours, physical violence or damage to property.

- 4 Recent research into bullying clearly defines what IS NOT considered bullying:
  - Mutual arguments and disagreements
  - Single episodes of social rejection
  - Single episode acts of nastiness or spite
  - Random acts of aggression or intimidation
  - Social bantering with minor insults or jokes
  - Not liking someone
  - Isolated incidents of aggression, intimidation or violence
  
- 5 Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.

- 6 At Worongary State School, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

### **Rationale**

- 7 Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
- 8 The anti-bullying procedures at Worongary are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **Prevention**

- 9 Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- 10 Students participate in lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
- 11 Students are taught the *High Five* process to be used when experiencing bullying behaviour either as a person being bullied or bystander. This includes *ignore, walk away, speak nicely, speak firmly, report*.
- 12 All students participate in a social skills lesson from the *Second Step Program*. Topics include being assertive, understanding perspectives and dealing with conflict. The *Second Step* and *PBL* lessons at Worongary State School take care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
- 13 Worongary uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to

identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## **OBSCENE LANGUAGE POLICY**

Obscene language is language that is deemed offensive due to the words, tone or subject that is used. Aggravated Offensive Language includes, but is not limited to, racial slurs, sexual innuendo, vilification and/or inciting violence or crime.

### **PROCEDURE**

1. Staff members are expected to deal appropriately with reports of obscene language or aggravated obscene language as per this policy.
2. All instances of obscene language must be thoroughly investigated to establish the facts. Facts will include:
  - a. provocation
  - b. sequence of events
  - c. witness statements
  - d. history of relationship between / among the concerned parties
3. All obscene language incidences must be recorded on *One School*. This report will include consequences linked to the level of behaviour. In cases of aggravated obscene language, the Behaviour Teacher/Administration will complete the consequences part of the report once all facts have been established. Staff who witnessed the aggravated obscene language may also be asked to submit a report to Administration.

### **CONSEQUENCES**

#### **Obscene Language**

- Student will receive an RTC or be referred to the Behaviour Teacher/Administration (see Problem Behaviour Flowchart).
- Parents will be contacted and informed about the incident and its consequences.
- The student may be placed on an individual behaviour plan.
- The student may be required to undertake a school-based anti-bullying and / or anger management and / or social skills program(s).

#### **Aggravated Obscene Language**

*Consequences determined at the discretion of the Principal*

- Student may receive sessions in the RTC, plus a meeting arranged with parents/guardian plus receive an individual behaviour plan.
- Student may be referred to one or more lunchtime activity such as *Supervised Play, Games Room* or *Good Start*.
- Student may be referred to Guidance Officer and / or outside agencies.
- Incident may be referred to police.
- Student may be suspended 3 to 20 days (see Suspension Guidelines).
- At the Principal's discretion, the student may be recommended for exclusion.

## Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

### Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

**For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.**

## **Worongary State School DRESS CODE**

<b>DAY UNIFORM</b>
New style Maroon/Green polo shirt with school logo Green short/skort with school logo
<b>OPTIONAL WINTER</b>
Fleecy lined maroon pullover with school logo Fleecy lined maroon zip jacket with school logo Plain fleecy maroon track pants School or flesh coloured tights (girls) <i>Alternative</i> Plain fleecy v-neck maroon pullover
<b>INTER-SCHOOL SPORTS</b>
Plain maroon sports short Oztag Shorts (Optional for Oztag) Maroon with green stripe football socks (Required for Soccer, Rugby League and Softball only)
<b>HATS</b>
Wide brimmed maroon hat with school logo <i>Alternative</i> Maroon broad-brimmed hat no logo
<b>SHOES &amp; SOCKS</b>
White ankle sock <b>Plain</b> black sneaker or leather school shoe (lace up or Velcro).
<b>INTER-HOUSE SPORTS UNIFORM</b>
School House shirts with House logo Bottle green shorts with school logo <i>Alternative</i> Plain/Blank T-shirt or polo of House colour (singlets are not suitable) <b>Narairree</b> Black; <b>Nyunga</b> Yellow; <b>Karee</b> White; <b>Pilleen</b> Red Suitable sports shoes Maroon/Green sports polo with school logo

The wearing of the school uniform is compulsory and will be enforced as a result of Legislation from State Government.

The way a child dresses him/herself influences his/her behaviour. Worongary State School in conjunction with their Parents' & Citizens' Association have introduced an appropriate dress code. This has been implemented to:

- Promote a sense of identity and pride within our school community
- Promote equality amongst students
- For student security. School uniforms mean students are easily identified.

Children are required to wear the correct uniform (listed above) each day. The uniform is expected to be kept in a clean, neat and correct fashion. It is inappropriate for undergarments to be visible. (ie boxer shorts, long sleeve shirts, etc)

Should students be unable to wear the uniform due to an unusual circumstance, parents are asked to send a note with an explanation with the student that day. Students who breach the uniform code will be issued with a warning. Repeat offenders will partake in a disciplinary program (see 'Uniform Breach Code').

### **DAILY SCHOOL UNIFORM**

Students must wear the day uniform at all times. Exceptions to this rule include the wearing of a house uniform for designated days, free dress as part of the student council fundraising program or the interschool sports uniform on designated interschool sports days. Items which do not contain the school logo should be of the correct colour of maroon or bottle green, and feature no brand names.

## SHOES

Shoes are to be kept neat and tidy. Shoes are to be made of leather or vinyl (no canvas shoes). White ankle socks **MUST** be worn with shoes. For safety reasons, laced shoes must be tied tightly. Laces are to be the same colour as the shoe. All parts of the shoe must be black, including soles, eyelets and motifs. Shoes and socks **MUST** be worn at all times unless instructed by a teacher. **Slip-on shoes are prohibited due to health and safety.**

## JEWELLERY/COSMETICS

The wearing of jewellery is to be limited to one earring per ear lobe (sleeper or plain stud. Spacers are prohibited). No rings, bracelets or necklaces should be worn other than necklaces/bracelets for religious/medical purposes. Any religious/medical necklaces must have prior approval by the Principal and must be worn beneath the uniform and not be visible at any time. There is to be no visible body piercing or visible tattoos (Including temporary tattoos). Make up and nail polish are not permitted. Students wearing makeup or nail polish at school will be provided with the means to remove it immediately.

## HAIR

Hair should be kept neat and tidy. Long hair for both genders must be tied back. Unnatural colouring or style is not permitted (Examples include, but are not limited to, tracks, Mohawk styles and other excessive styling). Hair accessories should be in school colours (maroon, green, white or natural).

## HATS

School hats only are permitted. Hats must be broad brimmed and do not include bucket hats or caps. Hoods are not considered to be appropriate substitutes for broad-brimmed hats. The school adopts the "No hat, No play" policy. Hats should not be worn indoors.

## SUNSCREEN

While sunscreen is available, it is recommended that you apply sunscreen before leaving home.

## INTERSCHOOL SPORT

Interschool sports uniform should not be worn to school. Time will be allocated to allow students to change into appropriate team uniform. If a sports uniform is worn in training, students must change into the school day uniform before entering their classroom.

## UNIFORM BREACH CODE

First Breach:	Verbal reminder of the uniform code and warning.
Second breach:	A uniform breach notice will be sent home.
Third breach:	Parents will be contacted and asked to bring correct uniform. Failing this, student may be supplied with a clean uniform which <b>MUST</b> be returned at 3:00pm that afternoon. Another letter is sent home.
Fourth breach	Repeat offenders and their carers will be called to a meeting with the Principal.