



## The Code of School Behaviour

Better Behaviour  
Better Learning

# West End State School

## Responsible Behaviour Plan for Students

### 1. Purpose

West End State School (WESS) is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### 2. Consultation and data review

West End State School has developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through various forums.

A review of relevant school data relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents (including bullying and cyberbullying) was conducted.

### 3. Learning and behaviour statement

All areas of West End State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting West End State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following three school rules to teach and promote our high standards of responsible behaviour:

**Be Respectful**  
**Be Responsible**  
**Be Safe**

Our school rules have been agreed upon and endorsed by our staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.



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The following are the core Values and Beliefs of West End State School.

### ***Lifelong Learning***

We aspire to quality, continuity and accountability within our curriculum planning and teaching. We seek to understand, articulate and support the learning aspirations of our students and their families through recognising individual and cultural differences in our students. We design our curriculum to meet their unique needs, and maintain high levels of flexibility and responsiveness in our planning. We believe in the critical nature of the relationships between our teachers and their students and pursue teaching practices that engage students in learning contexts that promote excellence and support students with special needs.

### ***Productive Teaching and Learning***

We believe that all students can learn and that learning and teaching practices support all students. We use a range of teaching strategies that encourage the development of critical thinking, problem solving and decision making skills, a depth of knowledge and understanding about processes and content relevant to living within the community, and the skills to become self-directed, reflective learners.

### ***Reflective and Active Citizenship***

Our school community believes in the importance of creating and maintaining a safe, tolerant and disciplined environment that allows all students to learn. We are committed to preparing our young people to be active and reflective Australian citizens, with the potential and motivation to become active in community, economic and political life. We foster and build our students' confidence in their relationships with other cultures in Australia and abroad.

### ***Diversity and Difference***

Diversity and difference are the very essence of our school community. West End is defined by its multiculturalism and diversity. Inclusiveness, a shared desire for common harmony and the fostering of a sense of personal and cultural identity are the values that unite us as a community. We maintain vigilance in our respect and recognition of our indigenous heritage. We value and strive for understanding and reconciliation with our past in all its cultural diversity.

### ***Social Justice and Inclusivity***

Our school community values social justice because we believe that race, culture, socio-economic circumstances, disability and gender have far reaching effects on people's sense of identity, opportunities and life chances. Our school has the responsibility to expose these effects, challenge practices that devalue and/or discriminate against people on these grounds and ensure active support, opportunities and resources are appropriately available to students.

### ***Self-Worth***

Our school community values a supportive school environment by resourcing its members with the skills for effective communication, self-confidence, conflict resolution and personal development. We value the unique worth of each person, support their personal and spiritual development and foster self-esteem by respecting individual differences, recognising and celebrating achievements and creating opportunities for participation and contribution in the life of the school.

### ***A Sense of Community***

We promote, generate and foster shared responsibility for our children's learning and growth. We are committed to the recognition of the rights and responsibilities of all our community members and their aspirations for their children. We value the contributions of our families and staff and are active in our pursuit of collaborative, supportive approaches to school planning.



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

#### • Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At West End State 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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been developed for each of our three school rules. The following WESS Schoolwide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

**WESS Schoolwide Expectations Teaching Matrix**

	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Safe</b>
<b>Whole School</b>	Always greet and be respectful to staff Follow adult directions Respect others' personal space and property Care for equipment Use polite language Show pride in yourself and the school Wear the correct school uniform	Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away Be a responsible role model Use good manners	Use equipment appropriately Keep hands, feet and objects to yourself Never leave the school grounds without permission Stay out of restricted areas
<b>Learning Areas</b>	Respect other's right to learn Raise your hand to speak Talk in turns and use a quiet voice Be a good listener	Demonstrate a Growth Mindset Be prepared and have all equipment Be a persistent learner Persist to complete tasks Take an active role in classroom activities Keep work space tidy Be honest Enter a classroom only when a teacher is present	Walk Sit appropriately Enter and exit the room in an orderly manner



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	Be Respectful	Be Responsible	Be Safe
Play Areas	Play fairly – take turns Invite others to join in Follow rules Use Getting Along strategies Care for the environment	Be a problem solver Return equipment to correct place at the end of play Before school wait quietly and sit in the AstroTurf area Seek help from a staff member if needed	Participate in school approved games Wear shoes and socks at all times Run on the oval only Always wear your hat Do not climb on the top of equipment or trees No hard balls, bats or tackling Chasing games only on the oval
Stairwell	Walk quietly and orderly so that others are not disturbed Use designated stairwells	Move peacefully	Rails are for hands Walk one step at a time and stay to the left of the stairwell Carry items safely Keep passage ways clear at all times
Toilets/Pool Change Rooms	Respect privacy of others Use facilities appropriately	Use toilets during breaks If using in class time go in pairs (all year levels) Return straight to class Report any mess or damage	Wash hands Walk Ask permission and take a buddy
Active Travel	Wait your turn Keep your belongings nearby Respect other's belongings Wait respectfully at the council bus stops	Leave school promptly in an orderly way	Use own bike and scooter only Walk bike and scooter to and from the gate Wait inside the gate until the car stops Follow crossing supervisor's directions Use traffic light/signals Follow Road Rules

These expectations are communicated to students through a number of strategies including:

- Explicitly taught behaviour lessons by all classroom teachers
- Implementation of our social skills program ***You Can Do It!***
- Reinforcement of learnings from behaviour lessons through school assemblies
- Active supervision strategies by staff during classroom and non-classroom activities
- Clearly displayed classroom expectations and consequences, which are and reinforced by staff

Additionally, West End State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Induction of the WESS Responsible Behaviour Plan for Students delivered to new students as well as new and relieving staff
- Individual learning plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. These plans provide a personal framework of positive behaviour expectations and actions which enable staff members to provide consistent strategies or adjustments across all learning environments.
- WESS Behaviour Team's regular provision of information to staff and parents as well as support in sharing successful practices.
- Implementation of specific policies to address:



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1. Use of personal property technology devices at school - *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students* (Appendix 1)
2. Procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
3. Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

### Reinforcing expected school behaviour

At West End State School, communication of our key messages about behaviour is reinforced through providing students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed to increase the quantity and quality of positive interactions between students and staff. All staff members are expected to give consistent and appropriate acknowledgement and rewards.

West End State School also implements the following programs to support positive behaviour:

- ***You Can Do It!*** is a program aimed at the development of young people's social and emotional capabilities. The program is centred on 5 Foundations for Development and 12 Habits of Mind that support these Foundations. (Appendix 9)
- West End encourages a "Growth Mindset" which is the belief that abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Teaching a growth mindset creates motivation and productivity and it enhances relationships. The implementation of "Growth Mindset at WESS is being led by the School's Strategic Plan: Mathematics Team.
- Mindfulness has been proven to "help students with sleep, wellbeing, managing emotions, concentration and school behaviour including reductions in bullying." (Smiling Mind) Mindfulness assists with stress management, increased resilience and creativity, better decision making and a sense of calm, clarity and contentment. A mindfulness support program is currently being developed by the Student Services Team to align with the school's focus on "Active and Healthy Learning".

### Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

### **Re-directing low-level and infrequent problem behaviour (see Appendix 7)**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This



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encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

### • Targeted behaviour support

Each year a small number of students at West End State School are identified through our data as needing targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Our school's targeted support programs for such behaviours are supported by the Guidance Officer and Student Support Worker and include:

- Play is the Way - Life Raft Program (Prep to Year 2) & Games Factory (Yr3-6)
- Peaceful Kids
- District programs

These targeted support programs are coordinated by the WESS Behaviour Team with active support from the Leadership Team and staff. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students utilising these targeted programs are referred through the school's Student Services Team. Students attend their scheduled classes and activities with appropriate adjustments such as academic support, adult mentoring or intensive social skills development.

Students whose behaviour does not improve after participation in these targeted programs, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### • Intensive behaviour support

#### **Intensive behaviour support: School Based Team**

West End State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

To support this, the WESS Behaviour Team:

- Works with staff members to develop appropriate behaviour expectations and strategies
- Monitors the impact of support programs for individual students through continuous data collection and analysis
- Provides consistent strategies and adjustments outlined within the Individual Learning Plan
- Collaborates with the School Leadership Team to achieve continuity and consistency.

The WESS Behaviour Team has a comprehensive referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process.



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In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's Leadership Team and specialist behaviour services staff.

### 5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

**Severe unacceptable behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

#### Immediate Strategies

- Avoid escalating the unacceptable behaviour  
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment  
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner  
Move slowly and deliberately toward the situation or incident, 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.

#### Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

#### Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:  
Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.  
Assisting the individual 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.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

#### Physical Intervention



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

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

Appropriate physical intervention may be used to ensure that West End State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances,
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to reduce the risk of harm to self or others
- Take into account the age, stature, disability, understanding and gender of the student.

### Record keeping

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

- School Incident Report (Appendix 5)
- Incident Report (OneSchool)
- Health and Safety Incident Record (Link)

## 6. Consequences for unacceptable behaviour

West End State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.



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An office referral form (Appendix 4 or Appendix 5) is used to record all minor and major problem behaviours that require the behaviour team to deal with. Behaviour incidents will be recorded on OneSchool.

### Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

### Minor problem 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

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

- a minor consequence logically connected to the inappropriate 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 process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour

### Major behaviours are those that:

- significantly violate the rights of others
- intentionally puts others / self at risk of harm
- require the involvement of school Administration
- repeated incidents of similar or like minor behaviour.

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration or notifies a member of the Leadership Team to collect the student, using the Red Card system. A report of the student's behaviour is recorded on OneSchool.

Area	Minor	Major
<b>Being Respectful</b>		
Language	*Inappropriate language (verbal/written) *calling out *Poor attitude *Disrespectful tone	*Offensive language *Aggressive Language *Verbal abuse / directed profanity
Property	*Petty theft *Lack of care for the environment	*Stealing/major theft *Wilful property damage *Vandalism
Others	*Not playing fairly *Minor disruption to class *Minor defiance	*Major bullying (including cyber bullying) *Major disruption to class *Blatant disrespect



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	*Minor bullying	*Major defiance *Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
<b>Being Responsible</b>		
Class Tasks	*Not completing set tasks that are at an appropriate level *Refusing to work	
Being in the right place	*Not being punctual (eg: lateness after breaks) *Not in the right place at the right time *Being in a designated out of bounds area	*Leaving class without permission (out of sight) *Leaving school grounds without permission
Follow Instructions	*Low intensity failure to respond to adult request *Non-compliance *Unco-operative behaviour	
Accept outcome for behaviour	*Minor dishonesty	*Major dishonesty that impacts on others
Rubbish	*Littering	
Mobile phone or personal technology devices	*Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) *Use of a mobile phone in any part of the school for voicemail, email and text messaging	*Use of a mobile phone in any part of the school for filming purposes without authorisation *Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
<b>Being Safe</b>		
Movement around school	*Running on concrete or around buildings *Running in stairwells *Not walking bike/scooter in school grounds	
Play	*Incorrect use of equipment *Not playing school approved games *Playing in toilets	*Throwing objects *Possession of weapons
Physical Contact	*Minor physical contact (eg, pushing and shoving)	*Serious physical aggression *Fighting
Correct Attire	*Not wearing a hat in the playground *Not wearing shoes outside	
Other		*Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school *Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.*

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Parent contact, time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to behaviour management team. AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, Student Welfare Officer, referral to school based Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.



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### Definition of Consequences

Time Out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of West End State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>

### School Disciplinary Absences (SDA)

Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>disobedience by the student</li> <li>misconduct by the student</li> <li>other conduct that is prejudicial to the good order and management of the school.</li> </ul>
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> <li>reasonably appropriate to the challenging behaviour</li> <li>conducted by an appropriately qualified person</li> <li>designed to help the student not to re-engage in the challenging behaviour</li> <li>no longer that three months</li> </ul>
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> <li>disobedience</li> <li>misconduct</li> <li>other conduct that is prejudicial to the good order and management of the school, or</li> <li>breach of Behaviour Improvement Conditions.</li> </ul>
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

## 7. Network of student support

Students at West End State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Leadership Team
- Guidance Officer
- Advisory Visiting Teachers
- Student Support Worker
- Behaviour Team
- Regional Behaviour Team

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health



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- Department of Communities (Child Safety Services)
- Police
- Local Council
- External Counsellors i.e. Autism Hub

### 8. Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

West End State School considers the individual circumstances of students when applying support and consequences by:

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

### 9. Related legislation

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

### 10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass



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

## 11. Some related resources

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

## Endorsement

Principal

Chair, School Council

Date effective: from 23 Nov 2016 to 2020



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# Appendix 1 Technology Devices

## The use of personal technology devices at school

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

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

## Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

## Confiscation

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

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

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

## Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. Students should be encouraged to leave these devices at the office before school and pick them up at the day's completion. However, if they choose to keep them in their bags, they must be turned off and out of sight throughout the entire day. Furthermore, any theft or loss of these technological devices is the sole responsibility of the student and will not be investigated by the school staff.

## Recording voice and images

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

We uphold the value of trust and the right to privacy at West End State School. Students using personal technology devices to record inappropriate behaviours



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or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

### **Text communication**

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

### **Assumption of cheating**

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

### **Recording private conversations and the *Invasion of Privacy Act 1971***

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



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

### **Special circumstances arrangement**

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

If personal devices are used for assessment the student's parents must complete and return the appropriate permission form to the class teacher.

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# Appendix 2 Bullying/Cyberbullying

## School policy for preventing and responding to incidents of bullying (including cyberbullying)

### Purpose

West End State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in West End State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at West End State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

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

### Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and



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effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at West End State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at West End State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.



West End State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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# Appendix 3

# Use of Social Media

## Appropriate use of social media

West End State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

West End State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of West End State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found in **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within West End State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of West End State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at West End State School engaging in appropriate online behaviour.

### Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.



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The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### **Appropriate use of social media**

Students of West End State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of West End State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

West End State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.



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### Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

West End State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, West End State School expects its students to engage in positive online behaviours.



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# Appendix 4 Internal Behaviour Report

## West End State School Behaviour Referral Form

<b>Student Name:</b>			<b>Location (please tick)</b>	
<b>Date:</b>	<b>Time:</b>	<b>Class:</b>	Playground	
<b>Referring staff member :</b>			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour			
Minor (Please tick)		Major (Please tick)	
<b>Defiance/Disrespect</b> Low intensity, brief failure to follow directions.		<b>Defiance/Disrespect</b> Continued refusal to follow directions, talking back and / or socially rude interactions.	
<b>Physical Contact</b> Student engages in non-serious but inappropriate physical contact.		<b>Physical Aggression</b> Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).	
<b>Inappropriate language</b> Low intensity language (eg shut up, idiot etc).		<b>Inappropriate /Abusive language</b> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.	
<b>Disruption</b> Low intensity but inappropriate disruption.		<b>Disruption</b> Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).	
<b>Property Misuse</b> Low intensity misuse of property.		<b>Vandalism</b> Student engages in an activity that results in substantial destruction or disfigurement of property.	
<b>Dress Code</b> Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		<b>Dress Code</b> Refusal to comply with school dress code.	
<b>Safety</b> Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		<b>Safety</b> Student engages in frequent unsafe activities where injury may occur.	
<b>Dishonesty</b> Student engages in minor lying/cheating not involving any other person.		<b>Major Dishonesty</b> Student delivers message that is untrue and / or deliberately violates rules and/or harms others.	
<b>Other</b>		<b>Harassment / Bullying</b> Repeated teasing, physical and verbal intimidation of a student.	
		<b>Other</b>	

<b>School Expectation Category</b>			
Be SAFE		Be Respectful	Be Responsible

Others involved in incident							
None		Peers		Staff		Other	



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## Appendix 5

## Incident Report

### Behaviour Incident Report

Name of student/s involved in incident:

Person Completing Form:

Date:

Problem behaviour (name):		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred <b>immediately</b> before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		



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# Appendix 6 Debriefing Report

## Debriefing Report

### Formal debriefing

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

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

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

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

### Questions for staff

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

### Questions for student

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

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

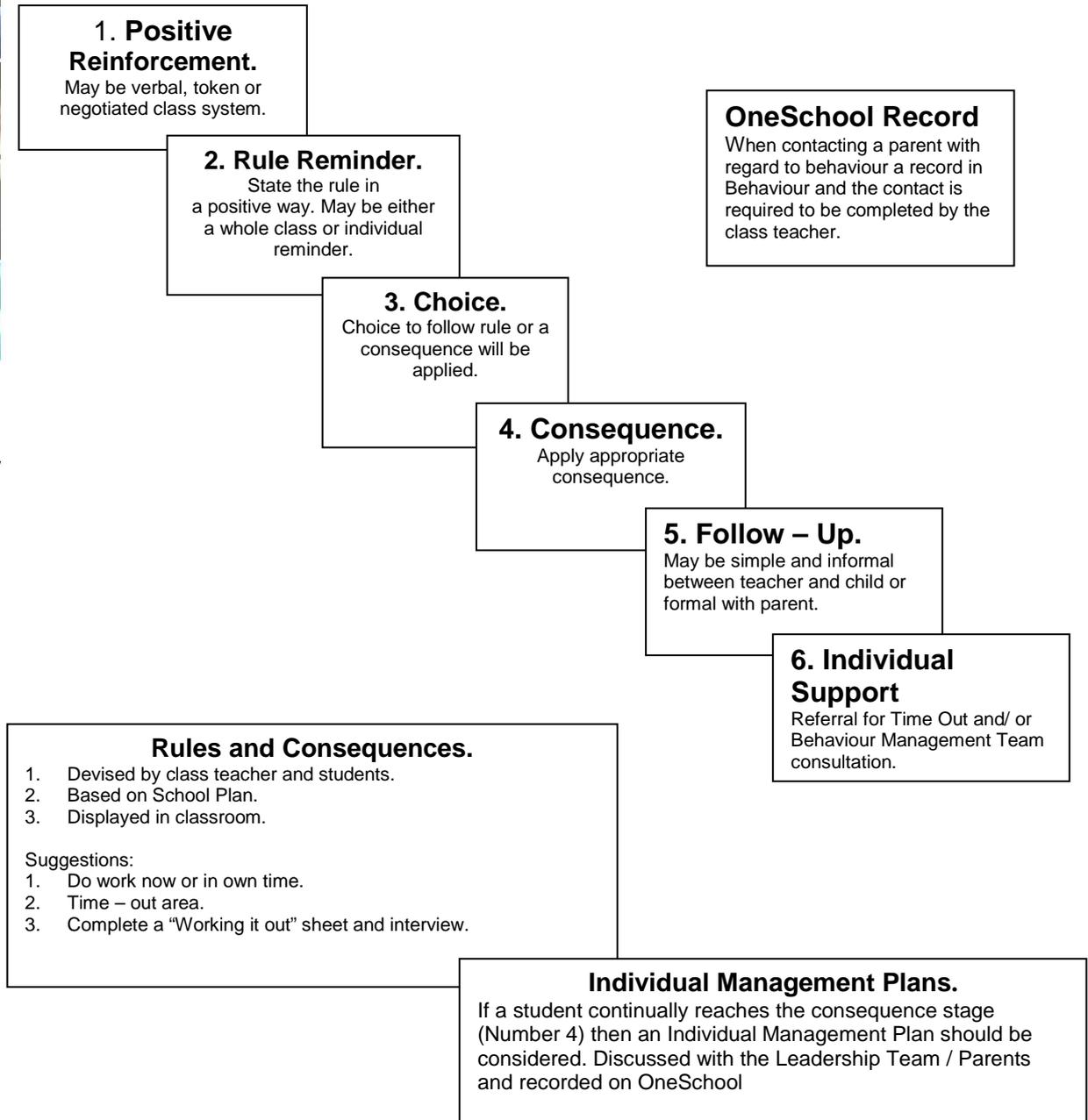


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# Appendix 7 Implementation of Plans

## Classroom and Playground Process for Implementation of Plan



### Classroom Management Plan

- Establishing Expectations
- Giving Instructions
- Waiting and Scanning
- Cueing with parallel acknowledgement
- Body Language Encouragement
- Descriptive Encouragement
- Selective Attending
- Redirecting to the Learning
- Giving a Choice
- Following Through

### Playground Management Plan

- Establishing Expectations for the designated playground area
- Giving Instructions
- Body Language Encouragement
- Descriptive Encouragement
- Giving a Choice
- Following Through
- Removing from the playground area



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# Appendix 8 You Can Do It!

You Can Do It! is a program aimed at the development of young people's social and emotional capabilities. The program is centred on 5 Foundations for Development and 12 Habits of Mind that support these Foundations.

### The Five Core Social and Emotional Foundations

**Confidence** means knowing that you will be successful and that people will like you. It means not being afraid to make mistakes or try something new.

**Persistence** means trying hard to do your best and not giving up when something feels like it is too difficult or boring.

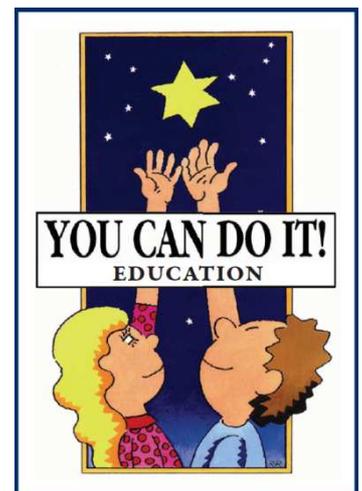
**Organisation** means setting a goal to do your best in your schoolwork, listening carefully to instructions, planning your time so that you are not rushed, and having all your supplies ready.

**Getting along** means working well with teachers and classmates, resolving disagreements peacefully, following the rules of the classroom and making positive contributions to school, home and to the community.

**Emotional Resilience** means knowing how to stay calm and being able to stop yourself from getting angry, disheartened, or worried when something "bad" happens. It means being able to calm down and feel better when you get upset.

### The Twelve Habits of Mind

- Social responsibility
- Playing by the rules
- Thinking first
- Being tolerant of others
- Planning my time
- Setting goals
- Working tough
- Giving effort
- I can do it!
- Being independent
- Accept Myself
- Taking Risks



At West End State School, implementation of this program occurs through a six to eight-week school wide focus on each of the Foundations, explicit teaching of the *Habits of the Mind* that are specific to the focus Foundation and recognition by staff of individual students who demonstrate these skills. These students are then given colour-coded tickets displaying the focus *Habits of the Mind*, and then put into their weekly draw for their year level. At each parade, all tickets (except ones awarded a prize during year level draws) are placed in a whole school draw. The winners of all the various draws are awarded either Tuckshop Vouchers or book vouchers.

At the end of each eight-week focus, classroom teachers nominate 2 role models for the Focus Foundation, who are awarded a certificate at the whole school parade.



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# Appendix 9 Student Dress Code

## WESS School Uniform and Dress Code

<http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx>

By Departmental Regulation, the wearing of the school uniform is compulsory, and the daily wearing of our school uniform is endorsed by the Parents and Citizens Association. Parents/carers are asked to support this. Students neatly attired in school uniform are a source of pride for themselves, the school, their families and their community.

We aim to ensure that our uniform contributes to a safe and supportive teaching and learning environment through:

- Ready identification of students and non-students at school
- Fostering a sense of belonging
- Developing mutual respect among students by minimising visible evidence of economic or social differences
- Reflecting local community standards
- Consistency with occupational health and safety and anti-discrimination legislation

Uniform guidelines incorporate Sun Smart requirements and Workplace Health and Safety requirements. Inappropriate dress for West End State School students is:

- Offensive
- Likely to disrupt, or negatively influence normal school operations
- Unsafe for student or others and/or
- Likely to result in a risk to health and safety of student or others

### UNIFORM SHOP

Uniforms are available from the West End State School Uniform Shop, located on the ground floor of the Administration building. The Parents and Citizens' Association Uniform Convenor co-ordinates the sale of new and second hand uniforms from the Uniform Shop. Opening hours are:

Monday 8.30am-9.30am  
Thursday 2.30pm-3.30pm.

If these opening days fall on a public holidays, the uniform shop will open the following day at the same times, ie Tuesday 8.30am-9.30am or Friday 2.30pm-3.30pm.

Uniform orders may also be placed online through Flexischools ([www.flexischools.com.au](http://www.flexischools.com.au)).

Alternatively, items can be purchased completing the Order Form (available from the school website) and dropping it into the secure Parents and Citizens Association box in the Administration Office.

### UNIFORMS

Our student dress code consists of an agreed standard and items of clothing, which includes a school uniform that West End State School students wear when:

- Attending or representing their school
- Travelling to and from school
- Engaging in school activities out of school hours

Parents/carers who cannot provide a school uniform for their child should make an appointment to see the Principal/Deputy Principal.

**The following uniform items are available from the Uniform Shop:**

### ALL STUDENTS



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Item	Detail
Summer	Unisex navy and sky blue short sleeved polo shirt with school logo or Unisex navy and sky blue long sleeved polo shirt with school logo Unisex navy shorts with sky blue side strips
Winter	Unisex navy and sky blue baseball jacket with pockets and school logo Size 2 Long fleecy navy pants with elasticised ankles Size 4-14 Long pants with double knee and pockets Navy tights/stockings may be worn under unisex navy shorts with sky blue side strips.
Hats	A wide-brimmed hat in navy blue with school logo printed on front.



## YEAR 6 STUDENTS

Item	Detail
Senior Shirt	Unisex navy and sky blue short sleeved polo shirt with school logo and SENIOR on back. To be worn as an alternative to the unisex navy and sky blue short or long sleeved polo shirt.



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### SPORTS UNIFORM

Item	Detail
Friday Afternoon Sport	Team jerseys provided if required, to be worn with school shorts (above) and school football/sports socks, otherwise full school uniform.
Football/Soccer Socks	Navy blue football/soccer socks for the appropriate sports
Swimming Lessons	Any colour speedos or swim trunks (boys) or any colour one piece swimsuit (girls), with a sun-safe 'rash' shirt. A swimming cap is essential. Goggles are optional.
School Sports Carnivals	Plain house coloured shirt. To be worn as an alternative to the unisex navy and sky blue short or long sleeved polo shirt.

### PERFORMANCE UNIFORM

Item	Detail
Senior Choir	For any performance events, the members of this choir will be provided with a performance shirt to be worn with long black pants and black closed-in shoes. Long pants and shoes not provided.
All other music/band/choir groups.	For any performance events, full school uniform is to be worn unless advised otherwise.



**The following uniform items are NOT available from the Uniform Shop:**

Item	Detail
Socks	Plain navy or plain white socks
Shoes	Black leather or closed in sports shoes



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Performance	Black long pants and black closed-in shoes for Senior Choir students only.												
Sport	<table border="0"> <tr> <td>Plain house coloured shirt:</td> <td>Kurilpa</td> <td>Blue</td> </tr> <tr> <td></td> <td>Chullawong</td> <td>Green</td> </tr> <tr> <td></td> <td>Dungar</td> <td>Yellow</td> </tr> <tr> <td></td> <td>Baruga</td> <td>Red</td> </tr> </table> <p>Swimming costume Sunsafe Rash Shirt</p>	Plain house coloured shirt:	Kurilpa	Blue		Chullawong	Green		Dungar	Yellow		Baruga	Red
Plain house coloured shirt:	Kurilpa	Blue											
	Chullawong	Green											
	Dungar	Yellow											
	Baruga	Red											

**Please ensure that all articles of clothing are clearly named.**

### ***Non-Compliance with Dress Code***

A student's non-compliance with the school's student dress code requirements is not grounds for suspension, exclusion or cancellation of enrolment from school but it may lead to the Principal:

- Imposing a detention
- Preventing a student from attending, or participating in, any activity for which the student is representing school or
- Preventing a student from attending, or participating in, any school activity that is not an essential school education program

Consideration would be given to:

- Mobile families requiring sufficient time to purchase items of dress.
- Economic hardship requiring special arrangements, or an extended period of time, to purchase new items of dress
- Students with physical impairments requiring great flexibility in interpretation of dress codes
- Conscientious objections, for example, objections raised on any reasonable religious or cultural grounds

Conflict around wearing the West End State School uniform could be resolved through:

- Alternative arrangements for a set period of time upon receipt of written request from parent/carer and opportunities to wear relevant items of dress code from a bank of items held at school
- Offering appropriate item/s from a bank of clothing/uniforms held at school
- Taking action that prevents risk to student or others, or action that maintains normal school operations.
- Informing student's parents/carers of incident and discuss further with parents/carers, representatives of school and student to prevent a recurrence and implementing a process of conflict resolution or mediation if student persistently wear inappropriate dress after discussions have been held with parents/carers.

### ***Hat Policy***

We have a sun safety policy NO HAT, NO PLAY. The wide brimmed school hats must be worn during lunchtimes, at any time during Specialist Physical Education lessons, excursions or class lessons outdoors.

### ***Hair Accessories***

The school encourages pins, ribbons, hairbands etc. be of West End State School uniform colours.



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### ***Jewellery and Valuables***

The wearing of jewellery, except for stud or sleeper earrings, watches and medical/allergy jewellery, is not permitted as in some situations it may be dangerous or a hazard under the workplace Health and Safety Regulation.

Parents/carers seeking an exemption to wear religious or cultural items are required to apply in writing to the Principal, who will consider the application and make the final decision. It is a factual decision based on evidence of whether there are reasonable cultural or religious grounds to permit the exemption. This written request to the Principal for exemption to the dress code will be kept on record to allow a student to wear devotional jewellery.

It is advisable that no valuable personal items (including mobile phones, electronic games, music players) be brought to school for security reasons. Please also see the “Mobile Phone Policy” available on our school website.

#### **PLEASE NOTE:**

- School uniform must be worn correctly – undershirts/singlets may be worn but should not be visible.
- Neat, clean appropriate attire must be worn at all times
- Fully enclosed footwear must be worn at all times