

Student Code of Conduct

2026

Equity and Excellence

Equity and Excellence is our plan for every state school student, focusing on educational achievement, wellbeing and engagement, and culture and inclusion. We want parents, communities – and most importantly students – to know that we will give them every possible opportunity to succeed.

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1.0 Purpose

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

The Ormeau Woods State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. It establishes the principles for developing a positive school culture that:

- Values and develops quality interpersonal relationships.
- Provides an opportunity for all students to reach their learning potential.
- Ensures the safety and wellbeing of staff and students.
- Fosters confidence, responsibility, integrity and self-discipline.
- Recognises individual needs and differences and fosters mutual respect.
- Assists students who exhibit challenging behaviours to accept responsibility for their actions.
- Develops leadership skills.

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

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Endorsement

Principal:	Mr Dan Murtas
Principal Signature:	
Date:	
P&C President Name:	Mr Rob Newton
P&C President Signature	
Date:	

2.0 Principal's Foreword

At Ormeau Woods State High School, our purpose is to inspire minds to shape a positive future. Our vision is linking learning with life.

At Ormeau Woods State High School, our values are:

- Respect Teaching and Learning
- Respect Myself and Others
- Respect Property

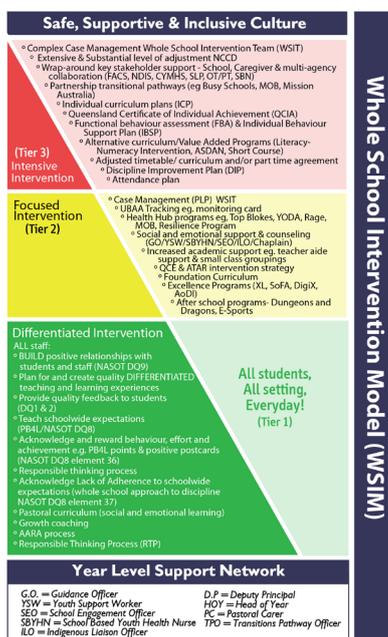
As a Positive Behaviour for Learning (PB4L) School, we believe that:

- All behaviour is the result of the choices we make.
- These choices can either be responsible or irresponsible.
- Positive behaviour is supported, recognised and celebrated.
- Behaviour management is a shared responsibility between students, parents/caregivers and the school.

At Ormeau Woods State High School our staff take an educative approach to discipline; we consider behaviour management to be an opportunity for valuable social learning. Our Student Code of Conduct provides an overview of the school's local policies. It also details the steps school staff take to educate students about these policies and provides information about how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

3.0 Systems of Support

3.1 Whole School Intervention Model



In leading a safe, supportive and inclusive school culture, Ormeau Woods SHS has a whole school intervention model (WSIM) based on multi-tiered systems of support (Tier 1-3).

Case management is a collaborative planning process that is essential to the delivery of quality support for identified students. A student can be identified as at risk in the areas of welfare, academic progress, social/emotional, attendance, and/or behaviour. They are also identified through historical evidence of deficit and diagnoses.

All students are supported through the Tiers of Support within the WSIM. This work led by the members of the Whole School Intervention Team (WSIT)

3.2 Student Wellbeing

Learning and Wellbeing Framework

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



Safe, Supportive & Inclusive Culture

- (Tier 3) Intensive Intervention**
- Complex Case Management Whole School Intervention Team (WSIT)
 - Extensive & Substantial level of adjustment NCCD
 - Wrap-around key stakeholder support – School, Caregiver & multi-agency collaboration (FACS, NDIS, CYMHS, SLP, OT/PT, SBN)
 - Partnership transitional pathways (eg Busy Schools, MOB, Mission Australia)
 - Individual curriculum plans (ICP)
 - Queensland Certificate of Individual Achievement (QCIA)
 - Functional behaviour assessment (FBA) & Individual Behaviour Support Plan (IBSP)
 - Alternative curriculum/Value Added Programs (Literacy-Numeracy Intervention, ASDAN, Short Course)
 - Adjusted timetable/ curriculum and/or part time agreement
 - Discipline Improvement Plan (DIP)
 - Attendance plan

- Focused Intervention (Tier 2)**
- Case Management (PLP) WSIT
 - UBAA Tracking eg. monitoring card
 - Health Hub programs eg. Top Blokes, YODA, Rage, MOB, Resilience Program
 - Social and emotional support & counseling (GO/YSW/SBYHN/SEO/ILO/Chaplain)
 - Increased academic support eg. teacher aide support & small class groupings
 - QCE & ATAR intervention strategy
 - Foundation Curriculum
 - Excellence Programs (XL, SoFA, DigiX, AoDI)
 - After school programs- Dungeons and Dragons, E-Sports

- Differentiated Intervention**
- ALL staff:
- BUILD positive relationships with students and staff (NASOT DQ9)
 - Plan for and create quality DIFFERENTIATED teaching and learning experiences
 - Provide quality feedback to students (DQ1 & 2)
 - Teach schoolwide expectations (PB4L/NASOT DQ8)
 - Acknowledge and reward behaviour, effort and achievement e.g. PB4L points & positive postcards (NASOT DQ8 element 36)
 - Responsible thinking process
 - Acknowledge Lack of Adherence to schoolwide expectations (whole school approach to discipline NASOT DQ8 element 37)
 - Pastoral curriculum (social and emotional learning)
 - Growth coaching
 - AARA process
 - Responsible Thinking Process (RTP)

All students, All setting, Everyday! (Tier 1)

Year Level Support Network

- | | |
|---|-----------------------------------|
| G.O. = Guidance Officer | D.P = Deputy Principal |
| YSW = Youth Support Worker | HOY = Head of Year |
| SEO = School Engagement Officer | PC = Pastoral Carer |
| SBYHN = School Based Youth Health Nurse | TPO = Transitions Pathway Officer |
| ILO = Indigenous Liaison Officer | |

Whole School Intervention Model (WSIM)



1 Creating safe, supportive, and inclusive school culture

- We do this by:**
- Consolidating the Professional Learning Community (PLC) with Professional Learning Teams (PLTs) committed to learning, collaboration and results
 - Embedding a Whole School Intervention Model with tiered (differentiated, focused & intensive) interventions to support student needs
 - Consolidating a Whole School Intervention Team, whose roles and responsibilities are driven by data, individual student and cohort specific outcomes.
 - Refining the Whole School Approach to Discipline (PB4L) with defined values, behavioural expectations in all settings, acknowledgement & rewards system and tiered consequences
 - Acknowledging positively behaviours in meaningful ways (PB4L Essential Feature 5 Continuum of Recognition)
 - Teaching social and emotional capabilities through a dedicated pastoral care program linked to the four elements of the Personal & Social Capability Continuum (P-12 CARF)
 - Engaging staff, students and parents in cyclic review, feedback and decision making through timely communication and action.
 - Providing opportunities for students to participate in school service through the four School Pillars: Academic, Sport, Culture & Community (e.g. Pillar Challenges, Extra Curricular Sport, cultural events Harmony Day & community events: Feeder School Transition Projects, School Leadership and external events)
 - Inviting and welcoming parents to regularly participate in school events (Parent & Teacher Evenings, Enrolment Evening, Night of Excellence, Graduation Assemblies, Transitions Events, Whole school calendared events: e.g. Arts in the Woods, Careers Expo)
 - Building positive relationships with the wider community to enhance pathway opportunities e.g. traineeships, work experience, vocational education, as well as external expertise to provide specialised student social and emotional support through the Health Hub (e.g. Mission Australia, School Nurse, Chaplain, Youth Support Coordinator, Psychologist)

2 Building the capability of staff, students and the school community

- We do this by:**
- Providing 'health and wellbeing' learning opportunities for all students (7-12) through dedicated Futures lessons aligned to the 'Personal & Social' capabilities and integrated learning through the (7-10) Health & Movement Studies curriculum.
 - Enhancing staff awareness, knowledge and expertise, to enact differentiated student learning and wellbeing interventions, through staff accessibility of both internal (e.g. Curriculum and House Professional Learning Teams (PLTs) & Learning Lounge) and external professional development.
 - Communicating strong messages related to learning, wellbeing, respect and inclusion throughout the school community via: School Vision, Mission Statement and Values, Positive Behaviour for Learning (PBL), Year level structure, Futures program, assemblies, school events e.g. Enrolment Evening, pillar challenges, school media platforms: News in The Woods & O-News and Health Hub, School Events: Harmony Day, RU Ok Day, Mental Health Week
 - Collating, analysing and tracking student learning and wellbeing data to inform individual responses required to meet student needs based upon a multi-tiered model of support (Whole School Intervention Model): classroom differentiation, XL and academy programs, Intervention team Case Management, Health Hub and links with external providers.
 - Strengthening connections with parents to support early interventions through parent & school forums e.g. Parent and Citizens, School Council, Parent/Teacher evenings, House Case Management and Pathway planning.

3 Developing strong systems for early intervention

- We do this by:**
- Engaging a variety of supports to manage wellbeing issues of varying severity (e.g. Headspace pre/postvention plan)
 - Implementing restorative practices in conjunction with disciplinary measures to support student understanding and accountability for how actions may affect others (Mediation, Responsible Thinking Process)
 - Supporting students at risk or requiring support through appropriate school-based intervention and/or referral to outside agencies and clinical services.
 - Promoting staff to work collaboratively in support of student welfare (Health Hub PLT, Year level PLTs, SSO & Guidance Region supervision meetings).
 - Valuing internal and external partnerships and establishing collaborative relationships with community agencies and mental health providers.
 - Planning transitional support (Primary to Post School) for at risk students at critical points (e.g. Primary Feeder School transitions, SETP and Career Planning, QTAC)
 - Promoting access to professional development that can be utilised to help identify and support specific at risk and vulnerable students or groups of students in the school community.

Curriculum and pedagogy

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

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

Policy and expectations

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

Medications

Students are not to be in possession of self-administer medications of any kind. Ormeau Woods State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Mental Health

Ormeau Woods State High School implements early intervention measures and supports students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Ormeau Woods State High School staff who observe students who present with self-harming behaviours and/or suicidal ideation should seek help immediately from the school Guidance Officer, Deputy Principal or Principal.

Suicide postvention

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

3.3 Student Support Network - Whole School Intervention Team (WSIT)

Ormeau Woods State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. The Year Level based structure of student management offers comprehensive support systems for our students. It also offers a variety of specialised supports through Health Hub personnel. These teams encompass the Whole School Intervention Model.

Staff Role	What they do
Coach	<ul style="list-style-type: none">• Support with behaviour investigations in assigned cohort.• Implement and deliver Intervention curriculum (Tier 2 and 3)• Student case management• Management of Student Behaviour at level 2/3.
Head of Year	<ul style="list-style-type: none">• Year Level Assemblies• Student engagement and wellbeing across the core areas of Academic, Behaviour and attendance (ABA).• Management of student behaviour at Level 3• Lead a case management process by collating, analysing and monitoring Year Level data to action intervention to improve student academic and social outcomes• Lead implementation of the student learning and wellbeing framework through delivery of the RLM curriculum.

Deputy Principal (Support & Intervention)	<ul style="list-style-type: none"> • Lead the strategic direction of the Whole School Intervention Model (WSIM) • Management of student behaviour at Level 3 • Pathway management and subject changes • Complex case management of students
Guidance Officer	<ul style="list-style-type: none"> • Provides a comprehensive student support programme within the school environment offering counselling with students on a one-on-one basis or in a group setting • Use a triage model to assist families needing specialist support • Assists students with specific difficulties, acting as a mediator or providing information on other life skills including career education • Liaises with parents, teachers, other external health providers and community organisations as needed as part of supporting students' mental health and wellbeing
Student Support Officer.	<ul style="list-style-type: none"> • Provides individual and, at times, group support to students to assist their engagement with education and training • Support students to overcome barriers to education such as: <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ relationships/social skills ○ conflict with family/peers/teachers • Social/emotional/physical wellbeing
School Based Youth Health Nurse	<ul style="list-style-type: none"> • Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health • smoking, alcohol and other drugs.
Indigenous Support Officer	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities
Chaplain	<ul style="list-style-type: none"> • Pastoral care and support for students • Enhancing students' personal and spiritual wellbeing (voluntary participation)
School Psychologist	<ul style="list-style-type: none"> • Provides a comprehensive student support programme within the school environment offering counselling with students on a one-on-one basis • Liaises with parents, teachers, other external health providers and community organisations as needed as part of supporting students' mental health and wellbeing

4.0 Whole School Approach to Discipline

Ormeau Woods State High School uses Positive Behaviour for Learning (PB4L) as the multi-level system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programmes offered through the school, including sporting activities and excursions. PB4L is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Ormeau Woods State High School, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

4.1 Consideration of Individual Circumstances

At Ormeau Woods State High School, we account for students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

Our staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

4.2 Differentiated and Explicit Teaching

The first step in facilitating standards of positive behaviour is communicating those standards to *all* key stakeholders in our school community. **Upon enrolment at Ormeau Woods State High School, students, parents/carers and school staff agree to the following:**

It is the STUDENT'S responsibility to:

- Attend school regularly, on time, ready to learn and take part in school activities
- Act at all times with respect and show acceptance of other students and staff
- Work diligently and comply with requests or directions from teachers and staff members
- Follow school rules, meet all course requirements and wear the school uniform
- Respect the school environment

It is the PARENT'S responsibility to:

- Advise the school if there are any problems that may affect their child's ability to learn
- Inform the school of any reason for absence from school
- Work with school staff in an environment of trust, respect and acceptance
- Follow the school's policy regarding access to school grounds before, during and after school hours
- Attend parent functions where possible
- Support the behaviour management process of the school to enable each child to achieve maturity, self-discipline and self-control

It is the SCHOOL'S Responsibility to:

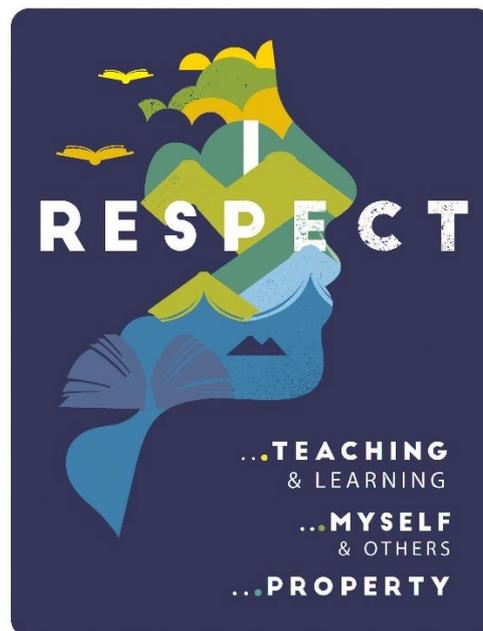
- Clearly articulate the school's expectations regarding the Student Code of Conduct and the school's Dress Code Policy
- Inform student, parents and carers about what the teachers aim to teach the students each term
- Teach effectively and to set the highest standards in work and behaviour
- Take responsible steps to ensure the safety and self-confidence of all students
- Inform parents and carers regularly about how their children are progressing
- Contact parents and carers as soon as is possible if there are concerns about the child's school work, behaviour, attendance or punctuality
- Consult with parents and carers on any major issues affecting students
- Be open and welcoming and offer opportunities for parents and carers to be involved in the school community
- Ensure parents are aware of the school's record keeping policy including the use of a transfer note should the child be enrolling at another school
- Deal with complaints in an open, fair and transparent manner
- Treat students and parents with respect and acceptance

4.3 Universal Behaviour Support

At Ormeau Woods State High School, we emphasise the importance of directly 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 set of behavioural expectations in specific settings has been attached to each of our three school values:

Ormeau Woods State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular articles in the school newsletter and on school social media sites enabling parents to be actively and positively involved in school behaviour expectations.
- Regular provision of information to staff and parents regarding successful practices
- Comprehensive induction programme regarding the Student Code of Conduct delivered to all students at the beginning of each school year and to new students as well as new and relief staff upon arrival at the school.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies (see School Policies section) to address:
 - Temporary removal of student property
 - Use of mobile phones and other devices by students
 - Appropriate use of social media
 - Uniform and appearance Policy
 - Attendance policy
 - Preventing and responding to bullying



4.4 School Wide Expectation Teaching Matrix

The School Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations for students in all school settings. Explicit teaching of behaviour expectations occurs through delivery of the PB4L Focus of the Week during Futures lessons, a 7-12 program of instruction.

RESPONSIBLE LEARNING BEHAVIOUR

IN THE WOODS

I RESPECT	
TEACHING & LEARNING	<ul style="list-style-type: none"> • I arrive on time, prepared for learning • I follow class entry & exit routines • I follow staff instructions • I actively listen & participate • I complete learning & assessment tasks on time • I use feedback to improve • I use ICT appropriately • I try my best in every lesson, everyday
MYSELF & OTHERS	<ul style="list-style-type: none"> • I use appropriate language • I speak politely & kindly to staff and my peers • I respect others right to learn
PROPERTY	<ul style="list-style-type: none"> • I use equipment & facilities appropriately • I keep classrooms neat and tidy • I follow workplace health & safety expectations

Am I modelling these Responsible Learning Behaviours?

If not: STOP, THINK & CHOOSE

What is the positive learning outcome I am trying to achieve?



EXPECTATIONS MATRIX

I RESPECT	...TEACHING & LEARNING	...MYSELF & OTHERS	...PROPERTY
ALL AREAS	<ul style="list-style-type: none"> Actively listen and participate Use ICT appropriately Follow staff instructions 	<ul style="list-style-type: none"> Make positive health choices Use appropriate language Respect personal space Wear full and correct uniform Speak kindly Use polite language 	<ul style="list-style-type: none"> Care for property Use school facilities appropriately
CLASSROOM	<ul style="list-style-type: none"> Arrive to school on time Attend every lesson Arrive to class on time Be prepared for learning Follow class routines Complete set tasks Complete assessment tasks on time Follow mobile phone policy 	<ul style="list-style-type: none"> Follow academic integrity policy Respect others' right to learn 	<ul style="list-style-type: none"> Follow class workplace health and safety (WHS) policy Keep classrooms clean Seek permission to use equipment Use class equipment appropriately
OUTSIDE ENVIRONMENTS	<ul style="list-style-type: none"> Move promptly and quietly to class 	<ul style="list-style-type: none"> Be sun safe Travel safely to and from school Behave respectfully during breaks Follow bus conduct rules 	<ul style="list-style-type: none"> Return equipment at end of lunch Spend breaks in appropriate areas Keep lunch areas clean and tidy

4.5 Intensive Teaching of Behaviour Expectations

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

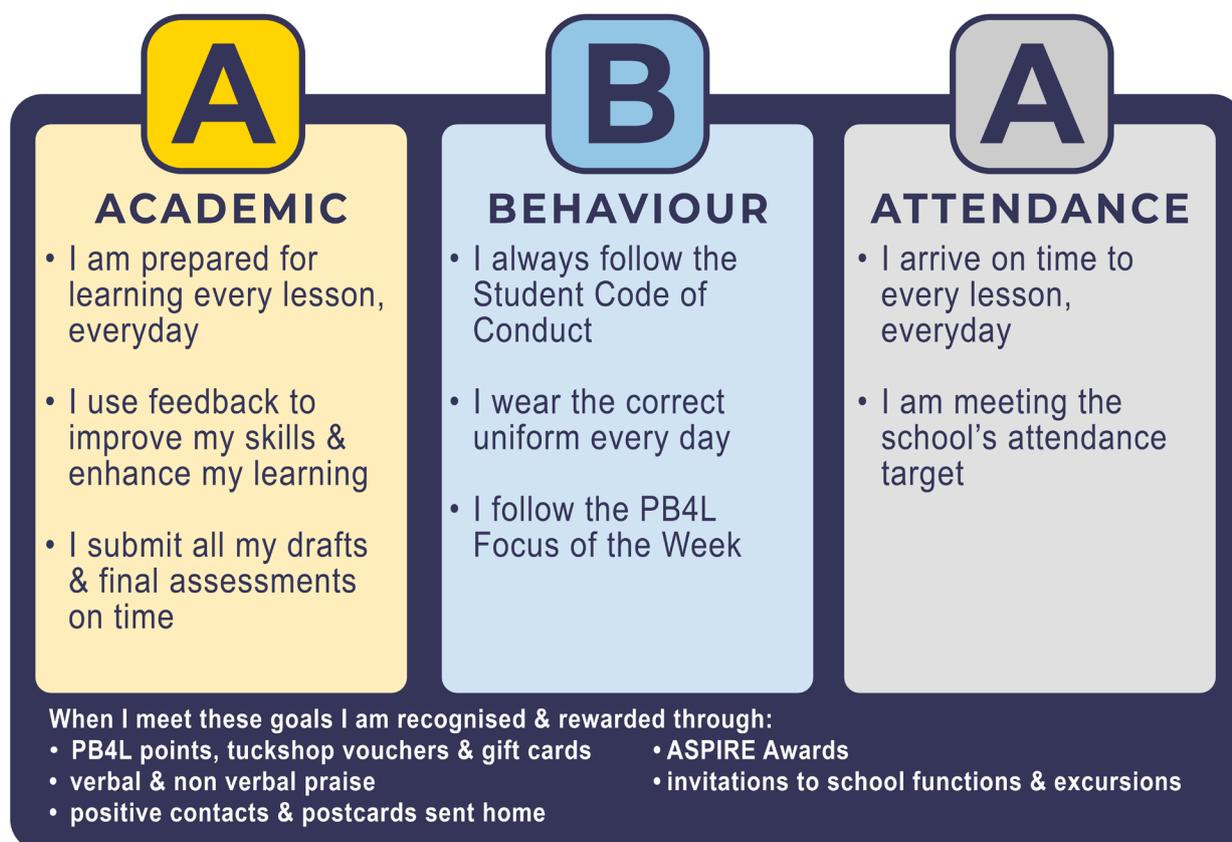
Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

Students who require intensive teaching will be assigned an individual case manager at the school who will oversee the coordination of their programme, communicate with stakeholders and directly consult with the student.

4.6 Academic Achievement, Behaviour, Attendance (ABA) Expectations

The expectations matrix is further supported through the explicit teaching of students being in the 'Green Learning Zone' at all times for Academic Achievement, Behaviour, Attendance (ABA) expectations.



4.7 Effort and Behaviour Matrix

Reporting Standards:

Each term, parents/carers are given an indication of their child's behaviour and effort in classes (in addition to a subject achievement indicator.) The judgements staff make regarding student effort and behaviour in class are guided by the Effort and Behaviour Matrix:

EFFORT & BEHAVIOUR MATRIX	
A The student is a model learner, demonstrating personal commitment, persistence and adaptability.	A The student always demonstrates positive learning behaviours and models the expectations set out in the Student Code of Conduct.
B The student consistently demonstrates personal commitment, persistence and adaptability in their learning.	B The student consistently demonstrates positive learning behaviours and regularly meets the expectations set out in the Student Code of Conduct.
C The student typically demonstrates commitment, persistence and adaptability in their learning.	C The student mostly demonstrates positive learning behaviours and usually meets the expectations set out in the Student Code of Conduct.
D The student sometimes demonstrates commitment, persistence and/or adaptability in their learning.	D The student sometimes demonstrates positive learning behaviours and needs guidance to meet the expectations set out in the Student Code of Conduct.
E The student requires frequent encouragement to persist and persevere with learning.	E The student rarely demonstrates positive learning behaviours and requires intensive support to achieve the expectations set out in the Student Code of Conduct.
N Insufficient evidence to make a judgement.	N Insufficient evidence to make a judgement.

4.8 Reinforcing and acknowledging expected student behaviour

At Ormeau Woods State High School communication of our key messages about behaviour is reinforced through positive reinforcement, which provides students with feedback for engaging in expected and explicitly taught behaviours.

A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Reward Systems:

PB4L Points – each staff member awards PB4L points to students that are attributed to students displaying our school values, both within and outside the classroom. These points are redeemable for rewards throughout the year as well as contributing to **PB4L Point Milestones** which can unlock termly reward event opportunities throughout each term.



Some options for reward based on our PB4L Point system include:

- School/Canteen vouchers- which can also be used at the finance window for payment towards school events such as:
 - Extracurricular and sporting events
 - Senior Jerseys
 - Yr10 Soiree/Yr12 Formal
- Gift cards- which can be used at a variety of local and online stores

Attendance:

Students are recognised for meeting expectations regarding their attendance to school on a weekly basis as well as with termly Attendance Awards presented to student with Certificates at celebration assemblies. Student will also be awarded PB4L Points which contribute to meeting reward redemption and termly reward event Milestones.

4/5 days attended	+1 PB4L Point	Week 10 'X2' PB4L Points
5/5 days attended	+3 PB4L Points	
Friday Attendance	+1 PB4L Point	
100% Attendance (Termly)	+50 PB4L Points	

ASPIRE Awards:

Each term, the report card grades achieved for **Effort** and **Behaviour** in each subject are accumulated to award **GOLD, SILVER** and **BRONZE** certificates at celebration assemblies and to also contribute towards PB4L Point accrual for rewards exchange and eligibility for termly reward events.

Student will also be awarded PB4L Points which contribute to meeting reward redemption and termly reward event milestones.

Gold ASPIRE (+100 PB4L Points)	'A' result awarded for Effort (EFF) and Behaviour (BEH) in all subjects
Silver ASPIRE (+75 PB4L Points)	'A' awarded for EFF and BEH in all subjects, except for one 'B'
Bronze ASPIRE (+50 PB4L Points)	'A' awarded for EFF and BEH in all subjects, except for two 'B's

Night of Excellence – each year students are recognised for outstanding achievements at an annual award ceremony. These awards recognise outstanding achievement in Attendance, Effort & Behaviour, as well as the four School Pillars Academic, Sporting, Cultural and Community involvement and excellence.

Termly excursions/incursions- each term students will have the opportunity to participate in at least one incursion/excursion. To be eligible and invited on these trips students will need to have accrued the target number of PB4L Points for that term. Students who demonstrate excellence in areas of Attendance, Effort & Behaviour, and uphold our school values every lesson, every day, will maximise their chances at eligibility for these event opportunities.

Principal's HONOURS Breakfast- termly event recognising students who have achieved all 'A's for their academic report card results. This event invites students and their parents/guardians to a breakfast celebration hosted by the Principal to acknowledge this excellence in termly academic achievement.

Principal's GROWTH Breakfast- termly event recognising students who have increased their results across their subjects in Effort, Behaviour and Academic achievement. This event celebrates students who have made sizable gains in Effort Point Average (EPA), Behaviour Point Average (BPA) and Grade (Academic) Point Average (GPA).

5.0 Disciplinary Consequences

The disciplinary consequences model used at Ormeau Woods State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. A minority of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour.

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

ORMEAU WOODS State High School

THE 10 ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

The Foundation Behaviour Management Skills

Successful learning requires three core elements:
 setting clear expectations | acknowledging appropriate behaviour | timely correction of inappropriate behaviour

1	Establishing Expectations <i>'making rules'</i>	To clearly articulate and demonstrate the boundaries of pro-social behaviour.
2	Giving Instructions <i>'telling students what to do'</i>	To give a clear direction about what students are to do.
3	Waiting and Scanning <i>'stopping to assess what is happening'</i>	To wait and look at your students for 5-10 seconds after you give an instruction.
4	Cueing with Parallel Acknowledgement <i>'praising a particular student to prompt others'</i>	To acknowledge students' on-task behaviour with the intention of encouraging others to copy.
5	Body Language Encouraging <i>'smiling, nodding, gesturing and moving near'</i>	To intentionally use your body gestures and facial expressions to encourage students to remain on-task. Positive feedback is included here.
6	Descriptive Encouraging <i>'praise describing behaviour'</i>	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
7	Selective Attending <i>'not obviously reacting to certain behaviours'</i>	To deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8	Redirecting to the Learning <i>'prompting on-task behaviour'</i>	To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
9	Giving A Choice <i>'describing the student's options and likely consequences of their behaviour'</i>	To respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10	Following Through <i>'doing what you said you would'</i>	Resolute, planned action in the face of extended off-task behaviour, or ongoing disruptive behaviour that is seriously disturbing the learning environment.

By using the ESCM, teachers will be able to reduce time spent on managing conversations and increase the time spent on learning conversations

The consequences of breaches of the stated standards of behaviour will be addressed through the school's behaviour management process which incorporates the principles of natural justice, compliance with policies and practices of Education Queensland and legal requirements. There are three levels involved in affecting a change in inappropriate behaviour. At each level a range of strategies is engaged. The levels indicate increasing seriousness of misbehaviour and subsequent consequences applied.

Level 1: Classroom/Playground Management

Level 2: Intervention by Heads of Department/ Heads of Year/Coaches

Level 3: Intervention by Heads of Year/Deputy Principals/Head of School/Principal

Ormeau Woods State High School makes systematic efforts to prevent problem student behaviour by 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. Behaviour issues are either major or minor, with the following agreed understanding:

- **Minor** problem behaviours are usually handled by staff members at the time they happen or referred to a Curriculum Head of Department
- **Major** problem behaviours are referred directly to Heads of Year/Deputy Principal/Head of School or Principal

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, Heads of Year or the Executive Team.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction procedure:
 1. The staff member takes the student aside and utilises the Responsible Thinking Questions
 2. If the behaviour ceases the staff member will give verbal acknowledgement for expected school behaviour
 3. If the behaviour continues, the student will proceed with the Responsible Thinking Process

Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of Heads of Year/Deputy Principals/Head of School/Principal

Major behaviours result in an immediate referral to either the Head of Year/Deputy Principal/Head of School or Principal because of their seriousness. 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 completes a One School referral form and if practical, escorts the student to the Head of Year or Executive Services Building.

The following tables outline examples of major and minor problem behaviours and possible actions/consequences.

5.1 Respect Teaching and Learning – Unacceptable Behaviours

7.1 Respect Teaching and Learning – Unacceptable Behaviours

Academic Misconduct

Definition: *Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.*

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
<p>Level 2 Minor</p> <p>Breach of student academic policy including:</p> <ul style="list-style-type: none"> Cheating while under supervised conditions <ul style="list-style-type: none"> Student begins to write during perusal time or continues to write after the instruction to stop writing is given Student uses unauthorised equipment or materials Student has any notation written on the body, clothing or any object brought into an assessment room Student communicates with any person other than a supervisor during an examination, e.g., through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. Collusion <ul style="list-style-type: none"> More than one student works to produce a response and that response is submitted as individual work by one or multiple students A student assists another student to commit an act of academic misconduct A student gives or receives a response to an assessment. Contract cheating <ul style="list-style-type: none"> Paying for a person or a service to complete a response to an assessment Selling or trading a response to an assessment. Copying work/Plagiarism <ul style="list-style-type: none"> Deliberately or knowingly makes it possible for another student to copy responses Looks at another student’s work during an exam Use of generative AI that does not uphold academic integrity. Any AI-generated content is not clearly acknowledged. Copies another student’s work during an exam Not submitting own work 	<ul style="list-style-type: none"> Record behaviour on OneSchool Refer to HOD for action HOD to contact parent/guardian by phone Afterschool detention with HOD Loss of course credit and/or non-rating on report Refer to Assessment Policy 	<ul style="list-style-type: none"> Teacher – Refer to HOD for Action HOD to action Senior HOY to action 	<p>HOD to act:</p> <p><i>Example OneSchool text:</i></p> <p><i>HOD to ACT: Jane Smith brought a small piece of paper with formulas into the Maths exam.</i></p> <p><i>HOD to ACT: Harry Jones and Jane Smith worked together on individual English task and submitted assessments almost identical to each other.</i></p>

Level 3 Major	Level 2 strategies and consequences, plus:		HOD, Senior School HOY or DP to act:
<ul style="list-style-type: none"> Repeated pattern of level 2 behaviour. Major breach as defined in Assessment Policy 	<ul style="list-style-type: none"> Record behaviour on OneSchool Saturday Detention Suspension Cancellation of enrolment 	<ul style="list-style-type: none"> HOD to action Senior HOY (QCAA) DP – Support and Intervention DP – Senior 	Example OneSchool text: <i>TO ACT: HOD/HOY/DP</i>

Refusal to participate in the educational program of the school

Definition: Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school resulting in non-submission of work requirements.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor			
<ul style="list-style-type: none"> Assessment alert for <ul style="list-style-type: none"> limited progress on assessment task non-submission of draft non-submission of final assessment unsuccessful level of achievement on final task 	<ul style="list-style-type: none"> Record behaviour on OneSchool Contact parent/guardian (assessment alert email) Refer HOD in contact. Classroom teacher to support student with successful assessment completion For wellbeing concerns, refer student as required (Health Hub referral process) Tutorials/lunch time catch up Refer to Assessment Policy 	<ul style="list-style-type: none"> Teacher 	Classroom teacher to act Example OneSchool text: <i>FYI HOD: Assessment Alert – failure to submit 9 English draft. Parents contacted</i>
Level 2 Major			
<ul style="list-style-type: none"> Repeated pattern of refusal to submit assessment tasks to meet course requirements of compulsory participation (in the same subject area) Student is not on track with course of study/certificate course/practical project despite support and intervention 	Level 1 strategies and consequences, plus: <ul style="list-style-type: none"> Record behaviour on OneSchool Withdrawal from extra-curricular events to complete assessment HOD to support student with successful assessment completion Follow up contact by HOD to parent/guardian Afterschool detention Loss of course credit and/or non-rating on report Removal from areas of learning where appropriate 	<ul style="list-style-type: none"> Teacher – refer to HOD Evidence of strategies and consequences before HOD support Head of Department (curriculum) DP – Senior 	HOD to act Example OneSchool text: <i>HOD to ACT: Despite ongoing support and follow up, John Smith has not submitted his draft or final assessment in Term 1.</i> <i>HOD to ACT: Jane is still not meeting course requirements- completion of work, submission of drafts and assessment.</i>
Level 3 Major			
<ul style="list-style-type: none"> Continued refusal to submit assessment tasks to meet course requirements across multiple subject areas 	<ul style="list-style-type: none"> Record behaviour on OneSchool Saturday Morning Detention Meeting with parent/guardian Focused behaviour ABA card Implementation of further intervention and supports. Cancellation of enrolment 	<ul style="list-style-type: none"> Year Level Team (WSIT) DP – Support and Intervention. DP – Senior Head of School Principal 	Year Level Team (WSIT) to act Example OneSchool text: <i>HOY to ACT: Despite all supports, Barry continues to refuse to submit assessment tasks across multiple subjects.</i>

Disruption

Definition: Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials or devices/equipment; and/or sustained out-of-seat behaviour.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor	<ul style="list-style-type: none"> Record behaviour on OneSchool Enact Tier 1 PB4L classroom management strategies (ESCM) Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Use of reflection process questions. Re-teaching on WHS training modules for practical subjects Lunchtime detention Contact parent/guardian Refer HOD in contact. 	<ul style="list-style-type: none"> Teacher 	Classroom teacher to act
<ul style="list-style-type: none"> Interruption in a class or school activity or event Calling out Yelling/screaming Noise with materials or devices/equipment Out-of-seat behaviours <p><i>*Student fails to attend lunchtime detention for disruptive behaviour issued by classroom teacher- Record as Level 2 Defiance (Refer HOD to ACT)</i></p>			Example OneSchool text:
Level 2 Minor	Level 1 strategies and consequences, plus: <ul style="list-style-type: none"> Record behaviour on OneSchool Considerations made by teacher to support student engagement in consultation with Curriculum HOD Responsible Thinking Process Contact parent/guardian (phone/email) Refer HOD in contact. HOD to provide in class support for student and teacher Afterschool detention (HOD) 	<ul style="list-style-type: none"> Teacher – refer to HOD Evidence of strategies and consequences before HOD support. Head of Department (curriculum) Responsible Thinking Process (RTP) Officer 	HOD to act
<ul style="list-style-type: none"> Repeated calling out despite support and consequences at Level 1 (E.g. being asked the Reflection Room Questions) Repeated noise with materials or devices/equipment despite support and consequences at Level 1 (E.g. being asked the Reflection Room Questions) Repeated out of seat behaviour despite support and consequences at Level 1 (E.g. being asked the Reflection Room Questions) Repeated pattern of classroom disruption in multiple lessons in isolated learning area despite support and intervention in previous lessons Ongoing pattern despite support and consequences issues at Level 2 (see Level 3 Major Defiance) 	Example OneSchool text:		

Defiance

Definition: Student refuses to follow directions/instructions given by school staff.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor	<ul style="list-style-type: none"> Record behaviour on OneSchool Enact Tier 1 PB4L classroom management strategies (ESCM) Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Use of reflection process questions. Re-teaching on WHS training modules for practical subjects Lunchtime detention Contact parent/guardian Refer HOD in contact. 	<ul style="list-style-type: none"> Teacher 	Classroom teacher to act
<ul style="list-style-type: none"> Refusing to participate in activity/event as instructed Refusing to follow classroom routine (e.g., lining up, lesson start routine, pack-up routine, etc) Not being prepared for learning with the required equipment 			Example OneSchool text:
Level 2 Minor	Level 1 strategies and consequences, plus:	<ul style="list-style-type: none"> Teacher – refer to HOD Evidence of strategies and consequences before HOD support. Head of Department (curriculum) Year level team (WSIT) RTP Officer 	HOD to act
<ul style="list-style-type: none"> Repeated pattern of refusal to follow classroom routine Repeated pattern of refusal to follow staff instructions Ongoing defiance of classroom learning Refusal to engage in Possible Support Strategies and Consequences at Level 1 	<ul style="list-style-type: none"> Record behaviour on OneSchool Considerations made by teacher to support student engagement in consultation with Curriculum HOD Responsible Thinking Process HOD to provide in class support for student and teacher HOD contact parent/guardian Use of ABA monitoring card Afterschool detention 		Example OneSchool text:
Level 3 Major	Level 1 and 2 strategies and consequences, plus:	<ul style="list-style-type: none"> Year level team (WSIT) DP – Support and Intervention. DP – Senior Head of School Principal 	HOY/Coaches/DP to act
<ul style="list-style-type: none"> Repeated pattern of defiance in multiple subjects, multiple times. Refusing to follow instructions from Head of Department, Head of Year and/or Executive. 	<ul style="list-style-type: none"> Record behaviour on OneSchool Stakeholder meeting Health Hub/Intervention programs. Saturday morning detention. Suspension Alternative pathways Exclusion 		Example OneSchool text:
			HOY to ACT. FYI HOD: Harry Jones was issued a direct referral to the Reflection Room and refused to leave the classroom. HOD visited classroom to support and instructed student to leave classroom to attend RR. Harry refused this direct instruction from HOD.

Lateness/Truancy

Definition: Student arrives late and/or refuses to attend lessons

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1	<ul style="list-style-type: none"> Record behaviour on OneSchool Record late on ID attend Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Lunchtime detention Contact parent/guardian (phone/email) 	<ul style="list-style-type: none"> Teacher Attendance officer 	Classroom teacher to act
<ul style="list-style-type: none"> Period 1: Students must be present in Period 1 class by 8:30am. Any student who arrives after 8:30am is to be sent to the Student Counter (at Executive Services) to be signed in before returning to class with a late slip. Period 2 - Period 5: Student arrives between 5-10 minutes late to class. <p style="text-align: center;"><i>*Student fails to attend lunchtime detention for late/truant behaviour issued by classroom teacher- Record as Level 2 Defiance (Refer HOD to ACT)</i></p>			Example OneSchool text:
Level 2 Minor	Level 1 strategies and consequences, plus:	<ul style="list-style-type: none"> Teacher (recording on ID attend) Evidence of strategies before progressing to level 3 Attendance officer RTP Officer 	Classroom teacher to act; HOD to act for repeated behaviours
<ul style="list-style-type: none"> Truancy- student is late more than 10 mins Truancy- student is given permission to leave class but does not return to class Truancy – student does not attend class Truancy- student leaves class without permission Leaving school grounds with parental permission but does not follow correct sign-out process. 	<ul style="list-style-type: none"> Record behaviour on OneSchool Record late, truancy on ID attend (Unjustified) Refer student to Reflection Room, breach recorded with Reflection Room, student sent back to class with slip. Contact parent/guardian (phone/email) 		Example OneSchool text:
Level 3 Major	Level 1 and 2 strategies and consequences, plus:	<ul style="list-style-type: none"> Year level team (WSIT) DP – Support and Intervention. DP – Senior Head of School Principal 	Year Level Team (WSIT) to act
<ul style="list-style-type: none"> Repeated late/truancy inside school grounds (4 or more instances) Truancy- Deliberately leaving school grounds without permission 	<ul style="list-style-type: none"> Record behaviour on OneSchool Stakeholder meeting Focused behaviour ABA card Health Hub/Intervention programs Saturday morning detention. Suspension Alternative pathways 		Example OneSchool text:
			HOY to ACT: Fourth reflection room referral. Level three consequence issued.

Technology Violation

Definition: Student engages in inappropriate (as defined by school) use of mobile phone, smartwatch, camera, computer, headphones (airpods) or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor	<ul style="list-style-type: none"> Record behaviour on OneSchool Enact Tier 1 PB4L classroom management strategies (ESCM) Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Use of reflection process questions. Lunchtime detention Contact parent/guardian Refer HOD in contact 	<ul style="list-style-type: none"> Teacher Evidence of strategies before progressing to level 2 (e.g., modelling the use of school approved devices in class). 	Classroom teacher to act
<ul style="list-style-type: none"> Misuse of technology (e.g., iPads, laptops, computers, airpods). Using approved learning device without school approval. Using school approved learning devices during class for unrelated activities/applications including but not limited to games, social media, watching unrelated media. <p>*Student fails to attend lunchtime detention issued by classroom teacher for technology violation- Record as Level 2 Defiance (Refer HOD to ACT)</p>			Example OneSchool text:
Level 2 Minor	Level 1 strategies and consequences, plus: <ul style="list-style-type: none"> Record behaviour on OneSchool Teacher to refer to HOD, FYI Year level team (WIST) Responsible Thinking Process HOD contact to parent/guardian 	<ul style="list-style-type: none"> Evidence of strategies before progressing to level 3. RTP Officer 	HOD to act
<ul style="list-style-type: none"> Ongoing misuse of technology (e.g. continuing to play games on iPad despite teacher's previous redirection and consequences) 			Example OneSchool text:
Mobile Phones:	Level 1 strategies and consequences, plus: <ul style="list-style-type: none"> Record behaviour on OneSchool Student hands in device to the Student Counter and collects receipt Receipt shown to staff member on return Parent/carer notified via email by Administration staff Teacher records technology violation as OneSchool behaviour and refers to Year Level Team (WSIT) 	<ul style="list-style-type: none"> Year Level Team (WSIT) Administration staff (mobile phone confiscations) 	Administration Staff (Student Counter): Contact parents via email
<ul style="list-style-type: none"> Mobile Phone visible at any time inside school (1st instance) – See mobile phone policy. 			Teacher record on OneSchool: FYI HOY: Jane Smith was seen using her mobile phone during class. She was reminded of the policy and asked to take her phone to the Student Counter for confiscation. Jane complied with these instructions.
Level 3 Major	Level 1 and 2 strategies and consequences, plus: <ul style="list-style-type: none"> Record behaviour on OneSchool Saturday Morning detention Suspension Exclusion Health Hub programs Alternative Pathways 	<ul style="list-style-type: none"> Year Level Team (WSIT) Administration staff (mobile phone confiscations) DP (Support & Intervention) DP Senior School Head of School Principal 	Year Level Team (WSIT) to act
<ul style="list-style-type: none"> Using an electronic device to film, photograph or distribute content of student/s without their consent Accessing, copying or distributing any material deemed controversial, inappropriate, obscene or offensive through electronic medium Using an electronic device to film or photograph staff without their consent Using an electronic device to film, photograph or distribute content showing student/s engaging in any level 3 behaviour (e.g. filming or distributing footage of a fight) Refusal to hand in Mobile phone (1st instance). 2nd instance: Visible phone 			Example OneSchool text:
			HOY to ACT: Jane Smith used her iPad to film a fight between two OWSHS students and shared to other students using Airdrop.
			HOY to ACT: Jane Smith was seen using her mobile phone during class. She was reminded of the policy and asked to take her phone to the Student Counter for confiscation. Jane did not comply with these instructions.

7.2 Respect Myself and Others – Unacceptable Behaviours

Uniform Breach

Definition: Student found in breach of [school uniform and appearance policy](#).

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor			
<ul style="list-style-type: none"> Breach of uniform policy (1st, 2nd and 3rd instances) <p><i>*Student refuses to engage instructions regarding presenting to the uniform room- Record as Level 2 Defiance (Refer HOY to ACT)</i></p>	<ul style="list-style-type: none"> Uniform breaches, student sent to uniform room for follow up and tracking (as per uniform flowchart) Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint (directed by RTP Officer) RTP Officer records uniform infringements Student returns to class with Uniform Slip 	<ul style="list-style-type: none"> RTP Officer 	<ul style="list-style-type: none"> Teaching staff to act: Send student to RTP Officer Uniform Coordinator will record the breach. Student will return to class with a uniform slip. Frequency of breaches tracked and actioned by WSIT.
Level 3 Major			
<ul style="list-style-type: none"> Ongoing breach of uniform policy (4th, 5th, *and further instances see Level 3 Major Defiance) 	<ul style="list-style-type: none"> RTP Officer records uniform infringements Uniform response – aligned to uniform flowchart/responsible officers After School detention Stakeholder meeting Saturday morning detention Suspension 	<ul style="list-style-type: none"> RTP Officer Year Level Team (WSIT) DP – Support and Intervention. DP – Senior Head of School Principal 	<p>Year Level team (WSIT) to act</p> <p>Example OneSchool text (from RTP Officer):</p> <p><i>HOY to ACT: Jane Smith has had a 4th instance of uniform policy breach for non-clear nose piercing.</i></p>

Abusive Language

Definition: Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor	<ul style="list-style-type: none"> Record behaviour on OneSchool Enact Tier 1 PB4L classroom management strategies (ESCM) Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Use of reflection process questions Lunchtime detention Contact parent/guardian Refer HOD in contact 	<ul style="list-style-type: none"> Teacher 	Classroom teacher to act
<ul style="list-style-type: none"> Inappropriate language that is non-threatening and used within peer-to-peer conversations (e.g., swearing, name calling). <p><i>*Student fails to attend lunchtime detention issued by classroom teacher for abusive language- Record as Level 2 Defiance (Refer HOD to ACT)</i></p>			Example OneSchool text:
Level 2 Minor	Level 1 strategies and consequences, plus:	<ul style="list-style-type: none"> Year Level Team (WSIT) RTP Officer 	HOD to act for in-class behaviour, Year Level Team to act for out of class.
<ul style="list-style-type: none"> Use of inappropriate/offensive/derogatory/abusive comments 	<ul style="list-style-type: none"> Record behaviour on OneSchool Afterschool detention Focused behaviour ABA card Mediation/resolution Responsible Thinking Process 		Example OneSchool text:
Level 3 Major	Level 1 and 2 strategies and consequences, plus:	<ul style="list-style-type: none"> Year Level Team (WSIT) DP (Support & Intervention) DP Senior School Head of School Principal 	Year Level Team (WSIT) to act
<ul style="list-style-type: none"> Inappropriate/offensive/derogatory/ abusive comments directed at staff and/or students or directly in response to staff 	<ul style="list-style-type: none"> Record behaviour on OneSchool Health Hub programs Saturday Detention Suspension Exclusion Alternative pathway 		Example OneSchool text:
			HOY to ACT. FYI HOD: Jane came into the class and called John a *^%\$. This was unprovoked and upset John.
			HOY to ACT. FYI HOD: When I asked Jane to complete her work in class, she answered “No, get *&^%ed.”

Harassment

Definition: Student engages in behaviour that is unwanted and intends to discriminate, offend, humiliate or create a hostile environment towards others. This may include the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 2 Minor	<ul style="list-style-type: none"> Record behaviour on OneSchool Contact parent/guardian (phone/email) Refer HOD in contact. Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Responsible Thinking Process For wellbeing concerns, refer student as required Mediation/resolution Afterschool detention 	<ul style="list-style-type: none"> Year Level Team (WSIT) DP (Support & Intervention) RTP Officer 	HOD to act for in-class behaviour, Year Level Team to act for out of class.
<ul style="list-style-type: none"> Delivery of discriminatory messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features or other identity characteristics. Behaviour that is unwanted and intends to offend, humiliate and create a hostile environment towards others after being respectfully asked to stop by targeted student(s) or witness(es). 			Example OneSchool text: <i>HOY to ACT: Jane Doe was making derogatory comments towards another student about their disability during lunch time.</i>
Level 3 Major	Level 2 strategies and consequences, plus: <ul style="list-style-type: none"> Record behaviour on OneSchool Health Hub programs Saturday Morning Detention Suspension Exclusion Alternative pathways 	<ul style="list-style-type: none"> Year Level Team (WSIT) DP (Support & Intervention) DP Senior School Head of School Principal 	Year Level Team (WSIT) to act
<ul style="list-style-type: none"> Repeated delivery of discriminatory messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features or other identity characteristics. Behaviour that is unwanted and intends to offend, humiliate and create a hostile environment towards others after being respectfully asked to stop by targeted student(s) or witness(es) and despite intervention, support and consequences at Level 2 as direct by the Year Level Team (WSIT). 	Example OneSchool text: <i>HOY to ACT: Despite use of strategies and consequences at Level 2, Jane has continued to make derogatory comments towards the student.</i>		

Bullying

Definition: Student engages in ongoing deliberate and targeted verbal, physical and/or social behaviour intended to cause physical social and/or psychological harm. Bullying may be obvious or hidden.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 3 Major	<ul style="list-style-type: none"> Record behaviour on OneSchool Contact parent/guardian Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint For wellbeing concerns, refer Health Hub Mediation/resolution Afterschool detention Saturday morning detentions Suspension Exclusion 	<ul style="list-style-type: none"> Year Level Team (WSIT) DP (Support & Intervention) DP Senior School Head of School Principal 	Year Level Team (WSIT) to act
<ul style="list-style-type: none"> Student engages in deliberate and persistent verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Student breaches mediation agreement through persistent and deliberate delivery of disrespectful messages through verbal, physical and/or social behaviour with the intention to cause ongoing physical, social and/or psychological harm. Behaviour that is unwanted and intends to offend, humiliate and create a hostile environment towards others after being respectfully asked to stop by targeted student(s) or witness(es) and despite intervention, support and consequences at Level 2 as direct by the Year Level Team (WSIT). 			Example OneSchool text: <i>HOY to ACT: Despite use of support strategies, intervention and consequences, Jane has continued to demonstrate targeted inappropriate and hostile behaviour towards John Doe by calling him a *&^%\$ breaking the mediation contract agreement and directives from her Head of Year.</i>

Disrespect

Definition: Student intentionally delivers socially rude or dismissive messages to adults or students.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor			
<ul style="list-style-type: none"> Student intentionally delivers non-threatening socially rude, dismissive or mocking messages to student(s). Including but not limited to verbal or non-verbal communication, inappropriate use of hand gestures. <p>*Student fails to attend lunchtime detention issued by classroom teacher for disrespect- Record as Level 2 Defiance (Refer HOD to ACT)</p>	<ul style="list-style-type: none"> Record behaviour on OneSchool Enact Tier 1 PB4L classroom management strategies (ESCM) Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Use of reflection process questions. Lunchtime detention Contact parent/guardian Refer HOD in contact. 	<ul style="list-style-type: none"> Teacher 	<p>Classroom teacher to act</p> <p style="background-color: #191970; color: white; padding: 2px;">Example OneSchool text:</p> <p><i>FYI HOY & HOD. Barry Jones was witnessed giving the middle finger to other students.</i></p>
Level 2 Minor			
<ul style="list-style-type: none"> Student intentionally delivers socially rude, dismissive or mocking messages to staff or student(s), including but not limited to verbal or non-verbal communication, inappropriate use of hand gestures. 	<p>Level 1 strategies and consequences, plus:</p> <ul style="list-style-type: none"> Record behaviour on OneSchool Afterschool detention Focused behaviour ABA card Mediation/resolution Responsible Thinking Process 	<ul style="list-style-type: none"> Within classroom Level 2 – HOD Outside of classroom Level 2 – Year Level Team (WSIT) RTP Officer 	<p>HOD to act for in-class behaviour, Year Level Team (WSIT) to act for out of class.</p> <p style="background-color: #191970; color: white; padding: 2px;">Example OneSchool text:</p> <p><i>HOD to ACT. FYI HOY: John Doe stood behind the teacher and mocked their movements and parroted their instructions in a high-pitched voice.</i></p>
Level 3 Major			
<ul style="list-style-type: none"> Student intentionally delivers threatening/malicious socially rude or dismissive messages to staff or students. Including but not limited to verbal or non-verbal communication, inappropriate use of hand gestures, exposure of body parts. 	<p>Level 1 and 2 strategies and consequences, plus:</p> <ul style="list-style-type: none"> Record behaviour on OneSchool Health Hub programs Saturday Morning Detentions Suspension Exclusion 	<ul style="list-style-type: none"> Year Level Team (WSIT) DP (Support & Intervention) DP Senior School Head of School Principal 	<p>Year Level Team (WSIT) to act</p> <p style="background-color: #191970; color: white; padding: 2px;">Example OneSchool text:</p> <p><i>HOY to ACT. FYI HOD: Barry Jones was witnessed dropping his pants and exposing his backside to other students.</i></p>

Falsifying Documents

Definition: Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 2 Minor	<ul style="list-style-type: none"> Record behaviour on OneSchool Enact Tier 1 PB4L classroom management strategies (ESCM) Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Re-teaching on WHS training modules for practical subjects Afterschool detention Contact parent/guardian 	<ul style="list-style-type: none"> HOD or Year Level Team (WSIT) based on context 	HOD or Year Level Team (WSIT) to act depending on context.
<ul style="list-style-type: none"> Student falsifies document such as, but not limited to: signing a permission slip, parent note, Doctors note, UBAA card, subject change form. Lying to staff member during incident investigation 			<i>Example OneSchool text:</i> HOD to ACT. FYI HOY: Barry Jones signed permission note to attend Champs Day without parents' knowledge, resulting in Harry attending the excursion.
Level 3 Major	Level 2 strategies and consequences, plus: <ul style="list-style-type: none"> Record behaviour on OneSchool Suspension Exclusion 	<ul style="list-style-type: none"> Year Level Team (WSIT) DP (Support & Intervention) DP Senior School Head of School/Principal 	Year Level Team (WSIT) to act
<ul style="list-style-type: none"> Falsifying documents that puts self or others at risk of safety, harm or wellbeing. 	<i>Example OneSchool text:</i> HOY to ACT: John Doe deliberately imitated the principals email address to send a whole school email message featuring explicit and inappropriate content.		

Physical Aggression

Definition: Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor <ul style="list-style-type: none"> - Minor – no malicious intent or intent to cause harm - Minor pushing, shoving, jostling. <p><i>*Student fails to attend lunchtime detention issued by classroom teacher for physical aggression- Record as Level 2 Defiance (Refer HOD to ACT)</i></p>	<ul style="list-style-type: none"> • Record behaviour on OneSchool • Enact Tier 1 PB4L classroom management strategies (ESCM) • Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint • Use of reflection process questions. • Re-teaching on WHS training modules for practical subjects • Lunchtime detention • Contact parent/guardian • Refer HOD in contact. • For wellbeing concerns, refer student as required 	<ul style="list-style-type: none"> • Teacher 	Classroom teacher to act Example OneSchool text: FYI: HOD. Barry Jones and Jane Doe were jokingly pushing each other when lined up for class. Re-directed the behaviour
Level 2 Minor <ul style="list-style-type: none"> • Displaying physical aggression directed towards objects such as facilities, bins, walls, doors, poles, trees, plants, animals or other • Rough or boisterous play without intent to harm, and with minor force or aggression. (E.g. Tackling, wrestling, pushing and shoving) 	Teacher/Staff to record on OneSchool & refer to Year level team (WSIT). Level 1 strategies and consequences, plus: <ul style="list-style-type: none"> • Record behaviour on OneSchool • Afterschool detention • Focused behaviour ABA card 	<ul style="list-style-type: none"> • Year Level Team (WSIT) • DP (Support & Intervention) 	HOD to act for in-class behaviour, Year Level Team (WSIT) to act for out of class. Example OneSchool text: HOY to ACT: Harry Jones tackled Barry Phones to the ground at lunchtime and sat on him continuing to hold him down.
Level 3 Major <ul style="list-style-type: none"> • Rough physical conduct without regard for the safety and wellbeing of self and others e.g. <ul style="list-style-type: none"> - Tackling, wrestling, pushing and shoving - ‘Dacking’ (pulling someone’s pants down) - ‘Sack whacking’ (intentionally hitting another person in the groin) - Throwing objects - ‘Jelly legging’ (kicking another person’s leg out to make them trip or stumble/lose balance) - Pulling out someone’s chair from under them • Threatening or engaging in physical or gestural interactions directed toward peers or staff, indicating the deliberate intent to injure or cause physical or emotional harm • Inciting inappropriate physical behaviours including encouraging violence (E.g. swarming, pressuring others to fight or engage in physical aggression) 	Level 1 and 2 strategies and consequences, plus: <ul style="list-style-type: none"> • Record behaviour on OneSchool • Health Hub programs • Saturday Morning detention • Suspension • Exclusion 	<ul style="list-style-type: none"> • Year Level Team (WSIT) • DP (Support & Intervention) • DP Senior School • Head of School • Principal 	Year Level Team (WSIT) to act Example OneSchool text: HOY to ACT: Barry Jones confronted John Doe with a group of friends (Harry, Garry, Larry, Jane) and repeatedly called him out to fight him. HOY to ACT: During lunch 2 Garry Wilson walked up behind John Doe and deliberately pulled his pants down in front of a group of students on the basketball courts and laughed at him.

Fighting

Definition: Student is involved in mutual participation in an incident involving physical violence.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 3 Major	<ul style="list-style-type: none"> Record behaviour on OneSchool Contact parent/guardian (phone/email) Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Health Hub programs Mediation/resolution Suspension Exclusion 	<ul style="list-style-type: none"> Year Level Team (WSIT) DP (Support & Intervention) DP Senior School Head of School Principal 	Year Level Team (WSIT) to act.
<ul style="list-style-type: none"> Deliberate and targeted serious physical assaults and altercations (e.g., punch, kick, slap) between two or more mutually participating parties Choosing to participate in a serious physical altercation with other students Premeditated/planned physical altercations between students 			Example OneSchool text:
			<i>HOY to ACT: Barry Smith and Harry Doe were involved in a physical altercation. Both students were seen throwing multiple punches.</i>

Other Charge Related Suspension

Definition: Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 3 Major	<ul style="list-style-type: none"> Record behaviour on OneSchool Contact parent/guardian Suspension Exclusion Alternative pathways Inform police (parent/caregiver will also be informed in accordance with police recommendations) Outside agency counselling may be recommended. 	<ul style="list-style-type: none"> DP (Support & Intervention) DP Senior School Head of School Principal 	DP, HOS or Principal to act
<ul style="list-style-type: none"> Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff. 			Example OneSchool text:
			<i>DP, HOS or Principal to ACT:</i>

Property misuse causing risk to others

Definition: Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor			
<ul style="list-style-type: none"> Using an object not for its intended purpose which poses a risk to others safety. ✦ Throwing an object (e.g., pen/pencil) without intent to harm another person Unsafe use of equipment or facilities in the playground or inappropriate areas posing harm to those in the immediate vicinity. Refusing to wear PPE Refusing to follow safety expectations Moving unsafely around the workshop Unsafe use of hand tool Acting in an unsafe manner posing risk to self <p>*Student fails to attend lunchtime detention issued by classroom teacher for property misuse- Record as Level 2 Defiance (Refer HOD to ACT)</p>	<ul style="list-style-type: none"> Record behaviour on OneSchool Enact Tier 1 PB4L classroom management strategies Contact parent/guardian (phone/email) Refer to HOD in contact Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Re-teaching on WHS training modules for practical subjects Lunchtime detention Responsible Thinking Process 	<ul style="list-style-type: none"> Teacher 	<p>Classroom teacher to act</p> <p>Example OneSchool text:</p> <p><i>FYI HOD, HOY: During class Barry Doe threw his pen to another student, accidentally hitting Jane Jones on the leg.</i></p> <p><i>FYI HOD: Harry Jones breached WH&S posing a minor risk to only himself. Teacher moved Harry to front of workshop mitigating the risk. Parents contacted.</i></p>
Level 2 Major			
<ul style="list-style-type: none"> Repeated pattern of Refusing to wear PPE Repeated pattern of Refusing to follow safety expectations Repeated unsafe use of hand tool Unsafe use of portable power tool Acting in an unsafe manner posing risks to others 	<p>Level 1 strategies and consequences, plus:</p> <ul style="list-style-type: none"> Record behaviour on OneSchool Implementation of support/adjustment/intervention responding to student requirements where possible. HOD to provide in class support for student and teacher HOD contact parent/guardian Afterschool detention 	<ul style="list-style-type: none"> Evidence of strategies and consequences at Level 1 before HOD support. Teacher – refer to HOD Head of Department (curriculum) 	<p>HOD to act</p> <p>Example OneSchool text:</p> <p><i>HOD to ACT: Harry Jones breached WH&S posing a risk to himself and others. Teacher removed Harry from the task mitigating the risk. Retraining required. Parents contacted. Afternoon detention issued, retraining to take place.</i></p>
Level 3 Major			
<ul style="list-style-type: none"> Refusing to follow WH&S directions from Head of Department, Head of Year and/or Executive. Unsafe use of high-risk workshop machinery 1st instance Acting in an unsafe manner posing a Major risk to self and/or others 	<p>Level 1 and 2 strategies and consequences, plus:</p> <ul style="list-style-type: none"> Record behaviour on OneSchool Health Hub/Intervention programs. Saturday morning detention. Stakeholder meeting Suspension Removal from Subject Exclusion Alternative pathways 	<ul style="list-style-type: none"> Year Level Team (WSIT) HOD Technologies DP (Support & Intervention) DP Senior School Head of School Principal 	<p>HOD to act for in-class behaviour, Year Level Team (WSIT) to act for out of class.</p> <p>Example OneSchool text:</p> <p><i>HOY to ACT. FYI HOD: Jane Doe threw a chisel at another student, causing a significant cut on their arm. This is a serious breach of the WHS policy.</i></p> <p><i>HOD to ACT: Harry Jones breached WH&S posing a major risk to himself and/or others. HOD visited workshop and removed Harry from the practical environment.</i></p>

Substance misconduct involving ILLEGAL substances

Definition: Student is in possession of, has supplied or is using illegal drugs / substances / imitations or implements.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 3 Major			DP, HOS or Principal to act
Possession/consumption/supplying/ selling/using/providing: <ul style="list-style-type: none"> ○ Illegal substances/narcotics (Including but not limited to cannabis). ○ Illegal drug utensils /paraphernalia (e.g., cannabis pipes, bongos). ○ Vapes. 	<ul style="list-style-type: none"> • Record behaviour on OneSchool • Contact parent/guardian • Inform police (parent/caregiver will also be informed in accordance with police recommendations) • Suspension • Exclusion • Outside agency counselling may be recommended 	<ul style="list-style-type: none"> • DP (Support & Intervention) • DP Senior School • Head of School • Principal 	Example OneSchool text: <i>DP, HOS or Principal to ACT: During bag search, Barry Jones was found to be in possession of cannabis.</i>

Substance misconduct involving tobacco and other LEGAL substances

Definition: Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 3 Major			Year Level Team (WSIT) to act
Possession/consumption/supplying/ selling/using/providing legal and restricted substances (including but not limited to): <ul style="list-style-type: none"> ○ Alcohol ○ Cigarettes and associated utensils (lighters, rolling papers). ○ Inhalants (e.g., ‘Nangs’). ○ Prescription drugs 	<ul style="list-style-type: none"> • Record behaviour on OneSchool • Contact parent/guardian (phone). • Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint • Health Hub programs • Suspension • Exclusion • Alternative pathways • Outside agency counselling may be recommended in addition to school Health Hub services 	<ul style="list-style-type: none"> • Year Level Team (WSIT) • DP (Support & Intervention) • DP Senior School • Head of School • Principal 	Example OneSchool text: <i>HOY or DP to ACT: During class, a vape fell out of Jane Doe’s pocket.</i>

Use/possession of combustibles

Definition: Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 3 Major			Year Level Team (WSIT), DP, HOS or Principal to act
<ul style="list-style-type: none"> • Possession or use of a combustible which poses harm to occupants of the school community. Examples including but not limited to: <ul style="list-style-type: none"> - Lighters/Matches - Fireworks - Compressed air/gas canisters - Explosive or incendiary devices 	<ul style="list-style-type: none"> • Record behaviour on OneSchool • Contact parent/guardian (phone) • Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint • Confiscation of item posing risk • Health Hub programs • Suspension • Exclusion 	<ul style="list-style-type: none"> • Year Level Team (WSIT) • DP (Support & Intervention) • DP Senior School • Head of School • Principal 	Example OneSchool text: <i>HOY, DP, HOS or Principal to ACT: Barry Jones was found to be in possession of a lighter.</i>

Use/ possession of weapons

Definition: Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 3 Major			
<ul style="list-style-type: none"> • Possession, manufacture or use of a weapon which poses harm to occupants of the school community. Examples including but not limited to: <ul style="list-style-type: none"> - Knives/blades - Bats - Guns - Spears 	<ul style="list-style-type: none"> • Record behaviour on OneSchool • Contact parent/guardian (phone) • Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint • Health Hub programs • Suspension • Exclusion • Inform police (parent/caregiver will also be informed in accordance with police recommendations) • Outside agency counselling may be recommended in addition to school Health Hub services 	<ul style="list-style-type: none"> • DP (Support & Intervention) • DP Senior School • Head of School • Principal 	<p>DP, HOS or Principal to act</p> <p style="background-color: #191970; color: white; padding: 2px;"><i>Example OneSchool text:</i></p> <p><i>DP, HOS or Principal to ACT: Barry Jones reported to teacher that he had seen Jane Doe with a large knife in her bag. Jane Doe was escorted to the HOY office and revealed she was in possession of a kitchen knife.</i></p>

Bomb Threat / False Alarm

Definition: Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 3 Major			
<ul style="list-style-type: none"> • Threat or attempt to bring and/or detonate an explosive or incendiary device on school grounds. 	<ul style="list-style-type: none"> • Record behaviour on OneSchool • Contact parent/guardian • Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint • Suspension • Exclusion • Inform police (parent/caregiver will also be informed in accordance with police recommendations) • Outside agency counselling may be recommended in addition to school Health Hub services 	<ul style="list-style-type: none"> • DP (Support & Intervention) • DP Senior School • Head of School • Principal 	<p>DP, HOS or Principal to act</p> <p style="background-color: #191970; color: white; padding: 2px;"><i>Example OneSchool text:</i></p> <p><i>To ACT: DP, HOS or Principal. Barry Jones made a prank call to 000 stating he was going to set off an explosive device on school grounds.</i></p>

7.3 Respect Property – Unacceptable Behaviours

Property Damage

Definition: Student participates in an activity that results in destruction, damage or disfigurement of property

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor	<ul style="list-style-type: none"> Record behaviour on OneSchool Enact Tier 1 PB4L classroom management strategies Contact parent/guardian (phone/email) Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint Lunchtime detention Responsible Thinking Process For wellbeing concerns, refer student as required Remove/clean/repair damaged item Restitution by offender/s 	<ul style="list-style-type: none"> Teacher 	Classroom teacher to ACT
<ul style="list-style-type: none"> Minor graffiti (can be easily cleaned/removed) Littering Inappropriate use of school resources and facilities resulting in property damage which is low level and/or easily fixed. <p>*Student fails to attend lunchtime detention issued by classroom teacher for property damage- Record as Level 2 Defiance (Refer HOD to ACT)</p>			Example OneSchool text:
Level 3 Major	<p>Level 1 strategies and consequences, plus:</p> <ul style="list-style-type: none"> Record behaviour on OneSchool Replace damaged goods Saturday Morning Detention Suspension Exclusion Health Hub programs Alternative pathways Inform police (parent/caregiver will also be informed in accordance with police recommendations) 	<ul style="list-style-type: none"> Year Level Team (WSIT) HOD Technologies DP (Support & Intervention) DP Senior School Head of School Principal 	HOD to act for in-class behaviour, Year Level Team (WSIT) to act for out of class.
<ul style="list-style-type: none"> Major graffiti (difficult to remove, large, offensive) Wilful damage (major – teachers’ property, student’s personal property/school work and projects and/or school property) Serious misuse of objects, facilities or equipment or work practices/negligence which are in breach of OWSHS WHS policy and resulting in damage to property 	Example OneSchool text:		
			<p><i>HOY and HOD to ACT: Harry Jones used the drill to put 4 holes in the workbench in CR14.</i></p>

Theft

Definition: Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.

School Context/Example of Unacceptable Behaviour	Possible Support Strategies and Consequences	Responsible Officer	Action and Referral
Level 1 Minor	<ul style="list-style-type: none"> • Record behaviour on OneSchool • Enact Tier 1 PB4L classroom management strategies • Contact parent/guardian (phone/email) • Reteaching of school code of conduct. Refer to PB4L Behaviour Matrix Lessons on SharePoint • Lunchtime detention • Responsible Thinking Process • For wellbeing concerns, refer student as required • Restitution by offender/s • Replace stolen goods 	<ul style="list-style-type: none"> • Teacher 	Classroom teacher to act
<ul style="list-style-type: none"> • Taking or using other students or school equipment or property without consent. • 			<i>Example OneSchool text:</i>
Level 3 Major	Level 1 and 2 strategies and consequences, plus:	<ul style="list-style-type: none"> • Year Level Team (WSIT) • DP (Support & Intervention) • DP Senior School • Head of School • Principal 	HOD to act for in-class behaviour, Year Level Team (WSIT) to act for out of class, or DP, HOS or Principal to act
<ul style="list-style-type: none"> • Taking food/items from the tuckshop without paying for them. • Theft of school property/resources. • Theft of items from staff or students. 	<ul style="list-style-type: none"> • Record behaviour on OneSchool • After School detention • Saturday Morning Detention • Suspension • Exclusion • Health Hub programs • Alternative pathways • Inform police (parent/caregiver will also be informed in accordance with police recommendations) 		<i>Example OneSchool text:</i>
			<p><i>HOY, DP, HOS or Principal to ACT: CCTV camera footage captured Barry Jones taking scooter from bike cage and riding out of the school grounds with it.</i></p>

5.2 School Disciplinary Absences

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

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Ormeau Woods State High School, the use of any SDA is considered a very serious decision.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Ormeau Woods State High School will be scheduled to attend a re-entry meeting with their parent/carer on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. The meeting will be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated in writing, usually via email. A record of the meeting is saved in One School, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting will follow a set agenda:

1. Student welcomed back to school
2. Suspension Support Plan discussed (including completion of subject work), documented and signed by student and parent/carer
3. Re-entry Plan discussed, documented and signed by student and parent/carer
4. Support provisions available discussed
5. ABA monitoring card may be issued for a period of one week (case-by-case basis)
6. Student and parent/carer thanked for attending

At the conclusion of the meeting, the student's teachers will be emailed to inform them that we have welcomed the student back to school with actions identified to support the student's return to school.

6.0 School Policies

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

- Responsible Thinking Process
- Uniform Policy
- Temporary removal of student property
- Attendance Policy
- Use of mobile phones and other devices by students
- Appropriate use of social media
- Preventing and responding to bullying

6.1 Responsible Thinking Process

The Responsible Thinking Process (RTP) is an evidence-based process used for managing disruptive classroom behaviour at Ormeau Woods State High School. It was developed by Edward E. Ford and is based on Perceptual Control Theory. By utilising this process, students are taught to monitor their own behaviour by taking responsibility for what they do.

The RTP:

- Protects time for teaching and learning
- Teaches students to exercise self-control, respect the rights of others and respect rules
- Helps students see that they are responsible for their actions
- Helps students think out ways to cooperate, set limits, compromise, plan and manage their lives.

What qualifies as disruptive classroom behaviour?

- Refusing to follow the instructions of a staff member/arguing when given an instruction
- Refusing to participate in the programme of instruction
- Talking when a teacher is talking
- Calling out
- Making inappropriate noises to distract others
- Deliberately distracting others from working and/or learning
- Harassing another student, i.e. calling names, intimidation
- Throwing objects in a classroom
- Inappropriate use of technology

If a student chooses to disrupt the classroom, teachers will utilise classroom management strategies from the PB4L flower to redirect student behaviour. If a student continues to disrupt the classroom, they will be asked some specific questions that are designed to help them think about what they are doing and give them the opportunity to choose more appropriate behaviour:

- “What are you doing?”
- “What should you be doing?”
- “What will happen if you continue this behaviour?”

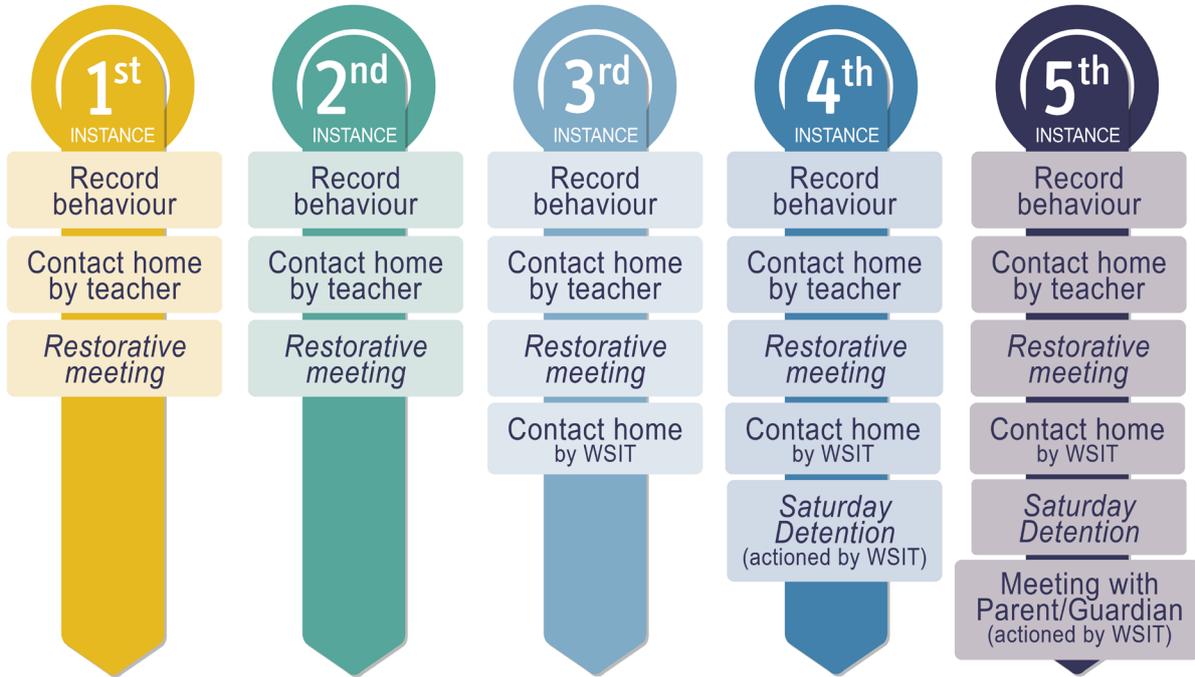
If a student continues to disrupt, he or she has chosen to go to the Reflection Room and follow the process. The teacher will ask the following questions the second time a student disrupts in a classroom:

- “What are you doing?”
- “What did you say would happen if you continued this behaviour?”
- “I see you have chosen to go the Reflection Room.”

At the Reflection Room, the student is required to seriously reflect upon their behaviour and take responsibility for their actions. They then formulate a plan that will assist them to not repeat the disruptive behaviour again. The Reflection Room Supervisor will evaluate the student’s plan before the student presents the plan to the teacher to be re-admitted to the class. This discussion with the teacher is a vital component in rebuilding a quality relationship. It is required that the staff member who referred the student to the Reflection Room makes contact with the student’s parent, within 24 hours of the referral occurring.

Whilst attending the Reflection Room, students will have explicit re-teaching of expected behaviours from the PB4L teaching matrix. If a student fails to follow the instructions of the Reflection Room Supervisor, a referral to a Head of Year will be made and a Level 3 consequence will be issued. If a student is referred to the reflection room multiple times in a term, support and intervention will be provided to enable the student to make more positive behaviour choices.

RESPONSIBLE THINKING PROCESS REFERRAL FLOW CHART



* Further instances will result in level 3 consequence



Reflection Room Referral Form

Student Name:	Subject:
Referring Teacher:	Year Level:
Date:	Room:

HAVE YOU ASKED?

What are you doing?

What should you be doing?

What will happen if you continue this behaviour?

PROCESS ONE | RTP

1st Questions (Please tick)	2nd Questions (Please tick)
<input type="checkbox"/> Abusive language	<input type="checkbox"/> Abusive language
<input type="checkbox"/> Defiance	<input type="checkbox"/> Defiance
<input type="checkbox"/> Disruption	<input type="checkbox"/> Disruption
<input type="checkbox"/> Property misuse/damage	<input type="checkbox"/> Property misuse/damage
<input type="checkbox"/> Technology violation	<input type="checkbox"/> Technology violation

Provide details:

Indicate your best availability to negotiate student plans (please tick):

First Break 1st half 2nd half Second Break 1st half 2nd half

Location: _____

PROCESS TWO | DIRECT



6.2 Uniform Policy

Rationale

Our Uniform and Appearance Policy supports staff and students by fostering a sense of belonging and school pride, enhancing mutual respect among students by minimising visible evidence of economic or social differences, identifying students and non-students at school, and eliminating distraction of competition in dress and fashion at school.

Relevant Legislation and Policy

This policy has been developed in accordance with the Education (General Provisions) Act 2006 (Sections 360-363) ["The Act"], the Department of Education and Training procedure SMS-PR-022: Student Dress Code, and Sun safety in state school's procedure in relation to implementing student dress codes in Queensland State Schools. It explains and documents the standards of acceptable dress at Ormeau Woods State High School. A copy of the Uniform and Appearance Policy is available to, and agreed by, parents and students at the time of enrolment as part of the Enrolment Agreement.

The Ormeau Woods State High School Uniform and Appearance Policy is endorsed by the school Parents and Citizens Association (P & C).

Expectations of Ormeau Woods SHS Students

In accordance with this Uniform and Appearance Policy, students are to wear the formal uniform or sports uniform when attending school, whilst travelling to and from school and when representing the school at out of school events. Students are to wear the formal uniform for all formal occasions such as excursions, public appearances, awards nights, school photos or other school functions as specified.

This Uniform and Appearance Policy was approved and endorsed by:



Dan Murtas
Principal
Ormeau Woods State High School

Rob Newton
President
Parents and Citizens Association

Ormeau Woods State High School and the Parents and Citizens Association endorse the following uniform and appearance expectations of students.

Junior Formal Uniform (7-9)



- Sky blue formal school shirt (with school logo)
- Plain ink blue skirt – minimum length mid-thigh to maximum length upper calf
- Plain ink blue dress shorts – minimum length mid- thigh to maximum length upper calf
- Plain ink blue skort – minimum length mid-thigh to maximum length upper calf
- Plain ink blue long dress pants

Senior Formal Uniform (10-12)



- White formal school shirt (with school logo)
- Plain ink blue skirt – minimum length mid-thigh to maximum length upper calf
- Plain ink blue dress shorts – minimum length mid- thigh to maximum length upper calf
- Plain ink blue skort – minimum length mid-thigh to maximum length upper calf
- Plain ink blue long dress pants
- School tie or scarf (optional)

Sport Uniform (All Years)



- Sports school polo shirt (with school logo)
- Plain ink blue sports shorts – minimum length mid-thigh to maximum length upper calf

Winter Uniform (All Years)



- School jumper or jacket (with school logo)
- Plain ink blue long pants
- Plain ink blue or black stockings
- School jersey (for Year 12 students only)

Please note, work wear pants, cargo pants or shorts, beanies, balaclavas, knit caps with ear flaps or other similar headwear are not permitted.

Undershirts

- Undershirts, for example t-shirts or singlets, must not be visible outside or through the school uniform.

Footwear – Socks

- Plain white socks, visible above the shoe line.

Approved Appropriate Socks



Footwear – Shoes

- Black leather lace up shoes or black leather joggers that are below the ankle
- Black shoelaces only

Please note:

- No ankle boots, work boots, Doc Martins, ballet flats or other shoes which do not cover the upper part of the foot are permitted.
- Students are permitted to change into approved footwear to access the curriculum. This includes; sports shoes for sport/HMS lessons, steel capped work boots in Technology lessons or dance shoes for dance lessons.

Approved Appropriate Shoes

	<p>Leather Jogger</p> 	<p>Leather Jogger</p> 	<p>Leather Lace Up</p> 	<p>Leather Lace Up</p> 
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Jewellery

Permitted Jewellery

- One (1) watch
- Two (2) flat rings (maximum 5mm width)
- Two (2) pairs of plain studs or sleepers worn in the ears (studs maximum 5mm in diameter, sleepers maximum 10mm in diameter)
- Spacers worn in the ears are to be clear only, flat and solid, maximum 10mm in diameter.
- One (1) clear, plastic nose stud (maximum 1mm diameter)

NOT Permitted Jewellery

- Dangly earrings
- Bracelets*
- Necklaces**
- Anklets
- All other facial piercings and adornments including but not limited to metal nose studs, rings, septum, lip, chin, eyebrow and tongue

Students will be required to remove non-compliant items or items that impinge upon WH&S regulations. Students with non-compliant facial piercings will be referred to the Uniform Room where they will be directed to remove the item. If a student refuses or repeatedly breaches the policy the issue will then be viewed as defiance as outlined in the Student Code of Conduct.

*Medical bracelets permitted if documentation supplied.

**Students wishing to wear necklaces of cultural or religious significance are required to seek approval through the school Principal and parents/caregivers. Approved necklaces must be long enough to be concealed under the shirt.

Make-Up and Nails

Permitted Make-up and Nails

- Discreet sun factor make up may be worn as part of the Sun Safety Guidelines.
- Clear nail polish and white French tips are permitted. Acrylic nails must be of a clear colour and appropriate and safe length



NOT Permitted Make-up and Nails

- Eyeliner, eye shadow, lipstick/lip-gloss and other 'heavy' make-up are not permitted.
- No coloured nail polish



Tattoos

The school acknowledges that tattoos are part of some religious and cultural beliefs and practices. Students who have a tattoo are required to have it covered whilst at school or attending school events.

Hair

Permitted Hair

- Neat, clean, tidy, well-maintained with natural tone/ colouring
- Hair ribbons, bands, scrunchies and claw clips of school colours may be worn.

Possible examples of what is permitted:



NOT Permitted Hair

- Bandanas, beanies, brightly coloured or patterned headwear, tiaras, feathers and beads
- Mohawks, tracks, razor patterns, skulllets, dreadlocks, and or combinations of extreme hairstyle lengths/colours

Possible examples of what is NOT permitted:



*Hair must be tied back or in a hair net for all practical lessons and activities as required by Workplace Health and Safety requirements or teacher direction.

Sun Safety

In accordance with the *Sun safety in state schools procedure*:

- Students are required to wear a sun safe hat when outdoors during the school day. This includes during lunch breaks and curriculum time.
- Sun safe hats (i.e. cap or broad brimmed hat) must be free from offensive language, offensive symbols and offensive logos.
- Students who are in the sun but not participating in practical activities during lunch breaks will be directed to utilise shaded areas where possible.
- Students will be provided access to sunscreen during lunch breaks and curriculum time.



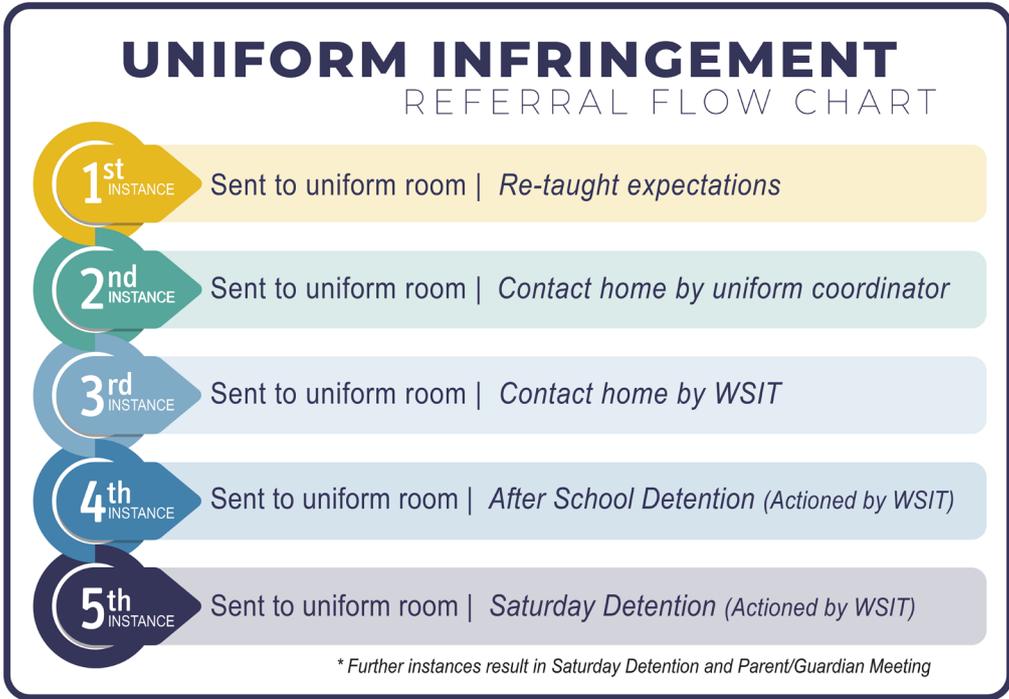
Out of Uniform Procedure

Not wearing the uniform correctly is a breach of the Ormeau Woods State High School Uniform and Appearance Policy.

- Prior to the commencement of the school day any student out of uniform is required to report to the Uniform Room. If the student has a note from their parent/caregiver they *may* be temporarily excused from complying with the Uniform and Appearance Policy.
- In most circumstances, students will be temporarily loaned appropriate items to allow them to comply with the Uniform and Appearance Policy.

Consequences of not wearing correct uniform

Students who fail to adhere to the Ormeau Woods State High School Uniform and Appearance Policy will be issued with consequences aligned to the Ormeau Woods State High School Student Code of Conduct.



Exemptions

Exemptions to the Uniform and Appearance Policy, granted on a case-by case basis by the school Principal, allow equitable access to learning for students with physical impairments, or cultural or religious grounds.

6.3 Temporary removal of student property

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

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Ormeau Woods State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Ormeau Woods State High School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from the student, their parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes).
- If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Ormeau Woods State High School:

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

Students of Ormeau Woods State High School:

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

Process for recording the temporary removal of property and storage of property:

- If an item is temporarily removed from a student by a staff member or a student is instructed to submit an item at the Student Foyer, it will be logged on ID Attend by an Administration Officer and:
 - It will be safely secured in the Executive Services Building until a parent/carer is notified that it is available for collection
 - In the case of illegal items, the Police may be contacted to dispose of items appropriately.

6.4 Attendance Policy

'Every Day Counts'

Purpose

All schools in Queensland are committed to providing safe and supportive learning environments for all students that address their educational needs.

Research shows that regular attendance is integral to successful academic, employment and social outcomes. Accordingly, it is important that students, staff and parents/carers have a shared understanding of the importance of regular student attendance.

Ormeau Woods State High School prioritises alignment with both the Student Learning & Wellbeing Framework and the "Every Day Counts" initiative, a state-wide campaign focused on improving student attendance. The school's Attendance Framework employs a comprehensive strategy to promote regular attendance, incorporating the following approaches:

- **Cultivating a Positive School Culture**
Creating an inclusive and supportive environment that encourages student engagement and a sense of belonging.
- **Communicating High Expectations of Attendance**
Establishing clear and consistent communication channels to convey the significance of regular attendance to parents, students, and staff.
- **Recording & Following Up Student Absences**
Maintaining accurate and up-to-date attendance records to track patterns and trends.
Implementing prompt follow-up procedures to address absences, ensuring that students receive the necessary support.
- **Monitoring Student Non-Attendance**
Identifying instances of chronic absenteeism or prolonged non-attendance through systematic monitoring.
- **Providing Intervention & Support:**
Implementing timely and tailored interventions to address attendance barriers.
Offering a range of resources, including parent meetings, counselling services, and additional academic support.

Legislation

Compulsory Phase

All children to be enrolled at school and attend on every school day

- **Human Rights Act** – Section 27A (2004) *Every child has the right to have access to free, school education appropriate to his or her needs.*
- **Education Act** (2006) *requires that students of compulsory school age (at least 6 years and 6 months and less than 16 years) attend school until the completion of Year 10 or until they turn 16 years of age, (whichever comes first). Students are then required to participate in the Compulsory Participation Phase in education or training until they either:*
 - *gain a Certificate of Achievement, Senior Statement, Certificate III or Certificate IV or*
 - *participate in eligible options for 2 years after the person stopped being of compulsory school age or turn 17.*

Ormeau Woods State High School will refer to and comply with the Department of Education and Training *processes for enforcing parental obligation that a child of compulsory school age attends on every school day, for the educational program in which the child is enrolled.*

Non-Compulsory Phase

The principal can cancel the enrolment of a post compulsory school age student if the student **refuses to participate** in the educational program provided by the school.

If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they **turn 16 years of age or complete Year 10**, whichever comes first.

Refer to: [Principal guidelines Student discipline](#)

High Expectations of Attendance (Stakeholder Responsibilities)

Student	<ul style="list-style-type: none">➤ Attend school every scheduled day, including sports days and carnival days.➤ Arrive at school on time each day.➤ Provide a valid explanation for any absences.
Parent	<ul style="list-style-type: none">➤ Encourage and support their child to attend school consistently.➤ Ensure their child arrives at school on time daily.➤ Provide an explanation for any student absences or late arrivals.➤ Report any concerns about their child's attendance to school staff.
School	<ul style="list-style-type: none">➤ Foster a safe, supportive and collaborative school culture➤ Clearly communicate high attendance expectations to students, parents, staff, and the community.➤ Recognise and reward exceptional and improved attendance.➤ Monitor attendance patterns at school, cohort, and individual levels.➤ Administer absences and late arrivals according to school policy.➤ Implement intervention and support strategies for students.

Recording Student Attendance

Roll Marking

This procedure outlines the responsibilities and processes for recording student attendance and absence on state school rolls. Roll marking is part of student attendance management, which is critical for ensuring the safety and protection of students

In secondary schools, lesson rolls must be marked at the beginning of the school day and subject rolls marked for each lesson (Department of Education)

Practices

Use visual and verbal confirmation when recording whether a student is present or absent (i.e. call each student's name, await a verbal response from the student and sight the student who provided the response).

Procedures

- Subject rolls to be marked within first 15 minutes for each lesson on ID Attend/Web (Classroom Teacher)
- Any unmarked rolls to be monitored lesson by lesson and promptly communicated to classroom teacher for marking
Phone call to classroom during same lesson (Attendance Officer)

Monitoring & Following Up Student Absences

Daily Absence Procedures

At Ormeau Woods State High School, reports of absence or truanting are taken seriously. Students, parents, members of community and school staff may report an absence in the following ways:

- Telephone the School absentee line: (07) 5540 9266
- Email the Administration Office: absences@ormeauwoodsshs.eq.edu.au
- Signed/dated note sent with the student
- In person to the Administration Office
- In person to the Attendance Officer before 9.30am
- For a summary of absence reason codes, refer to: [Table 2 – Absence reason codes for reasonable excuse](#)

Morning Absence

- Parents will be notified via SMS if their student is absent by 9.30am (Attendance Officer)

Late to School

- If a student arrives to School after 8.30am, they are to report to the Student Counter to be signed in to school as late.
- If parent/guardian has previously notified the school of the lateness, the student's lateness will be marked as approved.
- Parents/guardians will be informed via SMS if their child is late to school and a reason will be requested.
- If no reasonable explanation for lateness is given, infringements will be tracked and consequences issued as per the behaviour matrix in the Student Code of Conduct.

Temporary Out of Class Absences

During class time, a student may be given permission to leave the classroom by the classroom teacher.

- One student out of class at a time.
- Student issued with out-of-class-pass.
- Non - returning student notify the Attendance Officer
- If the student cannot be located on school grounds, the Whole School Intervention Team (WSIT) inclusive of Health Hub personnel are contacted for follow up, including contacting student's parent/guardian.
- **Late to class timely entered in ID attend as LATE, approved or unjustified (LC)**
- **Confirmed Truancy to be entered as Unjustified (UNJ) by the teacher on ID attend.**
- Unjustified Absences to be monitored by the Whole School Intervention team (WSIT).

Same Day Roll Marking Inconsistencies

A Roll Marking Inconsistency Report will be generated during each period of the day and where there are inconsistencies the classroom teacher is contacted by phone to clarify whether the student is present or unexplained (Attendance Officer & Student Reception Officer)

- All inconsistencies to be updated same day (Classroom Teacher)
- Daily Inconsistency Report to be forwarded to staff to update at the end of each day (Attendance Officer)
- Weekly Inconsistency Report to be forwarded to Head of School for following up with classroom teachers (Attendance Officer)

Continuous Absence Procedures

3 Day Consecutive Absences

- Attendance Officer generate a report for three or more days' continuous absence
- Phone call made (7:45-8:30am and/or 2:30-3:15pm) to contacts on the third day of absence.
- OneSchool Contact recorded – referral if required to Head of Year/Coach
- 3 Day Letter sent (Fridays) if unsuccessful in making contact
- If still no reply contact made with emergency contacts (Attendance Officer)

10+ Days Consecutive Absences (School Aware of Reason)

- Exemption Form completed by parents, emailed back to school, signed by Principal and updated to the Attendance Exemption register
- If a student is unable to attend school for a period longer than 10 consecutive school days, an exemption is required. Refer to [Exemptions from Compulsory Schooling and Compulsory Participation](#).

10+ Days Consecutive Absences (School Unaware of Reason)

- Flag with Year level team for further support
- If the child is still not attending regularly after two weeks (10 school days) of the first attempt to contact parent/s, an authorised officer at the school sends by regular and registered post, a **Notice (Form 4 – Failure to attend (s.178(2))** which is generated in OneSchool, to parent/s outlining parents' legal obligation and inviting parent/s to attend a meeting to discuss the situation.

NOTE: Separate notices should be generated to each parent if they are residing at different addresses.

15 Day Consecutive Absences (School Unaware of Reason)

If after sending the Notice (Form 4):

- a meeting occurred with the parent/s, but there is no change in circumstances within one week (5 school days) of this meeting; or
- a meeting did not occur with the parent/s, and there is no change in circumstances within one week (5 school days) of sending the Notice;

An authorised officer at the school sends by regular and registered post a **Warning Notice (Form 5 – Failure to attend (s178(4))** which is generated in OneSchool, advising parents of their legal obligations and offering a meeting to discuss support available to address failure to attend.

NOTE: Where attendance initially increases after Form 4 has been sent but then decreases or becomes irregular and considered to be unsatisfactory, an authorised officer at the school can send Form 5. There is no requirement to resend Form 4 and commence the process again

School Disciplinary Absences (Suspension)

- Attendance Officer will be notified of a student suspension by a Head of Year.
- The Attendance Officer will reflect the suspension on ID Attend.
- The Attendance Officer will send an email to student's teachers indicating that the suspension has occurred and that work is to be emailed home to parent/guardian (Attendance Officer)

Providing Acknowledgement, Intervention & Support

Acknowledgement

- Each term, Student Recognition (90%+ Attendance)

Support (All Students, All Settings) – Feedback Friday (Data Officer)

- Whole school student attendance data is generated via ID Attend and emailed to staff every Thursday.
- Futures Teachers to share attendance data with students each Friday during morning Futures.
- Futures Teachers to discuss, support and encourage students to engage with attendance data and respond positively.

Intervention - Case Management

- Attendance Officer contacting home for Day 3 repeated process.
- At Day 10 (unknown reason) WSIT to activate Form 4
- At Day 15 (unknown reason) WSIT to activate Form 5
- Attendance Officer to liaise WSIT to monitor student physical attendance ≤70% across all year levels

Compulsory Phase

All children to be enrolled at school and attend on every school day

- **Human Rights Act** – Section 27A (2004) *Every child has the right to have access to free, school education appropriate to his or her needs.*
- **Education Act** (2006) *requires that students of compulsory school age (at least 6 years and 6 months and less than 16 years) attend school until the completion of Year 10 or until they turn 16 years of age, (whichever comes first). Students are then required to participate in the Compulsory Participation Phase in education or training until they either:*
 - *gain a Certificate of Achievement, Senior Statement, Certificate III or Certificate IV or*
 - *participate in eligible options for 2 years after the person stopped being of compulsory school age or turn 17.*

Ormeau Woods State High School will refer to and comply with the Department of Education and Training [processes for enforcing the parental obligation that a child of compulsory school age attends on every school day, for the educational program in which the child is enrolled](#)

Non-Compulsory Phase

The principal can cancel the enrolment of a post compulsory school age student if the student **refuses to participate** in the educational program provided by the school.

If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they **turn 16 years of age or complete Year 10**, whichever comes first.

Refer to: [Principal guidelines Student discipline](#)

Related Resources

Every Day Counts

[Every Day Counts](#)

Departmental Policies and Procedures

[Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#)

[Roll Marking in State Schools](#)

[Managing student absences and enforcing enrolment and attendance at state schools](#)

6.5 Use of mobile phones and other devices by students

'Away for the day'

Use of mobile phones and other devices by students

Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students.

All students are required to ensure their device is 'Away for the day' and wearable devices are switched to flight mode. The aims of this policy are to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

Student use of mobile phones and wearable devices at school

All state school students must keep their mobile phones switched off and 'away for the day' inside school grounds, at all times. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This policy also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Students may only use their mobile phone or have wearable device notifications enabled during these times if they have an approved exemption from the Principal for documented (from an outside medical practitioner/ specialist) medical, disability and/or wellbeing reasons.

Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Bringing mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school,
- make contact with parents, friends and part-time employers whilst **outside of school grounds and outside of the school day**, and
- be contacted about a person under their care (supporting documentation required as part of the exemption process)

Please note this is at the student's own risk and the school takes no responsibility for the loss or damage of a personal device.

Storage of mobile phones

The expectation for storage of mobile phones at Ormeau Woods State High School is that students should keep their phone:

- in their school bag

Exemptions

Students that have individual circumstances that dictate they must have access to their phone or device are required to apply for an exemption to this policy by emailing the school Principal (principal@ormeauwoodsshs.eq.edu.au) with supporting medical documentation.

Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose.

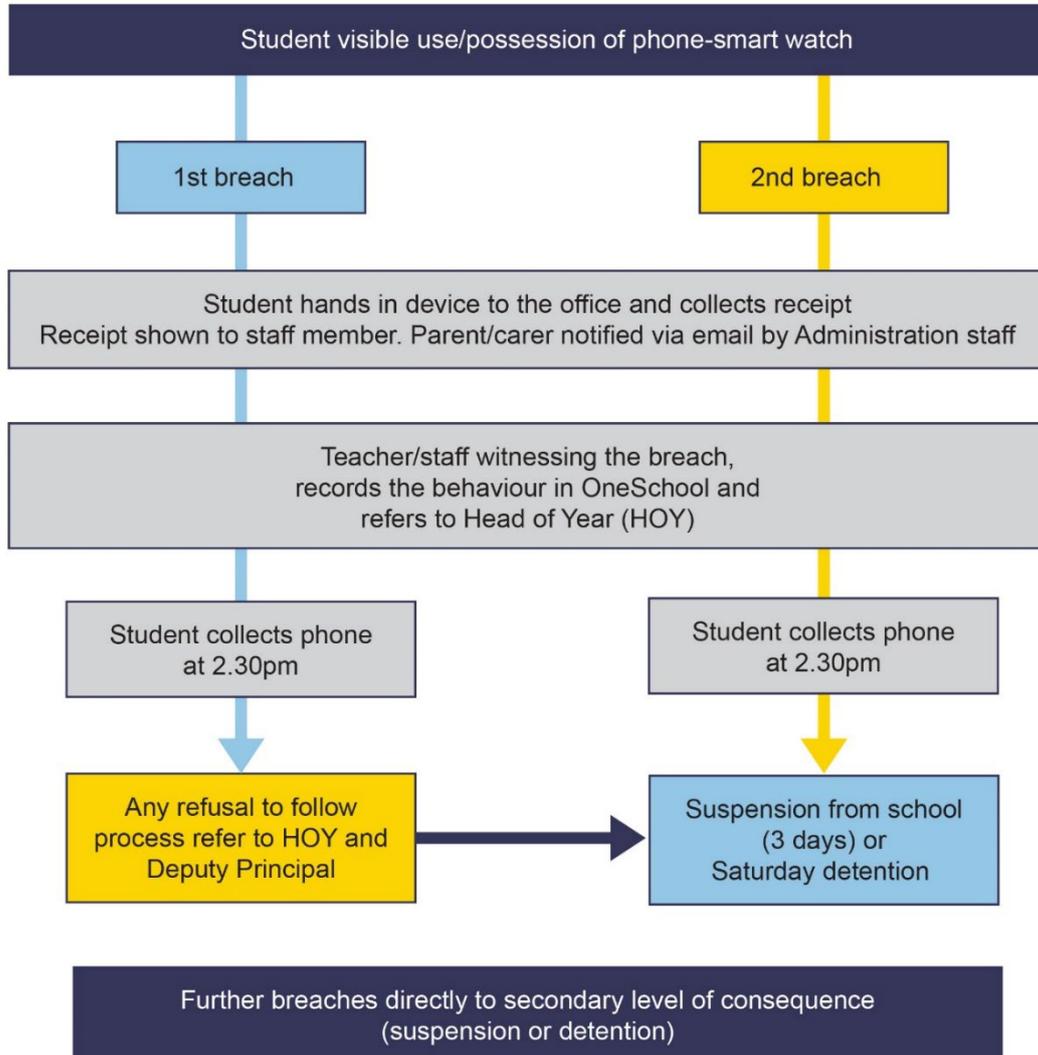
Individual circumstances

Consideration of individual circumstances will be given to students who require temporary or ongoing exemptions to the school's local implementation approach, including where:

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the [Managing Students' Health Support Needs at School procedure](#)),
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties,
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, eg. navigation or object/people identification applications,
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect,
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member.

Breach of Policy

Any student found to be breaching the Ormeau Woods State High School Student Code of Conduct in relation to the use of mobile devices will be dealt with utilising the following processes:



6.6 Use of approved learning devices by students

Please see the Ormeau Woods State High School BYOD Policy for details of approved learning devices

Responsibilities

The responsibilities for students using approved learning devices at school or during school activities, are outlined below.

It is acceptable for students at Ormeau Woods State High School to use an approved learning device to:

- complete assigned class work and assignments set by teachers
- develop appropriate literacy, communication and information skills
- author text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conduct general research for school activities and projects
- communicate or collaborate with other students, teachers, parents or experts in relation to school work
- access online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment

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

- use a learning device in an unlawful manner
- create, download, distribute or publish offensive messages or pictures
- use obscene, abusive, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, and/or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage school devices, printers, network equipment or hardware
- commit plagiarism or violate copyright laws
- ignore staff directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programmes capable of breaching the department's network security
- use in-built cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- use in-built cameras to film or photograph another student or a staff member without their permission

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Ormeau Woods State High School Student Code of Conduct. In addition, students and their parents should:

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

6.7 The National Code of Practice for Providers of Education and Training to Overseas Students 2018

Attendance Policy

Attending your course is a condition of your student visa. If your attendance is not satisfactory, we must report it to authorities and your student visa may be cancelled.

You should attend school every school day. Check your school's website for school start and finish times.

If you do not attend the course on the agreed course starting day and you have not:

- notified us in advance; and
- provided evidence of compassionate or compelling circumstances, you will be treated as having cancelled your enrolment.

Absences

The school will record your attendance or absence every day.

You should always tell the school if you cannot attend for all or part of the day. Check your school's website for details of how to notify absences.

At risk of failing to meet attendance requirements

If:

- you are absent for five consecutive days or more;
- your attendance falls to 90% of your course contact hours in any [school term](#); or
- we have other concerns about your attendance record,

your international student coordinator will require you to meet with them about your attendance record and provide evidence explaining your absences (such as medical certificates).

If your attendance falls to 85% of your course contact hours in any term, we will give you and your parents/legal custodians and your Department of Home Affairs approved guardian (DHA approved guardian) a written warning.

Unsatisfactory attendance

If you do not attend at least 80% of your course contact hours, we will notify you in writing of our intention to report you to authorities for not achieving satisfactory attendance. We may exercise our discretion not to report you if:

- you provide evidence of compassionate or compelling circumstances explaining your absences;
- we are satisfied that, in all the circumstances, it is reasonable not to report you; and
- your attendance record is at least 70% (if your attendance falls below 70%, we are required to report you).

If you receive a notice of our intention to report you to authorities, you have the rights set out under the [Appeals Policy](#) section.

Behaviour Policy

If your behaviour is unsatisfactory, we may cancel or suspend your enrolment. This may affect your student visa.

At school

You must:

- participate actively at school;
- take responsibility for your own behaviour and learning;
- respect other members of the school community and the school environment and property;
- cooperate with staff and others in authority; and
- comply with your school's rules — check your school's website for the student code of conduct and school policy and procedures.

At all times

You must:

- comply with Australian laws and with the conditions of your student visa;
- not drink alcohol, smoke, misuse prescription medication or use illegal drugs;
- not do anything that endangers your safety or the safety of other people; and
- not do anything that may bring your school or the international student program into disrepute.

Course Progress Policy

You must maintain satisfactory course progress for each study period as required by us and outlined in the [Entry and course requirements standard](#). Maintaining satisfactory course progress is a condition of your student visa. If your course progress is not satisfactory, we must report it to authorities and your student visa may be cancelled.

Course length

You must complete your course within the time set out in the Confirmation of Enrolment that we send to you.

We may extend the time to complete your course only if:

- there are compassionate or compelling circumstances;
- we reduce your course load because you are having difficulty making satisfactory course progress; or
- we approve a deferral or suspension of study (see the [Deferral, Suspension and Cancellation Policy section](#)).

Where there is an adjustment to course length you must contact the Department of Home Affairs to seek advice about any potential impacts on your visa, including the need to obtain a new visa.

Course requirements

The standards required to achieve satisfactory course progress for each of our courses is set out in our Entry and course requirements standard.

Your school will advise you about your course work and assessment. Check the Queensland Curriculum and Assessment Authority website (<https://www.qcaa.qld.edu.au/about/k-12-policies/student-assessment>) for information about [how courses are assessed](#).

We do not guarantee that you will successfully progress to the next level or complete the course.

Reports

The school will provide written reports to you and your parents or legal custodians every semester as per the [P-12 curriculum assessment and reporting framework](#) available on the Queensland Department of Education website <https://education.qld.gov.au/curriculum/school-curriculum/p-12>

Unsatisfactory course progress

Your school will monitor your workload and your results to ensure you complete the course on time and to assist you if you are having difficulties. The school will implement suitable intervention strategies to identify if you are at risk of not meeting course progress requirements and to notify and assist you in sufficient time for you to achieve satisfactory course progress.

Formal intervention

If you are not achieving satisfactory course progress, your principal will give you and your parents or legal custodians a written warning. You will be required to meet with the principal to develop a plan to improve your performance.

If your next study period report indicates continuing unsatisfactory course progress, we will notify you in writing of our intention to report you to authorities for breaching the requirement of your visa to achieve satisfactory course progress. We reserve the right to notify you earlier if, in our opinion, you will not be capable of meeting the course requirements.

If you receive a notice of our intention to report you to authorities, you have the rights set out under the [Appeals Policy](#) section.

7.0 Preventing and Responding to Bullying

7.1 Ormeau Woods State High School Anti-Bullying Policy

Ormeau Woods State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. At Ormeau Woods State High School, we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We recognise that bullying can happen to all children and young people and that it can affect their social, mental or emotional health. In accordance with the Human Rights and Equal Opportunity Act 1986 we are also aware of the need to eliminate discrimination in all its forms. The Ormeau Woods State High School values promote a climate of respect and understanding of the right way to behave. Our aim is to provide a safe and inclusive environment, help students to feel confident to seek support from school should they need to and deal with any incidents that arise swiftly and effectively.

The Legislation

Commonwealth legislation relevant to bullying, harassment, discrimination and violence include:

- *Disability Discrimination Act 1992*
- *Human Rights and Equal Opportunity Commission (HREOC) Act 1986*
- *Racial Discrimination Act 1975*
- *Racial Hatred Act 1995*
- *Sex Discrimination Act 1984.*

Queensland Department of Education Related Policies

- Australian Student Learning and Wellbeing Framework
- Code of Conduct
- Inclusive Education Policy

Definition of Bullying

The agreed national definition for Australian schools describes bullying as:

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

There are three types of bullying behaviour:

- **Verbal bullying** which includes spreading hurtful and untruthful rumours, name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture or religion
- **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying** which includes consistently excluding another person or sharing information or images (online) that will have a harmful effect on the other person.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Signs of Bullying

Each student who has been bullied or is bullying others will respond and act differently.

For Teachers

Signs a teacher might notice include if a student:

- becomes aggressive and unreasonable
- starts getting into fights
- refuses to talk about what is wrong
- starts to perform poorly in academic work

Less obvious signs could include if a student:

- is often alone or excluded from friendship groups at school
- is a frequent target for teasing, mimicking or ridicule at school
- changes their willingness to speak up in class
- withdraws from friends and activities they previously enjoyed
- appears insecure or frightened in the classroom

For Parents and Carers

Signs a parent/carer might notice include if their child:

- doesn't want to go to school or participate in school activities
- changes their method or route to school or is frightened of walking to school
- drops in academic performance
- changes in sleep patterns
- changes in eating patterns
- has frequent tears, anger, mood swings
- takes money from home
- has unexplained bruises, cuts, scratches
- loses or brings home damaged belongings or clothes
- arrives home hungry

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying (Stymie) for the whole school community (including staff, parents/carers, children and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders/onlookers).

Students are taught and encouraged to report all instances of bullying either as a victim of bullying; as a witness to bullying or as a friend to someone who is being bullied. They should report concerns via Stymie or directly to a Classroom Teacher, Futures Teacher, Student Advisor, School Counselling Team, Head of Year or Deputy Principal.

Students can report incidents of bullying about themselves or someone else by completing a School Incident Form or anonymously online if they would rather (Stymie). All incidents will be treated confidentially and will be passed onto the relevant member of staff to deal with the issue.

How parents can respond:

- **Listen calmly and get the full story.** Your calm response is important to allow your child to tell you all about the situation. After they've told you their story, ask questions to get more details if you need to: who, what, where, when.
- **Your first response when a child tells you of a concern can make a difference to the outcome.** Although you may feel some strong emotions about your child's experience, try to keep calm to avoid more distress to your child.
- **Reassure your child they are not to blame.** Many children blame themselves and this may make them feel even worse. You could say things like, 'That sounds really hard to deal with. No one should have to put up with that.' or 'I'm so glad you told me. You should be able to feel safe at school; that's not fair at all'.

- **Ask your child what they want to do and what they want you to do.** A critical part of your response is to avoid jumping in to solve the problem. While it is natural to want to protect your child, helping them to find their own solution is a better option. It helps them feel they have some power in the situation.
- **Learn some strategies to talk about with your child.**
Watch the **Quick Tips for Parents** videos by Dr Michael Carr-Gregg for more ideas.
- **Contact the school.** Your child may be reluctant for you to do this, so discuss the idea and reassure them that the school would want to know and is able to help. Make an appointment, telephone or email to meet with your child's Student Advisor, Head of Year, Deputy Principal and, if you need to, ask to talk with the Principal. Contact the school immediately if you have a concern about your child's safety.
- **Check in regularly with your child.** Keep the conversation going. It can take time to resolve issues, so check in regularly with your child about their experiences and their feelings. Your ongoing support is important.

(Source: Bullying No Way - Advice to parents - <https://bullyingnoway.gov.au/>)

All Staff (teaching and support) will follow normal school procedures to report any situations of bullying of which they become aware (OneSchool incident referral to Student Advisor).

Procedures

Any report or disclosure of bullying will be taken seriously and treated sensitively. Sanctions will be applied fairly and reasonably taking account of any special educational needs or disabilities and taking into account the needs of vulnerable students. Incident details will be recorded, outlining the main points of the disclosure. Action will be taken as quickly as possible. This may include the following:

a) Interviewing all parties

The student being bullied will be given the opportunity to talk to an appropriate adult. Witnesses will be asked what they have seen or heard. The student(s) reported as being involved in the bullying will be given the opportunity to give their view. Please note that investigation timeframes will vary depending on the professional judgment of the staff who receive the bullying complaint and their assessment of immediate risk to student/s.

b) Informing the parents

The parents of the student being bullied will be informed as soon as possible. The parents of the student(s) involved in the bullying will be informed once it has been established; or a judgement has been made, that they have been involved.

c) Using a range of strategies / responses appropriate to the situation

For the student being bullied this might include:

- Identifying a named adult who he / she can report to regularly.
- Identifying a 'safe' place to go at key times.
- Assurances that he / she will be supported.
- Suitable help and advice regarding 'coping' strategies.
- Keeping a diary of all events for future reference.
- Pastoral counselling.
- The named adult making regular checks and where appropriate giving feedback on any developments.
- The offer of a structured mediation completed by a Student Advisor.
- Identifying a time when a resolution has been found and the case is closed.

For the student(s) involved in the bullying:

- An opportunity to discuss the situation and give their point of view.
- An encouragement to accept responsibility for their behaviour.
- Where appropriate the offer of pastoral counselling.
- The opportunity to apologise for the behaviour either in writing or in person (if the other party is willing or comfortable with this).
- Assurances that the bullying will stop.
- The return of any 'borrowed' or stolen items.
- If appropriate compensation for damaged or lost items.
- A named person to make regular checks on behaviour and to discuss and advise how the student can amend his / her behaviour.
- The offer of a structured mediation completed by a Student Advisor.
- If appropriate, making a referral to outside agencies.

d) Certain disciplinary consequences may be issued such as:

- Being banned from certain areas of the school.
- A change of Futures group or learning group.
- Community Service
- Being suspended from school for a fixed term.

e) Follow up:

Until the situation has come to a satisfactory conclusion the person taking the lead in dealing with the matter will have appropriate regular contact with the person who reported the matter and/or the parents.

Bullying outside the school premises

Where bullying outside school is reported to school staff it should be investigated and acted upon in accordance with the student code of conduct. If the incident is more serious it may be appropriate to inform the police.

Cyber Bullying

Cyberbullying is treated at Ormeau Woods State High School with the same level of seriousness as in-person bullying. Cyber bullying can include:

- Sending insulting or threatening messages
- Posting unkind messages or inappropriate images on social networking sites
- Excluding others from online chats or other communication
- Inappropriate image tagging
- Sharing someone's personal or embarrassing information online
- Creating hate sites or starting social exclusion campaigns on social networking sites
- Sharing unflattering or private images, including naked or sexual images
- Assuming the identity of the other person online and representing them in a negative manner or manner that may damage their relationship with others
- Repeatedly, and for no strategic reason, attacking players in online gaming.

For it to be called cyberbullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline). Single incidents or random inappropriate actions are not usually bullying.

One action – such as an insulting comment or an embarrassing photo – which is repeated through sharing and forwarding to others, can be called bullying if the individuals involved know each other, and have ongoing contact either on or offline.

Cyberbullying is carried out by a group or individual using electronic forms of contact such as texting, bullying via electronic devices, email or use of social networking sites. Like any form of bullying, it is usually repeated over time and is designed to threaten, hurt and/or humiliate another student. Ormeau Woods State High School recognises that cyberbullying can be a significant issue for some young people and that staff, parents and students need to work together to prevent it from happening and to investigate it quickly when it occurs.

Parents are also reminded to regularly monitor the use of their children's use of social networking sites. Parental forums on internet safety are delivered regularly and useful weblinks for parents are also available on the school website.

If a cyberbullying incident occurs students are advised:

- Not to respond
- To stay calm
- To save the evidence and print it off if possible
- To report the incident to their parents or a member of staff

Students or their parents may also report abuse to their mobile phone company or Internet provider. If a cyber-bullying incident occurs, staff will investigate the incident in accordance with the Anti Bullying policy. The consequences will vary according to the severity of the incident but every incident will be taken seriously. Some incidents may warrant intervention by the police depending on the severity or repetitious nature of the offence. The school recognises that cyberbullying could be a criminal offence. Section 60E of the *Crimes Act 1900* criminalises assaulting, stalking, harassing or intimidating any school student or member of staff of a school while they attend that school. In the event that a school believes a criminal offence has been committed, the school may contact the police and report the offence to them.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Possible signs of cyberbullying

The signs of possible bullying online can be the same as signs of other bullying, but include other behaviours with phones and computers, for example:

- being hesitant about going online
- seeming nervous when an instant message, text message or email appears
- being visibly upset after using the computer or mobile phone, or suddenly avoiding it
- closes the screen, or hides the mobile phone when others enter the room
- spending unusually long hours online in a more tense, pensive tone
- receiving suspicious phone calls, emails or packages

Cybersafety and Reputation Management

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

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our students we at Ormeau Woods State High School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Support for all students by providing a vertical pastoral (Year 7-12) with mentoring from senior students.
- Support via a referral to the Health Hub.
- Referral to the Student Advisor.
- Referral to a Health Hub intervention programme
- The regular promotion of our core value of Respect for Myself & Others
- Physical Education curriculum directly addressing bullying issues
- Futures programme

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident, and this will be logged within One School. The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. The impact of anti-bullying strategies will be monitored regularly. The policy will be reviewed and updated regularly with the aim of ensuring that Ormeau Woods SHS is a caring, supportive and inclusive school community.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.

- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

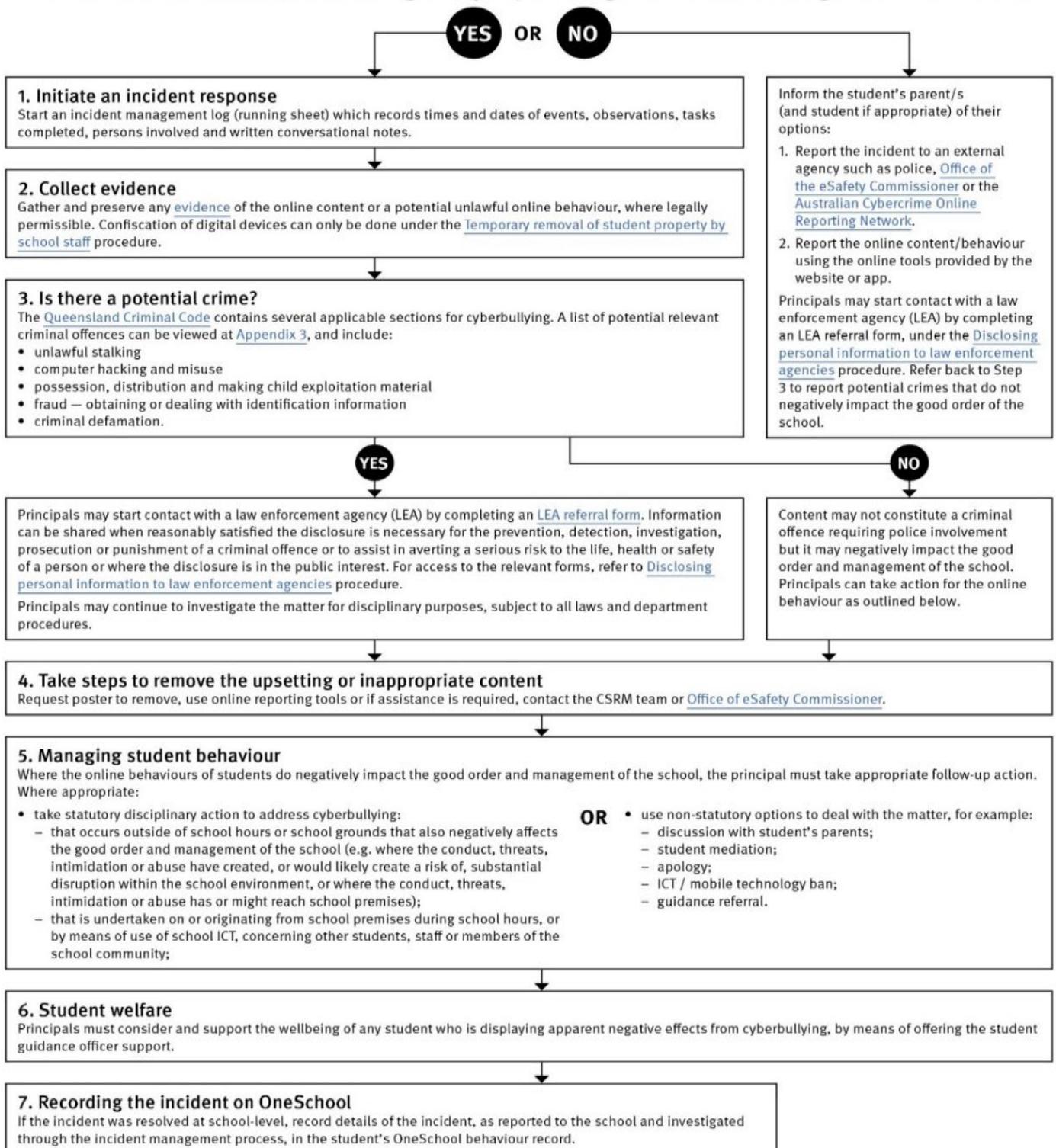
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



8.0 Restrictive Practices

School staff at Ormeau Woods State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive Practices Procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

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

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

9.0 Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in One School.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

10.0 Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning. This may include reference to

- [Cancellation of enrolment](#)
- [Enrolment in state primary, secondary and special schools](#)
- [Hostile people on school premises, wilful disturbance and trespass](#)
- [Refusal to enrol – Risk to safety or wellbeing](#)

11.0 Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [headspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

12.0 Legislative Delegations

12.1 Delegations

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

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

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

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

13.0 Conclusion

Ormeau Woods State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. We encourage open and respectful communication between all members of our community. We are committed to building positive home/school relationships to provide optimal learning environments. We value and appreciate feedback from our parents and school community. Feedback can be provided through the following options:

1. Arrange a meeting with a staff member. You can arrange a meeting by contacting the school on 5540 9222, or emailing the staff member directly.
2. P & C – Parents and Citizens Association meets every third Monday of the month at 5:30pm
3. Annual School Opinion Survey

Complaints Management:

Despite our best efforts, there may be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education. All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

Early resolution: discuss your complaint with the school. The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with the relevant staff member (see below). You are also welcome to lodge your complaint in writing or over the phone. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

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

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

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

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