



WARWICK EAST STATE SCHOOL

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2018 – 2021 Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education in a safe and supportive learning environment.

Our aim is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way.

The use of a proactive, explicit teaching approach builds relationships, increases individual skill sets and encourages self-monitoring.

At Warwick East State School, we strive to support students to achieve their best in our academic, social, cultural and sporting programs, guiding them to fulfilling experiences, while preparing them for the future.

Our Purpose Statement

At Warwick East State School we believe that children '**learn to live and live to learn**' through being at school every day, always **trying their best**, being **safe, respectful** and **responsible learners**.

Consultation and data review

Warwick East State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students is reviewed annually through survey distribution to staff, students and community and with PBL Leadership Team meetings held twice a term. Warwick East has been a Positive Behaviour for Learning (PBL) school since 2014. We continue to review and refine the processes developed to implement PBL with integrity.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in May 2018, and will be reviewed in 2021 as required in legislation.

Learning and behaviour statement

Warwick East has developed four school behavioural expectations - The 4 Be's:

- ☺ **Be Safe,**
- ☺ **Be Respectful,**
- ☺ **Be a Learner** and
- ☺ **Be Responsible**

The PBL processes and 4 Be expectations develop a whole school culture that:

- creates a supportive and productive school environment that enhances learning opportunities for all students and staff;
- assists students to develop a positive self-esteem through getting to know and understand themselves better; and
- assists students and the community to develop a more productive means to determine appropriate human responses to real-life situations.

At Warwick East, our Responsible Behaviour Plan is guided by our beliefs about behaviour and learning:

- education is a life-long process;
- children learn at different rates;
- students, parents and teachers are part of a team;
- children have the capacity for both appropriate and inappropriate behaviour, and they function best when clear guidelines are established;
- learning experiences and behaviour discussions/reflections will be most effective when they increase a student's social skill set;
- the ratio of four positive comments to each one constructive comment allows students to learn in a supportive atmosphere;
- analysing data allows us to make an informed decision about our resources, policies and relationships;
- through guidance, explicit teaching and learning from experiences, students can learn to self-manage their behaviour; and
- consistent whole school behaviour systems aim to establish, manage and enhance the education of students as well as to maintain positive relationships with others.

These beliefs operate effectively in a supportive school environment where:

- all members feel safe, respected, able to learn and take responsibility of their own actions;
- quality curriculum programs, interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- non-discriminatory, non-violent and equitable actions are practised and reinforced;
- school policy reflects both proactive steps to encourage self-worth and self-discipline; and consistent planned procedures to deal with a variety of situations that may arise; and
- through a graduation of procedures, all avenues of management are employed prior to the use of suspension and exclusion.

This school aims to provide an environment that maximises the educational opportunities and outcomes for all students by endeavouring to ensure that learning and teaching:

- is inclusive and responds to the needs of all;
- fosters full participation;
- achieves effective outcomes;
- provides equal opportunity for all;
- occurs within a framework of accountability;

- promotes socially acceptable behaviour as the norm of all school members; and
- continually improves through reflection and review of practices and procedures.

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

I. Universal Behaviour Support (Tier 1 PBL)

Our school community has identified the following school expectations to promote our high expectations of behaviour related to our 4 Be's – Be Safe, Be Respectful, Be a Learner and Be Responsible. The first step in facilitating expectations of positive behaviour is communicating and explicitly teaching these expectations to all students.

How we teach the 4 Be's:

- Weekly lessons where focused specific behaviours are explicitly taught via the Expectation Matrix (See Appendix 1);
- Every child has an interactive PBL workbook to keep a record of the lessons completed and any sheets or work completed in PBL lessons;
- There is immediate and intermittent reinforcement of specific behaviours through the school's reward system (Terrific Tickets);
- Analysis of school data (week 4 and 9 of each term) to reteach specific behaviours (week 5 and 10 of each term);
- Development of specific policies to assist with the 4 Be Teaching -
 - The Use of Personal Technology Devices at School (Appendix 2)
 - Bullying and Cyber Bullying (Appendix 3)
 - WESS Dress Code (Appendix 4)
 - Play and Lunchtime Areas and Organisation (Appendix 5)
- Positive contact between parents, school staff and behaviour management personnel; and
- Awareness raising days/weeks where there are focused lessons, resources and special activities to provide additional skills and knowledge around pro-social behaviours Eg. Bullying No Way, Day for Daniel, Disability Action Week.

How we promote the 4 Be's:

- The 4 Be's behaviour expectations will be promoted within the whole school community e.g. weekly parade, noted every week in the school newsletter (Be Buzz) and discussed at P&C and staff meetings, Warwick East Memo (WEM) – weekly staff newsletter, on the Teaching Overview in PBL folders.
- Extensive visual signage including posters in all teaching and non-teaching spaces, Behaviour Walls in each teaching space, HANGAR, front fence, foyer, library and pencils in the central garden further promote the 4 expectations.

Reinforcement of Expected Behaviours

It is recognised that students are more likely to use pro-social behaviours when they know exactly what behaviours are expected and are acknowledged/reinforced when they use the expected behaviours. The following Free and Frequent, Short Term and Long Term reward/acknowledgement strategies are used for acknowledging acceptable behaviour:

Free and Frequent (anytime in the day)	<ul style="list-style-type: none"> ▪ Terrific Tickets ▪ Class Rewards 	To be given out to individual students, predominantly for the focus of the week from the school expectation matrix, but not exclusively for only these behaviours (i.e. all behaviours on the matrix can be rewarded.)
Short Term (at the end of the week or month)	▪ Terrific Ticket Draw	To randomly reward one student at the end of the week through a class draw of Terrific Tickets.
	▪ Terrific 20 Certificate	To acknowledge accumulated positive behaviour of Terrific Tickets, throughout each term. Parents will be invited to attend parades.
	▪ Fabulous 40 Certificate	
	▪ Super 70 Certificate	For each accumulated Terrific Ticket milestone from 40 Terrific Tickets and up, there is a choice of rewards. The reward choices are written in student diaries and displayed on Behaviour Walls.
▪ Outstanding 100 Certificate		
Long Term (at the end of the term or year)	▪ End of Term reward	<p>To reward students who have demonstrated the 4 Be's at a high level throughout the term.</p> <p>Every student with fewer than 3 Lunchtime Reflections and no suspensions for the term are eligible to attend the End of Term Reward activities.</p> <p>The Schedule of End of Term Rewards is displayed on Behaviour Walls.</p>

Other acknowledgements include:

- Each week, class teachers nominate a Student of the Week. These students are presented with a badge and certificate, outlining the reason for their nomination, on parade each Monday. Student of the Week photos are included in the weekly school newsletter.
- Positions of responsibility are awarded annually – School Captains, House Captains and Student Council Members.
- Optional short-term whole class rewards may be awarded when all students in a class are exhibiting the specific behaviours chosen from the Expectation Matrix.
- Senior students can participate in 'Playground Leaders' training and then facilitate games with students in lower grades to model and support students in enacting the 4 Be's in the playground.

Targeted Behaviour Support (PBL Tier 2)

Warwick East has a school system for identifying and supporting students who require additional teaching and support to demonstrate the 4 Be Expectations consistently. Staff are encouraged to complete student referrals and attend our fortnightly **Individual Behaviour Support Meetings** where a team approach is used to develop appropriate interventions for specific students as required. If there is a single predominant behaviour, a *Competing Pathways* framework to planning the interventions may be used.

Tier 2 interventions such as small group programs, supported play and access to programs run by outside agencies; provide focussed teaching to groups of students with similar needs.

Through the analysis of behaviour data, students are identified as requiring further attention with the 4 Be expectations. The administration team and other key stakeholders pinpoint who may benefit from targeted support in a small group setting. Students in these programs attend their normal classes, but spend their lunch break (or other scheduled time) with a teacher in a structured social group where they receive targeted skill development.

Further strategies used for targeted behaviour support include:

Curriculum Adjustment	Staff members determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> Adjusted or differentiated curriculum Working with a peer or older student Working with a teacher aide or special education teacher Development of an individual curriculum plan
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> Specific reinforcement e.g. Thank you for sitting down. Targeted direction giving.
Non-Verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> Body language – smile, thumbs up Behaviour charts Visual prompts Privately understood signals Proximity to the child in terms of desk placement or where staff members are standing Awards.
Further Support	Students may require further support for either curriculum needs or to reinforce acceptable behaviour. This may occur through: <ul style="list-style-type: none"> Supported Play - a small number of students identified from behaviour data, attend Supported Play in the HUB for a negotiated period of time to access higher ratios of staff support to model and reinforce social skills before they re-enter back into the playground. Teacher aide support Work with another member of school staff Targeted programs on self-regulation, social problem solving, classroom skills are run as whole class or in small groups with students identified at IBS Meetings.
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. Students requiring Tier 2 Interventions may have a more formal and regular form of communication between home and school using Communication Books, emails, Behaviour Monitoring cards or other systems negotiated between school and families.
Added responsibilities - meaningful roles	A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: <ul style="list-style-type: none"> Peer tutoring Working with a younger or older classmate Classroom jobs School jobs. Playground Leaders

Intensive Behaviour Support (Tier 3)

Warwick East State School is committed to the education of all students, including those that need the highest behavioural support. We realize that students with highly challenging and complex behaviours need scaffolded and thorough systems of support. The Intensive

Behaviour Support Team meets fortnightly with referring teachers to develop **Tier 3 interventions** for individual students requiring intensive support:

- Individual student plans specifying the Tier 3 interventions are documented as Individual Behaviour Support Plans (IBSP), developed with relevant stakeholders;
- For individuals with more complex circumstances, Functional Behaviour Assessments (FBA) may be conducted and Multi-element Plans (MEP) developed with all relevant stakeholders, including outside agencies. These students have the interventions recorded on Oneschool under the Complex Case Management tab.
- These plans also consider the curriculum, pedagogy and environmental adjustments as required for the student;
- Interventions are monitored to evaluate the effectiveness of support for individual students through continuous data collection; and
- Children involved in Tier 3 interventions have regular case review meetings with parents/carers and other stakeholders, to assess goal progress, review and refine plans.

Developing an Individualised Behaviour Support Plan (IBSP)

Following a referral (using the **SNAC/IBSM Referral Form**) to the **Intensive Behaviour Support Team** from the classroom teacher, parents/caregivers and any relevant stakeholders form a support team and begin the assessment, for example the completion of a Functional Behavioural Analysis (FBA) and support process including the development of an IBSP. Other relevant stakeholders may include:

- Guidance Officer;
- Behaviour Support Teacher;
- Child Safety Officer;
- AVT/Therapists

IBSPs are reviewed on pre-determined dates as negotiated during case review meetings.

The case manager, for each student who is placed on an IBSP, is the class teacher, with the exception of some students who spend all or the majority of the day in the HUB (SEP Classroom) or students with highly complex needs (a member of the school Leadership Team will be allocated as the case manager for these students). However, a support team approach is adopted with team members working collaboratively.

Strategies adopted in the IBSP may include:

- Referral to school Chaplain
- Referral to Guidance Officer for assessment and preliminary behavioural support
- Referral to Behaviour Coach for consultation or support
- Small group focused or individual intensive teaching of replacement skills to achieve goals outlined in plans
- Significant adjustments to the environment and / or curriculum

An IBSP should include:

- Specific Behaviour Goals
- How the replacement behaviours, outlined in the goals, will be taught
- A reinforcement plan for when the student is using the desired behaviours

- A consequence set to outline the specific consequences of using the undesirable behaviours, which moves from least intrusive to most intrusive in a clear and planned sequence.
- A review date.

Emergency responses or critical incidents

NOTE: Link to WESS Expectation Matrix: I follow emergency procedures (Be Safe, Whole School)

The crisis plan is invoked when there is high level, challenging, potentially dangerous behaviour exhibited by any student.

1. The FIRST RESPONDER (designated Leadership Team member), or next available person on the **Emergency Contacts List**, is contacted on the internal phone system or the red EMERGENCY card is sent to the office/principal/closest staff member for immediate support.

IF INDIVIDUAL IS ACTING DANGEROUSLY IN A CLASSROOM:

2. The whole class exits the room through the door that offers the greatest level of safety if this is appropriate. They assemble quietly with a neighbouring teacher's supervision in a predetermined area.
3. The classroom teacher is to remain in the room with the student, maintaining a safe distance until assistance arrives.
4. Clear away any possible weapons or potentially dangerous items, if safe to do so.

IF INDIVIDUAL IS ACTING DANGEROUSLY IN AN OUTSIDE AREA:

2. Contact Office to commence LOCKDOWN PROCEDURE (short intermittent bell).
3. Ensure all students and staff are inside closest room – close all windows and lock doors.
4. Keep students quiet and away from doors and windows until the ALL CLEAR signal is given.
5. Allow the student time to settle down before attempting to communicate about the incident.
6. Seek medical assistance if required.
7. The student will be taken to the office (or other suitable quiet space) for debriefing. The class needs to debrief as well. Teachers will discuss with their class what happened before they go for the next break and how they need to react when the student comes back. Teachers will debrief with the principal (or other Leadership Team member).

The debriefing process may include – help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decisive moments during the sequence of events, evaluate decisions made, and identify acceptable options for future situations.

8. If the student is sent home, the parents/caregivers are to collect him/her from the office area (or other suitable space).
9. A re-entry meeting with the student, parents/caregivers, teacher and Principal will be organized before the student re-enters the classroom. The meeting focus is to reconnect the student with school staff and remind the student of the 4 Be expectations.

10. An Individual Behaviour Support Plan will be developed (if there is not already one in place) with the possible inclusion of a Risk Management Plan and/or an Individual Crisis Management Plan.

Throughout the critical incident the staff member will:

- Avoid escalating the problem behaviour – avoid raising voice, 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/tone;
- Maintain calmness, respect and detachment – model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally;
- Approach the student in a non-threatening manner – move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimize body language, keep a reasonable distance (at least a leg length), be brief – use minimal, simple language (*Rule of 5* – 5 words or less, each word 5 letters or less), avoid buying into secondary behaviour, acknowledge cooperation, withdraw if the situation escalates;
- Follow through – if the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour expectations and identify consequences of continued unacceptable behavior.

Physical Intervention:

Trained staff members (who have undertaken Non-Violent Crisis Intervention or Management of Actual or Potential Aggression training) may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that Warwick East's duty of care to protect students and staff from foreseeable risks of injury is met. 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.

- If an individual student's IBSP, MEP or Crisis Management plan includes the use of Physical Restraint it must be endorsed by the Principal, Assistant Regional Director (copy of any plans where Physical Restraint is a component must be sent to the ARD) and parents.
- Key staff members will have current training in Physical Restraint (Management of Actual and Potential Aggression - MAPA training) techniques.

Consequences for unacceptable behaviour

At Warwick East State School, all students are acknowledged and rewarded for following the school expectations. Breaches of the 4 Be expectations are considered to be either 'minor' or 'major' in nature. Minor breaches are handled by staff members at the time and major breaches are referred directly to the Principal.

Minor behaviours are those that:

- Do not or may not cause serious harm to others;
- Do not violate the rights of others;
- Are not part of a pattern of behaviours; and
- Do not require the intervention of specialist staff or the Principal.

Major behaviours are those that:

- Cause serious or chronic disruptions;
- Threaten the safety of students or others; or
- Are potentially illegal in nature.

When students fail to adhere to the 4 Be expectations, posing situations that are minor or major in nature, the following strategies are used to assist students to positively realign their behaviour:

- **Reteach, Monitor (Practise) and Acknowledge** - discussion and reminder of the specific 4 Be expectations that are not being followed;
- **Minor Behaviour Tracking** – the staff member dealing with the incident will give students who have been reminded about their behaviour, but continue to use inappropriate behaviours, an immediate consequence. An Orange Card will be completed by the staff member circling the consequence given. If a child has 3 Orange Cards within 5 consecutive school days, they will be given a Lunchtime Reflection.
- **Lunchtime Reflection** – If a child has three three orange cards within a week, they will have a Lunchtime Reflection (with one of the Leadership team) to reflect on their behaviour and to discuss/record what actions they could take in the future if the same incidents occurred.

The classroom teacher records the Lunchtime Reflection on OneSchool as a Single Behaviour Incident, checking the 3 Behaviours on the Orange Cards, and outlining the 3 incidents briefly in the description.

A photocopy of the completed Lunchtime Reflection sheet is sent home on completion to parents/caregivers for signing. A photocopy of the sheet will remain in the Lunchtime Reflection folder (kept in the office) and the original is returned to the teacher to keep in the student's file.

- **Office Referral** – For all major offences, staff complete an Office Referral (Pink Form). The Principal will investigate the issue and decide on a suitable consequence. If a student receives three Lunchtime Reflections in a term, these are attached to an Office Referral form and sent to the Principal to discuss their behaviour. Students receiving Office Referrals are NOT eligible to participate in the Whole School End of Term Reward activity.
- **Referral to IBS Meeting** – Students who are identified through school data as being involved in multiple Minor behaviour incidents (3 Lunchtime Reflections) or a Major behaviour incident may be referred to the Individual Behaviour Support Team to identify interventions and create a collaborative planned approach to addressing the student's behavioural support needs.

Staff discretion is used with all strategies depending on the individual circumstances, age and ability of the student. Implementing consequences will be consistent, based on the school Minor and Major Incidents Policy, but the particular consequence chosen for addressing a behaviour may vary according to the situation and needs of each offending student (and pre-existing plans).

Disciplinary Absences – Suspension and Exclusion:

If after all avenues have been worked through and the student continues to engage in major breaches of the schools expectations, suspension and exclusion may be considered.

Suspension

Suspension is a serious disciplinary consequence applied to address inappropriate behaviour.

The principal can suspend a student from their school on the following ground/s:

1. disobedience
2. misbehaviour
3. conduct that adversely affects, or is likely to adversely affect, other students
4. conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
5. the student is charged with a serious offence (as defined in the *Commission for Children Young People and Child Guardian Act 2000*)
6. the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

The principal must consider the appropriate disciplinary strategy in line with the school's Responsible Behaviour Plan for Students. The principal must also consider the individual circumstances such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

The principal notifies the student, and his/her parent of the suspension verbally and in writing. The school is required to enable the student to continue his/her education during the suspension.

In some cases an "Internal Suspension" may be given, where the student works away from other students on set tasks during the day and has separate morning tea and lunch breaks.

After a suspension

Before a student returns to normal school activities, after a suspension there will be a re-entry conference with all parties (including Parent/ Caregiver, Principal, child, Behaviour Support Teacher, Class Teacher and any other relevant key stakeholders) to set out expectations, support structures and further consequences for repeated offences as recommended by Education Queensland procedures. An Individual Behaviour Support Plan will be developed with parents, teacher, student and principal as an outcome of the re-entry meeting.

Exclusion

A principal of a state school can exclude a student from their school on the following grounds:

- persistent disobedience
- misbehaviour
- conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that:
 - adversely affects, or is likely to adversely affect other students enrolled at the school
 - adversely affects, or is likely to adversely affect the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school.

The principal must be satisfied that suspension of the student from the school would be inadequate to deal with the student's behaviour, unless the student poses an unacceptable risk to the safety or wellbeing of other students or staff or the student has been convicted of an offence.

Circumventing Suspension/Exclusion

Every effort will be made by the staff at Warwick East State School to work with the student and other relevant stakeholders (through the processes outlined previously) to circumvent the need to suspend or exclude students.

Network of Student Support

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

- Parents
- Teachers
- Support Staff
- Leadership Team / Administration Staff
- Behaviour Support Teacher
- Guidance Officer
- Advisory Visiting Teachers
- Behaviour Coach
- Senior Guidance Officer
- School Chaplain

Intensive Behaviour Support Team

Referrals (**SNAC/IBSM Referral** form) for Behaviour Management support need to go through the Intensive Behaviour Support Team, who meets fortnightly. The core IBST members are:

- Principal
- Behaviour Support Teacher
- Guidance Officer

The team works collaboratively with the class teacher and other relevant staff to identify an appropriate course of action. Actions are recorded in the IBSM Minutes.

(See the procedure for students brought to the IBSM in Appendix XX)

The following government and community agencies will be included as required:

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Bush Children's Health Scheme
- Red Cross
- Condamine Assist
- Mercy
- Family and Child Connect
- Life Without Barriers

Strategies used will be proactive, supportive and/or reflective.

Proactive – the action taken to maximise the teaching and learning process.

This may include the use of appropriate pedagogies, content and curriculum materials differentiated to suit a student's needs, classroom or environmental adjustments/organisation, positive modelling and use of individual, class and whole school reward systems to maintain behaviour.

Supportive – the action taken to employ support for the student, class and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Reflective – the actions teachers take when disruptive behaviour occurs.

This includes positive correction strategies outlined in the Individual Behaviour Support Plan. All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of some minor (Lunchtime Reflections) and all major (Office Referrals) breaches of behaviour and consequences will be developed based on individual circumstances.

Consideration of individual circumstances

Students are treated as individuals and their unique circumstances are taken into consideration. Students are able to access special programs and/or support to help them become successful in the regular whole school plan. Considerations include, but are not exclusive to-

- Age
- Disability
- Emotional State
- Socioeconomic situation
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Intent of the action
- Honesty and perceived level of genuine remorse

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 will be considered at all times.

Parent/Caregiver Inclusion Policy:

Parents and community will be kept up-to-date with PBL at Warwick East SS by:

- Enrolment induction when new families enrol at our school;
- Communication through the school website; newsletter; parade; and parent/teacher meetings;
- Behaviour letters/phone calls sent home – Lunchtime Reflection sheets; Office Referrals; 20, 40, 70, 100 and 150 Terrific Tickets Certificates - parent invitations to attend parade;
- Parent representation on the PBL Leadership committee (reports back to the P and C);
- Yearly PBL Parent Survey.
- Parent participation in Case Management meetings for Tier 2 and Tier 3 students.

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](#)

Related policies

- [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](#)
- [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](#)

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

P&C President

Assistant Regional Director (Schools)

Warwick East State School PBL Expectation Matrix – 2018



	Whole School	Classroom and other learning areas	Entering and Leaving School	Eating Areas	Play Areas	Lining Up and moving around the school	Toilets and Change Room	Excursion and Off Campus
Be Safe	<ul style="list-style-type: none"> ☺ I keep my hands, feet and objects to myself ☺ I report danger and safety concerns ☺ I follow adult instructions ☺ I follow emergency procedures ☺ I am in the right place at the right time 	<ul style="list-style-type: none"> ☺ I use equipment for its intended purpose ☺ I am only in a classroom with adult permission ☺ I ask permission to leave the room ☺ I keep my personal information to myself ☺ I keep my bag in the racks 	<ul style="list-style-type: none"> ☺ I walk my bike/ scooter through Canning Street to the bike racks ☺ I use the crossing and obey the crossing guards ☺ I go to the office if I arrive late or leave early ☺ I arrive at school after 8 o'clock 	<ul style="list-style-type: none"> ☺ I sit while eating ☺ I eat my own food and use my own drink bottle ☺ I always wait my turn at the tuckshop 	<ul style="list-style-type: none"> ☺ I wear shoes and a sun safe hat ☺ I stay in my play areas and school grounds ☺ I play safely, looking after myself and others ☺ I play with and on appropriate equipment 	<ul style="list-style-type: none"> ☺ I sit still and sensibly in a line/s ☺ I walk sensibly, in a line/s around the school ☺ I keep to the left when passing someone ☺ I use the stairs and ramps carefully 	<ul style="list-style-type: none"> ☺ I walk in the toilet and change room ☺ I am the only one in the toilet cubicle ☺ I use the toilet properly ☺ I wash my hands carefully 	<ul style="list-style-type: none"> ☺ I follow adult instructions (teachers, teacher aides, parents, bus drivers and staff at the visited venues) ☺ I stay with the group ☺ I stay alert ☺ I follow the road rules and walk sensibly around traffic areas
Be Respectful	<ul style="list-style-type: none"> ☺ I wear my school uniform ☺ I care for my belongings, school property and grounds ☺ I respect others' personal space and their property ☺ I use respectful and polite language ☺ I share and take turns 	<ul style="list-style-type: none"> ☺ I use a quiet voice ☺ I raise my hand to speak and wait ☺ I follow parade procedures ☺ I ask permission to use others' equipment 	<ul style="list-style-type: none"> ☺ I keep noise to a minimum ☺ I walk through the gates one at a time ☺ I greet people politely in the morning and afternoon 	<ul style="list-style-type: none"> ☺ I use table manners when eating ☺ I use a quiet voice during eating time 	<ul style="list-style-type: none"> ☺ I model good sportsmanship ☺ I play fairly ☺ I invite others to join in ☺ I take turns and wait quietly for my turn ☺ I encourage others 	<ul style="list-style-type: none"> ☺ I walk and wait quietly in lines 	<ul style="list-style-type: none"> ☺ I respect others' privacy ☺ I shut the door ☺ I knock to check if the toilet is occupied ☺ I leave the toilet area clean and tidy ☺ I am quiet in the toilets 	<ul style="list-style-type: none"> ☺ I show pride in myself and my school ☺ I listen to guest speakers
Be a Learner	<ul style="list-style-type: none"> ☺ I attend school every day, on time ☺ I ask for help ☺ I listen actively ☺ I know and follow the four Be's ☺ I am prepared to learn 	<ul style="list-style-type: none"> ☺ I attempt all tasks ☺ I stay on task ☺ I complete my work on time 	<ul style="list-style-type: none"> ☺ I learn and follow road rules ☺ I learn and follow bus rules ☺ I learn and follow bike safety 	<ul style="list-style-type: none"> ☺ I learn what foods are good for my body and brain ☺ I eat healthy food first 	<ul style="list-style-type: none"> ☺ I share equipment ☺ I follow the rules of the game ☺ I learn how to use borrowed equipment ☺ I solve disagreements fairly 	<ul style="list-style-type: none"> ☺ I learn how and where to line up for different activities/teachers ☺ I learn how to walk quietly when moving around the school 	<ul style="list-style-type: none"> ☺ I use the toilet sensibly ☺ I try to go to the toilet during breaks ☺ I use the toilets as quickly as possible and return to class straight away 	<ul style="list-style-type: none"> ☺ I take every opportunity to learn new things ☺ I complete set learning experiences
Be Responsible	<ul style="list-style-type: none"> ☺ I tell the truth ☺ I care for school equipment ☺ I walk and use the paths ☺ I bring to school items that are acceptable by the school. 	<ul style="list-style-type: none"> ☺ I give notes to my parents ☺ I am on time ☺ I keep my work area and the classroom tidy ☺ I have my equipment ready to use 	<ul style="list-style-type: none"> ☺ I walk into the school grounds ☺ I sit under B Block before school (8:00 – 8:30) ☺ I keep my bag where it belongs before school ☺ I obey school rules while waiting for the bus ☺ I leave the school promptly at the end of the day 	<ul style="list-style-type: none"> ☺ I stay seated; ☺ I tidy up after myself; ☺ I put my lunch box in a suitable place. 	<ul style="list-style-type: none"> ☺ I care for borrowed equipment ☺ I return borrowed equipment ☺ I leave toys/ games at home 	<ul style="list-style-type: none"> ☺ I leave the playground quickly when I hear the bell ☺ I visit the toilet and have a drink before lining up with my class, ☺ I walk with my class group. 	<ul style="list-style-type: none"> ☺ I walk directly to the toilet and back ☺ I use water responsibly ☺ I look after my belongings in the change room 	<ul style="list-style-type: none"> ☺ I care for others ☺ I am organised and arrive on time to leave ☺ I sit on my seat and use an acceptable noise level on the bus

NOTE: Link to Expectation Matrix – ‘I bring to school items that are acceptable by the school’ (Be Responsible, Whole School)

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.

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 consequences. Mobile phones for use before and after school may be left at the office before school and collected after school. Phones confiscated by a staff member will be available for collection by the student at the office after school. Repeated confiscation will lead to phone being confiscated by the Principal to be collected by a parent/caregiver.

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.

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 being safe, respectful and having the right to privacy at Warwick East. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

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

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

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

Warwick East State School Anti-Bullying Policy

Rationale

All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. The Kandersteg Declaration (Against Bullying in Children and Youth) reported that:

- *'Today, an estimated 200 million children and youth around the world are being abused by their peers.*
- *Every child and youth has the right to be respected and safe. Bullying is a violation of this basic human right.*
- *It is the moral responsibility of adults to ensure these rights are honoured and that healthy development and citizenship are promoted. Many adults want more understanding and strategies to address bullying problems effectively.*
- *Bullying is a form of aggression, involving the abuse of power in relationships. It is recognised globally as a complex and serious problem. It has many faces, including the use of emerging technologies, and varies by age, gender, and culture.*
- *Children and youth involved in bullying suffer. Bullying and victimization problems begin early in life and for some last a lifetime.*
- *Many risk and protective factors associated with bullying are known and prevention programs are being implemented in several countries with encouraging results.*
- *The mental and physical health, social, and academic consequences of bullying have an enormous impact on human and social capital. The costs of bullying burden our education, health care, social services, and criminal justice systems, as well as work force productivity and innovation.*
- *Bullying concerns and affects us all.*

Actions to be taken:

- *Stop bullying now in all the places where children and youth live, work, and play.*
- *Start prevention efforts early and continue these through childhood and adolescence, targeting known risk and protective factors and promoting healthy relationships.*
- *Educate and empower all adults involved with children and youth to promote healthy relationships and prevent bullying.*
- *Use policy and prevention programs, based on scientific research, that are appropriate for age, gender, and culture, and that involve families, peers, schools, and communities.*
- *Provide ongoing assessment and monitoring necessary to evaluate the success of policy and programs and to guarantee the rights of children and youth.'*

(From: <http://www.kanderstegdeclaration.com/original-in-english-2007/>)

School community beliefs about bullying

It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Warwick East State School. Our school community endorses each teacher's right to teach, each student's right to learn and the right to safety of all school community members. Bullying undermines our school expectations and prevents students from achieving

their full potential in the educational setting. Bullying affects all members of the school community, not simply the bully and the victim, and can damage the climate of the classroom and the supportive environment of the school in general. For these reasons, it cannot be tolerated and must be addressed immediately and with consistency.

What is bullying?

Bullying is when an individual or group of people with more power than you, repeatedly and intentionally hurt or harm you, which causes you distress and risks your wellbeing. (*National Centre Against Bullying definition, adopted by Warwick East State School 2014*).

Bullying can take many forms. The *National Centre Against Bullying* identifies four kinds of bullying:

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as repeatedly and intentionally hitting, kicking, tripping, pushing or damaging someone's property.

2. Verbal bullying

This is when a person or group repeatedly or systematically name call, use insults, tease, intimidate, threaten, use homophobic or racist remarks and verbal abuse against another person.

3. Covert or hidden bullying

This type of bullying is often harder to identify because it happens behind the victim's back. Its aim is to damage a person's reputation and humiliate them. It can include:

- Lying and spreading rumours;
- Negative facial or physical gestures;
- Playing nasty jokes/pranks designed to humiliate;
- Mimicking unkindly;
- Encouraging others to socially exclude someone;
- Damaging someone's social reputation or social acceptance.

4. Cyber bullying

Cyberbullying can be open or covert bullying behaviours using digital technologies, including texts, emails, posts, images or videos; deliberately excluding others online; nasty gossip or rumours; or imitating others online or using their log-ins. Cyberbullying can happen 24 hours a day, in public or private.

In a report commissioned by the Victorian Department of Education and Training (Bernard & Milne, 2008) the main forms of cyber bullying are identified as:

- **Flaming:** online fights using electronic messages with angry or vulgar messages
- **Harassment:** repeatedly sending nasty, mean or insulting messages
- **Denigration:** Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing:** sharing someone's secrets or embarrassing information or images online
- **Exclusion:** Intentionally and cruelly excluding someone from an online group
- **Cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.

Just as bullying can take many different forms, it can also occur between students, staff and parents/carers. While these instances of bullying are serious and need to be addressed, the focus of this toolkit is on actions to address bullying among students.

What behaviours are not bullying?

While it is important to understand and define what bullying is, it is also important to be clear to the school community, what behaviours are NOT bullying.

The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- Single episodes of social rejection or dislike;
- Single episode acts of nastiness or spite;
- Random acts of aggression or intimidation;
- Mutual arguments, disagreements or fights.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

What are the signs of bullying?

Sometimes children who are bullied do not talk about it with parents/carers or teachers. They are concerned that “telling” will make matters worse. Some signs that a child MAY be experiencing bullying may include:

<p><u>Emotional and behavioural signs</u></p>	<ul style="list-style-type: none"> • Changes in sleep patterns • Changes in eating patterns • Frequent tears or anger • Mood swings • Feels ill in the morning • Becomes withdrawn or starts stammering • Becomes aggressive and unreasonable • Refuses to talk about what is wrong • Begins to target siblings • Continually 'loses' money or starts stealing.
<p><u>Physical signs</u></p>	<ul style="list-style-type: none"> • Has unexplained bruises, cuts, scratches • Comes home with missing or damaged belongings or clothes • Comes home hungry.
<p><u>School signs</u></p>	<ul style="list-style-type: none"> • Doesn't want to go to school • Changes their route to school or are frightened of walking to school • Doesn't want to go to school on the bus/tram/train • School grades begin to fall.
<p><u>Other signs</u></p>	<p>Sometimes bullying can be far more hidden. The signs include:</p> <ul style="list-style-type: none"> • Often alone or excluded from friendship groups at school • A frequent target for teasing, mimicking or ridicule at school • Unable to speak up in class and appears insecure or frightened.

What do we know about students who bully?

The research shows that students who bully are not necessarily the physically dominant student with self-esteem issues. McNamara (1997) identifies students who bully as often:

- popular
- having good leadership skills
- not malicious in their intent
- thoughtless in their actions.

In the *Action Against Bullying* Education Series, Dr Michael Carr-Gregg identified other characteristics of bullies, for example they often have:

- high energy
- good verbal skills and an ability to talk themselves out of trouble
- a high estimation of their own ability
- an ability to manipulate individuals or groups
- an enjoyment of conflict and aggression
- a delight in getting their own way
- the appearance of being popular but often disliked.

What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances (for example a student who is being bullied in one context, may do the bullying in another or a student who acts as a bystander may intervene and act as a protector if the ring-leader is not around). The *Safe to Learn* (DCFS, 2007) publication identifies the different roles as:

- **Ring Leader:** students who through their social power can direct bullying activity.
- **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.

What are student responsibilities?

- **Follow an assertive, sequential response to bullying incidents:**
 - 1) Move away from the bully and ignore;
 - 2) If the bully follows/continues, tell them to “Stop”;
 - 3) If the bully continues, tell a teacher.
- **Report bullying that happens to another student**

What are the staff responsibilities?

- Watch out for early warning signs of bullying.
- Follow the process for investigating alleged bullying incidents:
 - 1) Take the incident seriously;
 - 2) Stop;
 - 3) Listen to all sides of the story (victim, bully and witnesses)
 - 4) Act confidentially;
 - 5) Discuss with bully how victim must feel and how they would like to be treated in that circumstance;
 - 6) Explain what actions must stop;
 - 7) Check in on bully and victim to ensure that the bullying has stopped;
 - 8) Record the issue;
 - 9) Contact parents of both parties and advise them of the circumstances, as well as the approach taken to cease this behaviour happening again.
- Use incidents as a positive resource to counter bullying by taking the time to discuss bullying in the classroom when the need arises (after incidents).
- Record and report all incidents of bullying using the school’s Behaviour Flow Chart of Consequences.
- Explicitly teach specific behaviours on the Expectation Matrix that will reduce bullying incidents.
- Focus on how the whole school community can work together to stamp out bullying with a week of activities for “Bullying – No Way” day each year.

What are parent/caregiver responsibilities?

- Watch out for early warning signs of bullying.
- If you suspect bullying of your child at school, contact the class teacher or school administration immediately.

- Record details of persistent bullying of your child, including the dates, settings, times, types of bullying and identified perpetrators.
- Encourage your child to report persistent school bullying to those in the best position to provide immediate help, i.e., the teaching staff and administration.
- Assure your child that seeking help is okay and is an assertive measure.
- Do not encourage your child to hit back or verbally abuse the bully.
- Be prepared to assist the school in modifying your child's behaviour if he/she is identified as a bully. Do not accept personal blame for their actions. Instead, support the school in its endeavours in assisting your child to overcome problems and be a responsible member of the school community.

Educational Programs

It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and how bullying is responded to at Warwick East State School. At Warwick East we use the following educational strategies:

- Discuss the school's Anti-Bullying Policy at enrolment interviews;
- Teach the Positive Behaviour for Learning curriculum in each class;
- Focussed teaching lessons on Anti-Bullying to develop student awareness and abilities to understand, prevent and cope with bullying (particularly in the week leading up to 'Bullying-No Way' day);
- Promote PBL behaviour expectations through parades, newsletters and the school website;
- Incorporate Anti-Bullying lessons into other Learning Areas;
- Information on Anti-Bullying for the school community;
- Staff Professional Development Programs.

Prevention Programs

Effective social skills and positive relationships act to prevent bullying. At Warwick East State School we promote effective social skills and positive relationships by:

- School Anti-Bullying Policy
- Provision of a safe and supportive school environment
- Using an explicit teaching approach to teach our PBL curriculum around the four Be's: Be Safe, Be Respectful, Be a Learning and Be Responsible;
- Offering some structured lunchtime activities (Playground Leaders, Gardening Club, sports training);
- **Supported Play** where social skills are re-taught to a small number of students in a structured space.

Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures. It is important for us as a school that:

Students who experience bullying feel that they:

- are heard;
- know how to report bullying and get help;
- are confident in the school's ability to deal with the bullying;
- are helped to feel safe again;
- are helped to rebuild confidence and resilience;
- know how they can get support from others.

Students who bully:

- are held to account for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs;

- are taught to behave in ways that do not cause harm in the future because they have developed their social and emotional skills and knowledge about the effects of their behaviour;
- are supported to learn how they can take steps to repair the harm they have caused.

In situations where bullying occurs at Warwick East State School, staff at the school will investigate the incident. Following the investigation, they may:

- apply disciplinary consequences;
- assist students to develop more appropriate social skills;
- implement a behaviour support plan or playground plan for individual students;
- explicitly teach about conflict and bullying and strategies that all parties can employ to feel safe and respected;
- implement resilience and anti-bullying programs;
- conduct mediation sessions;
- address bullying in their curriculum.

At Warwick East State School, the consequences for bullying might include the following:

- Office Referral
- Lunchtime Reflection
- Natural and logical consequences to suit the individual circumstance e.g. loss of privileges
- Parent contact
- Individual Behaviour Support Plan
- Supported Play
- In-School suspension
- Loss of Leadership positions
- Restitution
- Suspension
- Exclusion

Some related resources

School Wide Positive Behaviour Support

<http://education.qld.gov.au/studentservices/behaviour/swpbs/>

Cybersafety and Cyberbullying: A guide for parents and caregivers

www.education.qld.gov.au/studentservices/behaviour/qsav/info-parents.html

Alannah and Madeline Foundation

<http://www.amf.org.au/AboutUs/>

BOUNCE BACK!

<http://www.bounceback.com.au/>

FRIENDS for Life

www.friendsinfo.net/index.html

Kandersteg Declaration

<http://www.kanderstegdeclaration.com/>

Kids Helpline

<http://www.kidshelp.com.au/>

KidsMatter

<http://www.kidsmatter.edu.au>

ReachOut

<http://au.reachout.com>

APPENDIX 4 WESS Dress Code

NOTE: Link to WESS Expectation Matrix - "I wear my school uniform" (Be Respectful, Whole School)

Warwick East State School Dress Code

Policy

At Warwick East SS the wearing of the uniform is strongly encouraged as it develops school pride, gives our students a sense of identity and conforms with our schools accreditation as a Sun Smart School. It is expected that each student will attend school appropriately dressed, with their name marked clearly on all of their clothing items.

Expectations

As a Sun Smart School, a broad brimmed (minimum of 7cm wide brim) bucket hat or a legionnaires hat is to be worn at all times when at play.

It is preferred that all children will have a brown WESS hat. Our rule is "No hat no play". Students without hats will need to remain under "B" Block or play in the HANGAR during play times. This will be strictly enforced.

School uniforms must also be worn on the following occasions:

- Friday sports teams
- Representative athletic carnivals
- Excursions
- Transitions to the high school
- Official duties

If the uniform is not worn, participation in that activity is prohibited.

Students are not to wear, or bring to school, the following items:

- Jewellery, apart from signet rings, religious necklaces and medical bracelets, earring (stud/sleepers). Any jewellery item may be requested to be removed by a teacher, if it is considered to be unsafe for the activity.
- Cosmetic makeup / nail polish
- Spray deodorant except under special conditions
- Tattoos
- Clothing that exposes the shoulders and midriff
- Two piece swimmers
- Caps
- Thongs / sandals / high heels

(unless they have the permission of their teacher and the Principal)

Consequences for breaking the Code

Inappropriate dress — student will be withdrawn from class and kept in the Office. Parents will be contacted to collect their child, take home and return them appropriately dressed.

No hat or unsuitable hat — student sent from play area to stay under Block "B", in the library or HANGAR until the bell.

Repeated offences will be seen as a Minor or Major behaviours.

Minor	Major
Failure to comply with the school dress code e.g. not wearing hats and shoes in the playground; or wearing items that do not	Wearing of clothing that does not comply with expected standards of dress and uniform including provocative or inappropriate clothing e.g. wearing clothing displaying offensive,

adhere to the school's dress code without a note from a parent/caregiver.	obscene language or imagery; or repeatedly breaching the school's dress code without a parental note of explanation.
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Staff, Prac Students and Parent/Caregivers

The Sun Smart policy encourages staff and community members to act as role models to our students and display Sun Smart dress. A staff member on playground duty will be expected to wear a hat and suitable clothing.

Theme Days

Throughout the year the school will stage theme dress up days, where the students are encouraged to come dressed in a certain way. The above code must be adhered to as closely as possible in choosing a style of dress.

APPENDIX 5 Play and Lunch time Areas and Organisation

NOTE: Link to WESS Expectation Matrix - I am in the right place at the right time. (Be Responsible – Whole School)

Eating Areas

* Eating times are at the end of both play breaks, signalled by a bell. Before going to eat, students are expected to get a drink and go to the toilet.

- Prep: All Students eat on the Prep Precinct verandah
Year 1-2: All students eat outside their classroom or under B Block
Year 3-6: All Students eat in their Classrooms/or under B Block

Play Areas

If students arrive at school before 8.30am they are to sit under the Canning Street end of B Block.

After the 8.30am bell in the morning, and after the play bell at 10.50 and 1.00pm, the students will play in the following areas:

- Prep: Prep Precinct Playground (for Semester 1 and then the P-2 play areas)
Year P-2: P-2 Sandpit and Playground Equipment (nearest Canning St). Oval - to the spoon drain. B Block – Handball.
Year 3-4: 3-4 Sandpit and Playground Equipment (nearest HANGAR). Oval - from Canning St fence to the cricket pitch and from spoon drain to end of cricket pitch. HANGAR – Handball.
Year 5-6: 5-6 Playground Equipment (on oval side of HANGAR). Oval - from Cricket pitch to end of Library. HANGAR – Handball.

Play Equipment

- Play equipment may be borrowed from the Sports Shed for Big Lunch only (1.00-1.30pm)
- Students are NOT to bring play equipment or toys from home, with the exception of Handballs.
- Sports equipment may only be brought out when the teacher coaching the sport organises a training session.

Library

- Open for both breaks to all grades (Closed before school).
- Line up at the end of the HANGAR on the oval side and wait to be allowed to enter Library.
- ONLY enter Library through the Oval side stairs and door (except Preps and HUB students who may use the ramp BUT still enter through the Oval side door)
- May play board games, dancing in the Media Room, pretend games, drawing/colouring/craft activities and on computers in Computer Lab.

Computer Lab Playtime Rules

- Walk into the Library and Computer Lab.
- Log-on using your own Log-on (if someone else has not logged off – log them off first)
- NO games with blood, violence or weapons.
- NO USBs with games to be put into school computers.
- NO signing up to game sites.
- Log-off immediately when directed by staff on duty (before Eating Bell)
- **Consequence** for not following *Computer Lab Playtime Rules*: Name on whiteboard with designated number of days banned from Computer Lab.

Duty Staff

- Staff are on duty from 8.15am before school and for both play breaks.
- Duty staff wear high visibility vests to be easily seen by students requiring assistance.
- Staff on duty use Active Supervision by:
 1. *Moving effectively* – continuously moving throughout the entire duty area, covering the area randomly, with frequent proximity to students
 2. *Scanning effectively* – visually sweeping the duty area regularly, making eye contact with students showing interest, constantly looking and listening for signs of problems
 3. *Interacting frequently* – positive contact with high numbers of students, providing high frequency of reinforcement both verbally and with Terrific Tickets, pre-correcting appropriate ways to interact with peers before problems arise, correcting behaviours in a firm non-critical way, delivering consequences consistently with a neutral demeanor.
- Duty staff wear a bum bag with:
 - Terrific Tickets
 - Orange Cards
 - First Aid Cards
 - Emergency Card
 - Pen/pencil
 - Band-aids