

William Ross State High
School

Student Code of Conduct
2026- 2028

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Endorsement

Principal Name: Rob Slater

Principal Signature:



Date: January 27th 2026

P/C President and-or School
Council Chair Name:

Barbara Battams

P/C President and-or School
Council Chair Signature:



Date: January 27th 2026

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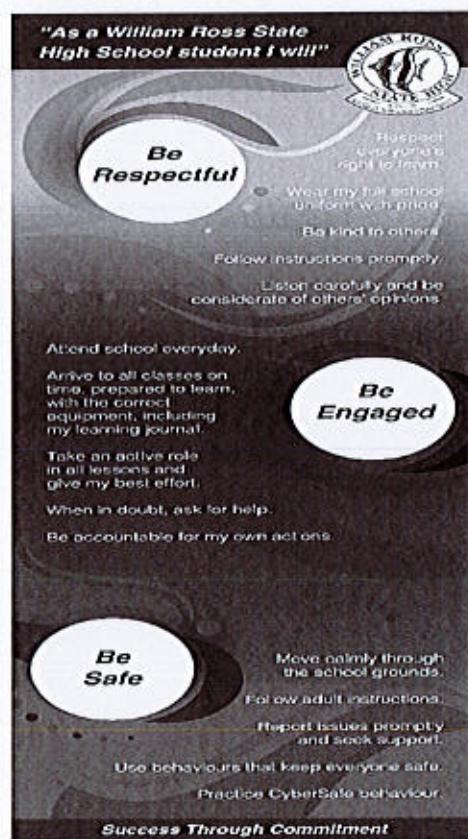
Purpose

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

The William Ross State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Underpinning the William Ross State High School Student Code of Conduct are the highly visible and referred to expectations *Be Respectful, Be Engaged & Be Safe*.



Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Levels of Support & Intervention

William Ross State High School uses multi-tiered systems of support and intervention as the foundation for our integrated approach to learning and behaviour. The primary focus of our level structure is to provide clarity and consistency for our students. Our level structure utilises a range of school personnel. The multi-tiered stages of support and intervention are:

Stage 1	At this stage, students are on task and no disciplinary action is required. Students are following the baseline <i>"Be Safe, Be Engaged & Be Respectful"</i> expectations of WRSHS.
Stage 2	At this stage, the student is demonstrating inappropriate behaviours. These are dealt with by the teacher and as a matter of procedural accountability, if an incident is recorded and a consequence has been given, a contact with a parent/guardian should also be recorded. A documented pattern of teacher intervention and contact with home must be evident before moving to Stage 3.
Stage 3	At this stage, inappropriate behaviours by a student are dealt with by a Head of Department. The student has demonstrated a sustained pattern of Stage 2 behaviours and there is supporting documentation on One School that multiple teacher consequences and contacts with a parent/guardian hasn't modified student behaviour. A documented pattern of Head of Department consequence and parent/guardian contact should be evident before moving to Stage 4.
Stage 4	At this stage, the student has had a documented pattern of sustained Stage 3 behaviours or they exhibit behaviours consistent with Stage 4 referral. The student is dealt with by the relevant Deputy Principal and may be passed on to Student Support Services.
Stage 5	At this stage, a student has demonstrated extreme or repeated incidence of Stage 4 behaviour. A student may also be referred directly to Stage 5 for serious misconduct such as consumption or supplying of illicit substances, possession/use of a weapon, violent/unprovoked assault and serious conduct prejudicial to the good order and management of the school. Student dealt with by Executive Team

Consideration of Individual Circumstances

Staff at William Ross State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

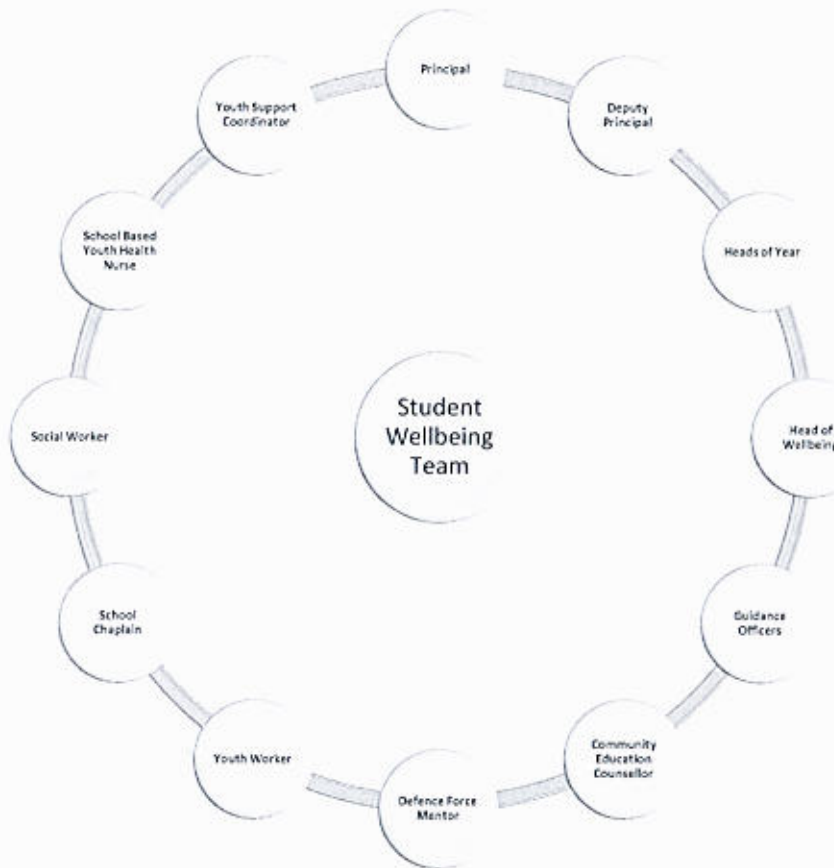
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment via our Administration Office to discuss the matter.

Student Wellbeing & Student Support Network

William Ross State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. The team is comprised of dynamic staff drawing on extensive expertise. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. The diagram below indicates the make up the team at William Ross State High School:



Students can approach any trusted school staff member at William Ross State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school and speak with the Year Level Deputy Principal who would be best placed to direct their enquiry.

William Ross State High School has a dedicated Student Wellbeing and Engagement Hub which is the first point of contact for students needing assistance. The Student Wellbeing and Engagement Team is located in the Resource Centre (Library) colloquially known as "The HuB". Staff involved in the Student Wellbeing and Engagement Team are:

Role	What they do
Head of Year (one per year level)	<ul style="list-style-type: none"> Responsible for student welfare at each year level Provides continuity of contact for students and their families Monitors weekly attendance, engagement and uniform data specific to their year level Works collaboratively as part of a broader Student Wellbeing & Engagement Team Manage playground behaviours Manage patterns of truancy resulting in defiance
Head of Wellbeing	<ul style="list-style-type: none"> Leadership, under direction from the Deputy Principal of the Student Wellbeing and Engagement Team to promote an inclusive, positive school culture Leads the Student Council and associated events. Lead role for implementation of Positive Behaviour for Learning (PBL) Works collaboratively as part of a broader Student Wellbeing & Engagement Team
Community Education Counsellor	<ul style="list-style-type: none"> Provides education counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. Works collaboratively as part of a broader Student Wellbeing & Engagement Team Provide case management for First Nations students at risk Be a knowledgeable contact person for staff to discuss culturally sensitive issues Track wellbeing, attendance, engagement and achievement data of First Nations Students
School Based Youth Health Nurse	<ul style="list-style-type: none"> Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> relationships personal and family problems feeling sad, worried and angry sexual health and identity healthy eating and exercise smoking alcohol and other drugs Works collaboratively as part of a broader Student Wellbeing & Engagement Team
Defence Force Mentor	<ul style="list-style-type: none"> Monitors the social and emotional wellbeing of Defence students Enhances awareness and appreciation of the unique Defence lifestyle in school and the community Provides support to children during times of parental absence Works collaboratively as part of a broader Student Wellbeing & Engagement Team
Youth Support Coordinator	<ul style="list-style-type: none"> Provides individual and, at times group support to students to assist their engagement with education and training Support students to overcome barriers to education such as: <ul style="list-style-type: none"> Attendance at school Drug and alcohol support needs QCE attainment Suspension/exclusion/referral for behaviour support Relationships/social skills Conflict with family/peers/teachers Social/emotional/physical wellbeing. Works collaboratively as part of a broader Student Wellbeing & Engagement Team
School Chaplain	<ul style="list-style-type: none"> provide students and staff with social, emotional and spiritual support

	<ul style="list-style-type: none"> • provide an additional adult role model in the school and enhance engagement with the broader community including parents. • are inclusive of and show respect for all religious and non-religious beliefs and other stances represented in the school community • organise activities and events provided are non-discriminatory and equally available to students of all beliefs. • Works collaboratively as part of a broader Student Wellbeing & Engagement Team
Youth Worker	<ul style="list-style-type: none"> • Participating as an active member of the Student Support Services team • Developing strong partnerships with families and students who are disengaged from learning, dysregulated and/or high level of social emotional needs. • Developing, implementing and reviewing support programs • Maintaining data bases and accurate record keeping in line with school process • Participate in regular monitoring, through observations and evaluation, to promote positive student outcomes.
Senior Social Worker	<ul style="list-style-type: none"> • Provide professional mental health and social welfare assessment, interventions and follow up support to students and families as required, including provision of services for schools with complex needs. • Participate as a member of a multi-disciplinary team within an educational setting • Support delivery and continual improvement of social work services in schools by reviewing policies, operational standards and procedures

The following staff, while not attached directly to the Student Wellbeing and Engagement Hub still provide a valuable service to our students both in managing behaviour, ensuring quality curriculum is delivered and assisting with students wellbeing. These staff members include:

Role	What they do
Heads of Department	<ul style="list-style-type: none"> • Lead curriculum teams without the school • Accountable for curriculum delivery and curriculum outcomes in their respective Learning Area. • Embed socially just practices in daily school life • Monitor and follow up on behavioural incidents specific to cohorts they work within • Monitor and follow up with students who "non submit" assessment tasks • Works collaboratively as part of a broader Student Wellbeing & Engagement Team and as part of the Senior Leadership Team
Guidance Officer	<ul style="list-style-type: none"> • Provide a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. • Assists students with specific difficulties, acting as a mediator or advocate • Liaises with parents, teacher and other external health providers as needed • Works collaboratively as part of a broader Student Wellbeing & Engagement Team
Head of Special	<ul style="list-style-type: none"> • Lead the school special education case management team • Champion inclusive practices and embed socially just practices in daily life

Education Services	<ul style="list-style-type: none"> • Develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students. • Contact point for students with disability and their families • Works collaboratively as part of a broader Student Wellbeing & Engagement Team and the Senior Leadership Team • Provide advice and support to Heads of Department and teaching staff regarding curriculum adjustments and modifications to enhance learning for all students
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Whole School Approach to Discipline

William Ross State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. In This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- *analyse and improve student behaviour and learning outcomes*
- *ensure that only evidence-based practices are used correctly by teachers to support student*
- *continually support staff members to maintain consistent school and classroom improvement practices*
- *seek to engage student and staff voice*
- *acknowledging students who make positive behaviour choices*
- *tracking and analyse of behaviour and engagement data by teachers and school leadership*

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

The development of the William Ross State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

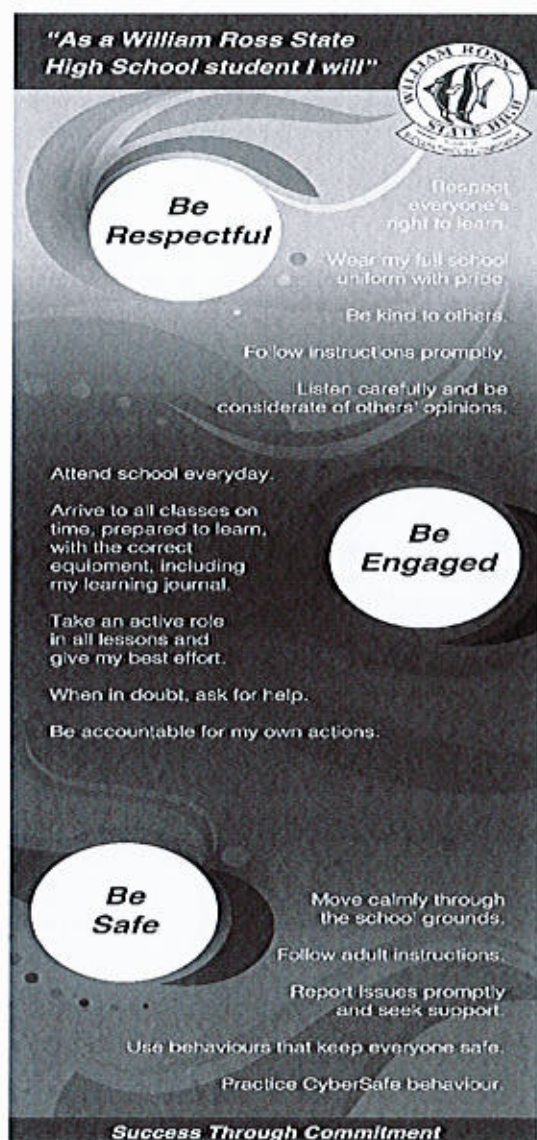
Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to contact the school.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three (3) Positive Behaviour for Learning (PBL) expectations in place for students, being Respectful, Engaged and Safe

Students




Below are examples of what this Positive Behaviour for Learning (PBL) expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at William Ross State High School.



Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school. We welcome parents¹ and other members of our diverse community into schools across Queensland. Working together with their school community, school staff support the learning and wellbeing of every student and are entitled to a safe work environment.

Parents and other visitors to school's support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	<ul style="list-style-type: none"> • be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns 	<ul style="list-style-type: none"> • using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	<ul style="list-style-type: none"> • (parents) ensure their child attends school ready to learn • support the Student Code of Conduct 	<ul style="list-style-type: none"> • taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy. 	<ul style="list-style-type: none"> • valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

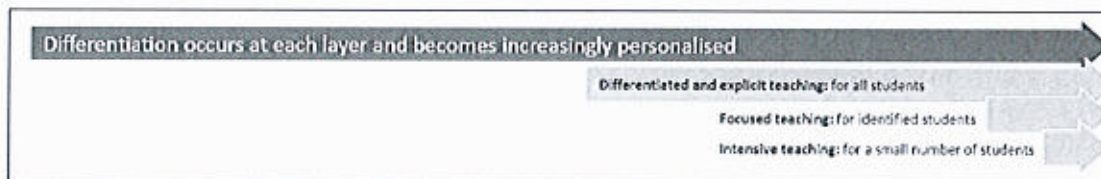
For more information about the Parent Community Code of Conduct parents are welcome to access <https://education.qld.gov.au/parents-and-carers/community-engagement/parent-and-community-code-of-conduct>

Differentiated and Explicit Teaching

William Ross State High School prides itself on providing engaging, safe and productive learning environments for its students. Effective classroom management works on the basis that there are a clear set of consequences for behaviour and that the teacher reinforces the adherence with these rules and procedures not only through negative consequences, but also through positive reinforcement of desired behaviour. William Ross State High School engages with a variety of strategies under our *Pedagogical Practices for Learning (PP4L)* approach to establish a common language to promote our School Wide expectations of *Be Respectful, Be Engaged & Be Safe*. William Ross State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at William Ross State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, members of the Student Wellbeing and Engagement Team and Heads of Department, work collaboratively with class teachers at Williams Ross State High School to provide focused teaching. Focused teaching is aligned to the Positive Behaviour for

Learning (PBL) values, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

William Ross State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs such as Restorative Justice and the use of Functional Behavioural Assessments to address specific behavioural and skill development for some students:

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that a school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Restorative Conference

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy or rewards system
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Wellbeing and Engagement Team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Wellbeing and Engagement Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review through our MTSS Framework
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Managing Behaviour

The following diagram provide a summary of how minor and major behaviours are defined and managed at William Ross State High School. **Minor behaviours** are problem behaviours that are managed by individual staff members, sometimes with the support of their HOYs/HOD/s. **Major behaviours** are defined as problem behaviours that require immediate referral to the SSST/HOY/Deputy Principal due to violation of the rights and/or safety (*physical, emotional, psychosocial*) of teachers and students.

Stage 1 <i>(Positive)</i>	At this stage, students are on task and no disciplinary action is required. Students are following the baseline " Be Safe, Be Engaged & Be Respectful " expectations of WRSHS. Teacher would give positive reinforcement using PBL Rewards Chart in Student Learning Journals
Stage 2 <i>(Minor)</i>	At this stage, the student is demonstrating inappropriate behaviours. These are dealt with by the teacher and as a matter of procedural accountability, if an incident is recorded and a consequence has been given, a contact with a parent/guardian should also be recorded . A documented pattern of teacher intervention and contact with home must be evident before moving to Stage 3.
Stage 3 <i>(Minor – ongoing)</i>	At this stage, inappropriate behaviours by a student are dealt with by a Head of Year or Head of Department . The student has demonstrated a sustained pattern of Stage 2 behaviours and there is supporting documentation on One School that multiple teacher consequences and contacts with a parent/guardian hasn't modified student behaviour. A documented pattern of Head of Year or Head of Department consequence and parent/guardian contact should be evident before moving to Stage 4.
Stage 4 <i>(Major)</i>	At this stage, the student has had a documented pattern of sustained Stage 3 behaviours or they exhibit behaviours consistent with Stage 4 referral. The student is dealt with by the relevant Deputy Principal . In the event of ongoing truancy/defiance this is managed by the Head of Year . Students may be referred to Student Support Services for intensive support.
Stage 5 <i>(Major)</i>	At this stage, a student has demonstrated extreme or sustained incidence of Stage 4 behaviour. A student may also be referred directly to Stage 5 for serious misconduct such as supplying of illicit substances, possession with intent/use of a weapon, violent/unprovoked assault and serious conduct prejudicial to the good order and management of the school. Student dealt with by Executive Leadership Team

Further documents related to **Managing Behaviour at William Ross State High School** are:

- Student Code of Conduct Stage of Intervention & Support (*Appendix 1.0*)
- Minor vs Major Behaviour (*Appendix 2.0*)
- Managing Truancy (*Appendix 3.0*)
- Mobile Phone and Wearable Device Policy (*Appendix 4.0*)
- Instrument of Authorisation (*Appendix 5.0*)

The classifications of what constitutes a major or minor behaviour and at what Stage of Intervention that behaviour sits within is subject to determination by the Executive Leadership Team of William Ross State High School with the final decision around serious student disciplinary action (i.e. *suspension or proposed exclusion*) determined by the Principal.

School Disciplinary Absences

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

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

At William Ross State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

Students who are suspended from William Ross State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangement

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Support and responded to continued truancy

Temporary removal of student property

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

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

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

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

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

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

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

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

Responsibilities

State school staff at William Ross State High School:

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

Parents of students at William Ross State High School

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

Students of William Ross State High School

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

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In alignment with the statewide *Off and Away for the Day* policy, William Ross State High School has determined that our school is a mobile phone free school. Students who are seen with a mobile phone or using a mobile phone and/or associated devices (i.e headphones, airpods, Bluetooth speakers etc) will be directed to hand those into the office. Students who refuse to comply with the William Ross State High School mobile phone policy, risk suspension, in line with the Student Code of Conduct.



William Ross State
High School Mobile
Phone Policy
Appendix 4.0

Mobile phones **are not** be used from the 8:45am (PEC) –
3:00pm (end of day)

Phones must be off and away and should not be visible during
the above mentioned times.

Preventing and responding to bullying

William Ross State High School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At William Ross State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions William Ross State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s

Cyberbullying

Cyberbullying is treated at William Ross State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their Year Level Coordinator or a member of the Student Wellbeing Team to report these in the first instance. Continued issues regarding cyberbullying will then be escalated to a Head of Year and relevant Deputy Principal if necessary.

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

Students enrolled at William Ross State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to

inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Administration Office on 47267666 and a member of staff will direct your enquiry.

William Ross State High School - Bullying response flowchart for teachers

It is expected that students and/or parents will report issues or concerns regarding bullying in a timely fashion to enable the school to follow-up on these matters. At William Ross State High School, students are encouraged to complete an *Incident Report* regarding concerns. This is important as it provides both the school, student and family with a documented evidence of specific concerns. Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family



Student Intervention and Support Services

William Ross State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at William Ross State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include a range of Stage 3 and Stage 4 consequences as outlined in the *Managing Behaviour* of this document. In extreme cases, at the discretion of the Principal and the seriousness of the situation Stage 5 measures can be implemented including in the severest of cases exclusion from school.

Appropriate use of social media

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

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

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

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

- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Conclusion

William Ross State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** contact the local Regional Office
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

WILLIAM ROSS STATE HIGH SCHOOL



Student Code of Conduct Stages of Intervention & Support

Stage	Types of Behaviours	Possible Staff/School Responses
Stage 2 <i>(Teacher Intervention)</i> <i>As a matter of procedural accountability repeated contact with parent/caregivers must occur and be documented on One School at Stage 2 before progressing to Stage 3.</i>	Inappropriate student behaviours to be dealt with at this stage include: <ul style="list-style-type: none"> • Minor incidents (i.e. class disruption or disengagement) • Unsafe behaviours in class or playground. • Minor verbal misconduct involving staff and/students. • Ignoring instruction and/or failing to engage with classroom expectations • Lateness to class/truancy • Littering (classroom or playground) • Minor bullying • Seen in possession of a personal technology device • Failure to follow procedures when wearing incorrect uniform (as per Education (General Provisions) Act 2006 section 362 & WRSHS Student Uniform Policy) • Eating/drinking in classrooms 	Teacher response & intervention Teacher initiated actions could include: <ul style="list-style-type: none"> • Contact with parents/caregiver • Restorative Chat with staff member • Verbal negotiation • Reminder of school wide expectations • In-class separation (i.e. independent seating) • Removal from classroom for one-on-one resolution with teacher • Buddy class (students must complete a Behaviour Reflection and have a re-entry discussion with the teacher prior to next session) • Assign student to accompany staff on break time playground duty • Assign student a detention • Restitution e.g. cleaning classroom • Letter of apology • Confiscation – temporary removal of property. • Student sent to the Administration to hand in personal technology device. • Student sent to the Administration to get uniform pass.
Stage 3	Inappropriate student behaviours to be dealt with at this stage include:	Head of Department intervention. Follow up action could include:

<p><i>(Head of Department Intervention and/or Head of Year</i></p> <p><i>From Stage 3 onward, contact with parent/caregivers must occur as a matter of procedural accountability. Head of Department intervention will only occur once there is documentation of repeated incidents, contacts with parent/caregiver and teacher consequences.</i></p>	<ul style="list-style-type: none"> • Sustained pattern of Stage 2 behaviours • Repeated defiance/non compliance • Repeated pattern of truancy • Repeated disruption in the classroom • Repeated incidents of bullying especially targeted or persistent • Physical aggression/misconduct not resulting in injury • Disrespectful language/actions (verbal and non-verbal) • Refusal to hand over personal technology device to the office when requested • Continued unsafe behaviours in the classroom or playground. • Possession of dangerous and/or banned items • Petty theft 	<ul style="list-style-type: none"> • Parent contact and/or meeting • Monitoring program (i.e. Classroom Expectations Card) • Resolution meeting • Peer mediation and/or restorative justice conference • Restitution • Community Service (at school) • Temporary Withdrawal (structured buddy class) • Confiscation of item • Back on Track Room (HoD referral only) • After School Detention
<p>Stage 4</p> <p><i>(Deputy Principal, Head of Year and/or Student Support Services Team Intervention)</i></p> <p><i>Parent/caregivers contact must occur as a matter of procedural accountability. Where appropriate, documentation including Discipline Improvement Plans, Individual Support Plans and Re-Entry from Suspension paperwork must be signed by parent/guardian and uploaded onto One School.</i></p>	<p>Inappropriate student behaviours to be dealt with at this stage include:</p> <ul style="list-style-type: none"> • Persistent Stage 3 behaviours • Persistent truancy – now defiance • Major theft • Refusal to follow direction of Administration • Disruption of school routine • Inciting and/or encouraging violence • Physical aggression/misconduct resulting in injury • Organised and/or sustained bullying • Smoking/possession of tobacco and or implements (including electronic vape pens and/or herbal vaporizers/chroming) • Possession/consumption/under the influence of alcohol • Possession/consumption/under the influence of cannabis • Possession of a knife • Possession of a replica weapon • Pornography (possession and/or distribution) 	<p>Deputy Principal and Student Support Services Team response & intervention. Follow up action could include:</p> <ul style="list-style-type: none"> • Parent/carer contact and/or meeting • Monitoring program & daily check in (behavioural probation) • Restitution and/or mediation • Confiscation – temporary removal of property • Referral Student Support Services Team Member (i.e. SBYHN or GO) • Referral for assessment and specialist support • Functional Behaviour Assessment & Behaviour Support Plan • Discipline Improvement Plan • Individual Support Plan • Personalised Learning Plan • Detention schedule (lunch breaks or after school) • Referral to outside agency

	<ul style="list-style-type: none"> • Serious verbal/written abuse of school staff/visitors • Serious intimidation of/threats to safety of staff • Vandalism • Inappropriate and intentional physical misconduct involving a staff member • Sexual misconduct with another student • Sexual harassment of another person • Dangerous behaviours in class or playground • Inappropriate use of social media and technology recording/dissemination of inappropriate material • Bringing school into disrepute including through social media/internet and/or by personal actions. • Other conduct prejudicial to the good order and management of the school. 	<ul style="list-style-type: none"> • 1 - 10 day suspension from school (suspension in line with EGPA 2006) • School re-entry conference on return from suspension
Stage 5 <i>(Executive Team Intervention)</i>	<p>Inappropriate student behaviours to be dealt with at this stage include:</p> <ul style="list-style-type: none"> • Extreme and/or repeated incidence of Stage Four behaviour (see above) • Absenteeism (post compulsory) • Possession of and/or use of harmful substances • Use of an object/device to inflict harm • Possession of knife or replica weapon with intent to threaten others or cause disruption • Supply and/or sale of cannabis to others • Possession of illegal and illicit substances other than cannabis • Wilful and intentional destruction of school property • Violent and/or unprovoked assault. • Physical violence directed at staff • Threats towards Administration • Bomb threats/hoax • Persistent and wilful breaches of William Ross State High School Policy and Procedures 	<p>Executive Team response & intervention. Follow up action could include:</p> <ul style="list-style-type: none"> • Discipline Improvement Plan • Individual Safety Plan • Parent/carer interview • Complex Case Management/Multi Team Approach (i.e. multi SSST and/or external agencies) • Queensland Police Service (QPS) notification • 11 - 20 day suspension from school (suspension in line with EGPA 2006) • Cancellation of enrolment may apply for students non-compulsory school age as per EGPA 2006-section 316 • Recommendation for exclusion in line with EGPA 2006-section 289 to 296.

	<ul style="list-style-type: none"> • Film and/or distribute lewd or pornographic materials • Bring school into disrepute including through social media and internet • Repeated and/or extreme threats to safety of school staff and students • Other serious misconduct prejudicial to the good order and conduct of the school. 	
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Appendix 2.0 – William Ross State High School Majors & Minors Quick Guide

One School Behaviour Category	Minor Definition & Examples (Stage 2) Teacher	Minor Definition & Examples (Stage 3) HOD HOY	Major Definitions & Examples (Stage 4 and 5) Deputy Principal
Abusive Language Student delivers verbal messages that include swearing, Name calling, or use of words in an inappropriate way.	Minor/one off instances of inappropriate language. Non-directed swearing in the classroom, example, "This is s%#t".	Inappropriate verbal/written remarks. Using language that is abusive, profane or inappropriate due to being of a racial, religious, sexual and/or homophobic in nature directed towards a student. Class time = HOD Break Time = HOY	Intentional use of inappropriate language directed at an adult, example, 'Go f*&k yourself'. Inappropriate verbal/written remarks. Using language that is abusive, profane or inappropriate due to being of a racial, religious, sexual and/or homophobic in nature directed towards an adult.
Academic Misconduct Student inappropriately and falsely demonstrates their learning.		Cheating, collusion, contract cheating, copying work; disclosing/receiving assessment information, fabricating, impersonating, examination misconduct, plagiarism, talking disruption during exams. Curriculum HOD	
Bomb Threat/False Alarm Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Making inappropriate jokes about bombing or false alarms.		Threatening harm or damage via a bomb explosion, setting off Fire Alarm, causing lockdown false alarm, threat to wellbeing and safety of school community behaviours which require or cause a lockdown or evacuation of learning environment/area/whole school.
Bullying Student repeatedly engages in deliberate verbal, physical and /or social behaviour intended to cause ongoing physical, social and /psychological harm, In person or online.		Ongoing disrespect of individual student examples: calling a student a name after they have been reminded of school expectations. Class time = HOD Break Time = HOY	Organised and sustained targeting of a student/staff member, ongoing physical or verbal abuse, inappropriate touching, intimidation, threatening others with harm.
Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.	Minor talking back, arguing, talking over others, yelling, sleeping in class.	Being in someone's personal space, continued disrespect of other people's opinions. Escalated talking back, arguing, talking over others, yelling.	Persistent impedance to teaching and learning.

	Disrespect towards a student or staff member, eg calling a student an inappropriate name.	Class time = HOD Break Time = HOY	Persistent refusal of staff instructions/redirection in the school grounds.
Defiance Student refuses to follow directions given by school staff.	Student engages in initial refusal to follow directions when given a direction, but then complies. Student is not doing work, but is not disruptive. Student is sent to buddy class and leaves the room, but does not attend, 1 st time.	Persistent refusal to follow reasonable instructions, Example: A student has been buddied from class and the student refuses to comply. Student is sent to buddy class and leaves the room, but does not attend, 2nd time. Class time = HOD Break Time = HOY	Refusal to follow reasonable instructions which puts staff and students at risk. Not following Senior Leadership Instructions (HOY, HOD, DP, P) Ongoing and persistent truancy after support and intervention (HOY)
Disruption Student engages in behaviours causing an interruption in class or school activity or event. Includes sustained loud talk, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Minor, inappropriate behaviour that disrupts learning and/or teaching. Examples: talking to peers, making noise – tapping pencils, calling out, moving around the classroom.	Behaviour causing prolonged interruption to learning. Examples: yelling/persistent calling out, sustained out of seat behaviour resulting in buddying the student. Class time = HOD	Behaviour causing prolonged interruption to learning and/or school routine impacting on the safety of students and/or staff.
Dress Code Student wears clothing that is not within the dress code guidelines by the school.	Minor failure to follow the school uniform policy. Examples: Wearing wrong jumper and agreeing to take it off and leave it off.	Failure to follow uniform policy and refusing to comply with the repeated directions from the staff. Examples: Repeated uniform violations. HOY	Failure to follow uniform policy and refusing to comply with the direction to change, and/or collect a uniform pass.
Falsifying Documents Student intentionally creates, changes or modifies a document with the intent of misleading.		Cheating and plagiarism assessment. Examples: Copying another students solution to a piece of assessment. Cheating in assessment and plagiarism in senior assessment. Examples: copying another students solution to a piece of assessment. Using AI. Curriculum HOD	Misleading and giving incorrect information relating to a behaviour incident. Examples: forging a parent signature; making a false statement about an incident.
Fighting Student is involved in mutual participation in an incident involving physical violence.			Hitting (including with an object), punching, kicking, spitting, biting, hair-pulling. Physical contact with intent or outcome of causing injury or harm to others.

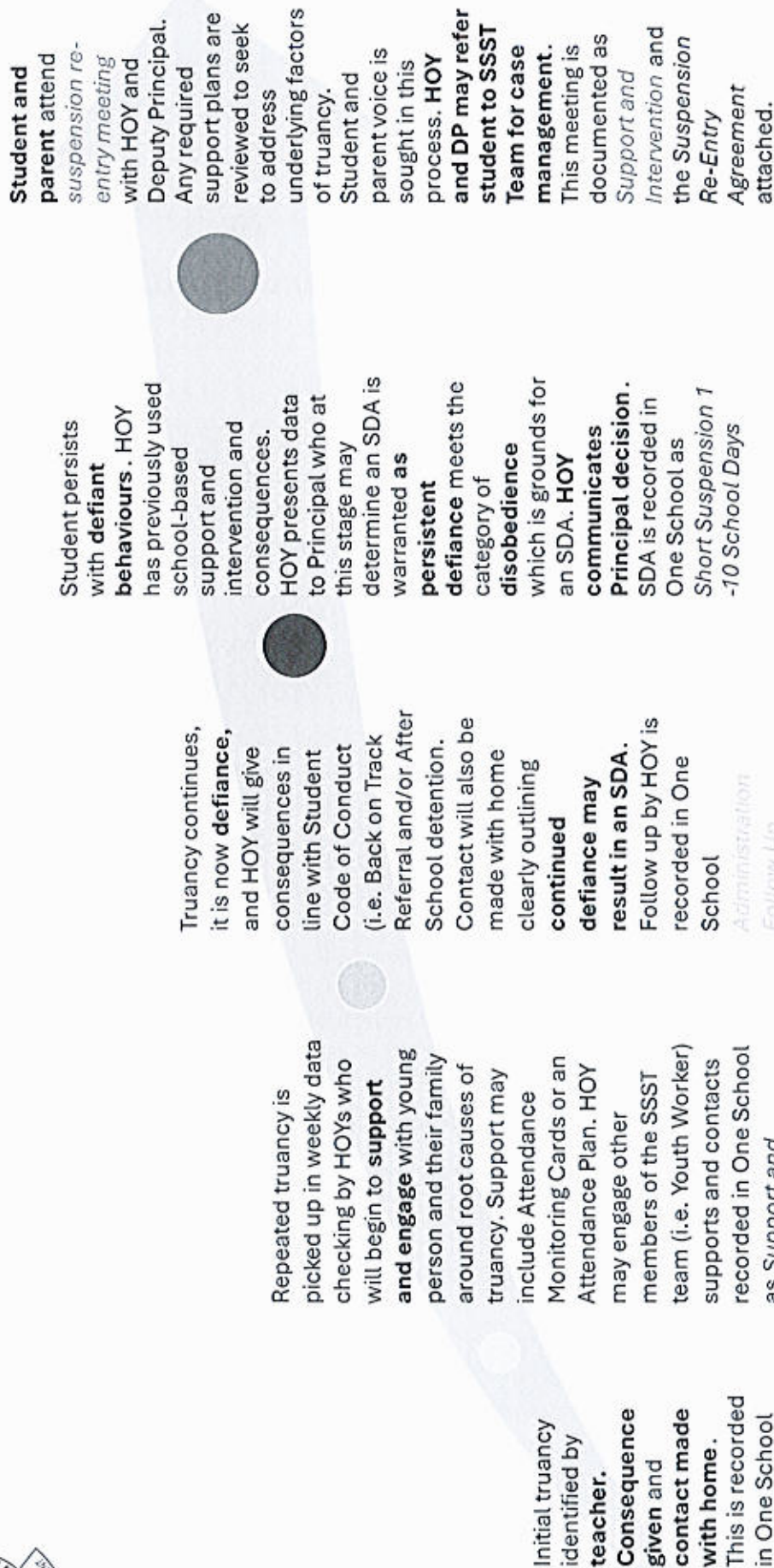
<p>Harassment</p> <p>Student engages in delivery of harmful messages in any format related to gender\ethnicity, sex, race, religion, disability, physical features or identity characteristics.</p>	<p>Teasing, name calling, harmful comments in relation to gender\ethnicity, sex, race, religion, disability, physical features or identity characteristics.</p>	<p>Organised and/or sustained teasing, name calling, harmful comments in relation to gender\ethnicity, sex, race, religion, disability, physical features or identity characteristics.</p> <p>Class time = HOD Break Time = HOY</p>	<p>Serious teasing, name calling, harmful comments in relation to gender\ethnicity, sex, race, religion, disability, physical features or identity characteristics.</p>
<p>Physical Aggression</p> <p>Student intentionally engages in actions involving physical contact with others where injury may occur.</p>	<p>Student engages in inappropriate physical contact/touching which does not result in physical injury.</p> <p>Examples: Pushing another student or playing tackle football.</p>	<p>Continuing physical contact in spite of intervention strategies being put in place.</p> <p>Examples: Intentionally pushing or tackling another student after being given a previous consequence/warning.</p> <p>Class time = HOD Break Time = HOY</p>	<p>Physical contact with intent or outcome of causing injury or harm to others. Examples: Intentionally tackling, tripping or pushing a student into an object or to the ground.</p>
<p>Property Damage</p> <p>Student participates in an activity that results in destruction, damage or disfigurement of property.</p>	<p>Low intensity misuse of property for a purpose for which it was not intended and does not cause harm to self or others. Examples: drawing on someone's book; Graffiti in the Diary.</p>	<p>Student participating in an activity that results in destruction or disfigurement of property</p> <p>Examples: Graffiti; Vandalism; Damage to buildings.</p> <p>Class time = HOD Break Time = HOY</p>	<p>Students participating in an activity that results in substantial destruction or disfigurement of property and causes harm to self or others</p> <p>Examples: Graffiti; Vandalism; Damage to staff cars or buildings.</p>
<p>Property misconduct causing risk to others</p> <p>Student engages in misuse of property which may cause risk of injury or ill-health to others.</p>	<p>Dangerous use of objects, not directed towards others. Examples: Throwing stones into a garden or at a target, throwing food, pens, spit balls.</p>	<p>Uses an object to cause harm to school property or another person. Examples: Throwing a rock, stick or other object causing unintentional harm to property or a person.</p> <p>Class time = HOD Break Time = HOY</p>	<p>Uses an object to threaten or cause harm or physical injury to another person.</p> <p>Examples: Throwing a rock, stick or other object with intent to cause harm.</p>
<p>Refusal to Participate in program of instruction</p> <p>Student refuses to take part in activities or learning that re expected as part of education program at the school.</p>	<p>Low level failure to respond to reasonable instructions given by an adult to complete tasks during class time.</p> <p>Examples: Non-completion of work with eventual compliance.</p> <p>Failure to submit ongoing work towards assessment.</p>	<p>Actively or continually refusing to follow reasonable instructions from adults to undertake tasks. Examples: Ongoing work refusal; Refusal/failure to complete summative assessment.</p> <p>Refusal to participate in meaningful effort towards a satisfactory result.</p> <p>Failure to submit ECP.</p> <p>Failure to submit Final.</p> <p>Curriculum HOD</p>	<p>Persistent and repeated failure to engage in required learning activities (Year 11, 12 ONLY)</p>

Substance misconduct involving tobacco and other legal substances Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances/ implements.		Possession, distribution or use of lighters, vape refills, being a bystander whilst someone is vaping. Class time = HOD Break Time = HOY	Possession, distribution and/or use, of cigarettes, vapes, Smoking, vaping, chomping, distributing or selling cigarettes, non-prescription medication, vapes, alcohol. Arriving to school under the influence of a substance.
Substance misconduct involving illegal substances Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.			Possession, distribution and/or use of illicit drugs, hallucinogens, mushrooms etc. Arriving to school under the influence.
Technology Violation Student engages in inappropriate use of mobile phone, phone, smartwatch, camera, computer or other communication device, impersonating staff or student.	Non-serious, but inappropriate use of a digital device. Examples: Writing an inappropriate word in the text of an email at school; Using IT without permission, using a personal electronic device, using laptop in playground at break times, between 8:45am and 3:00pm.	Repeated inappropriate use of IT. Examples: Accessing their mobile phone more than once, resulting in it being confiscated and handed in to the office. Class time = HOD Break Time = HOY	Serious, inappropriate use of IT. Examples: Using someone else's account; Accessing inappropriate websites; refusing to take Personal Device to the office; Recording or photographing staff or students and/or sharing these images/recordings.
Theft Being in possession of, passing on, or being responsible for removing school or someone else's property.	Taking of student equipment (hats, water bottles etc) and the location is known and easily returned to owner.	Taking of student equipment (hats, water bottles etc) and the location is not known and not easily returned. Damage caused to the stolen item. Class time = HOD Break Time = HOY	Stealing equipment belonging to others or the school with/without intent of not returning it for personal gain. Examples: Phone, money, technology, bikes, scooter.
Truancy (out of class) Student is present at school, but absent for one or more scheduled classes without permission/appropriate reason.	Not in class at the appropriate time. Examples: Student returns after excessive time out of class for toilet break; late to class, does not go to class at all, but is on school grounds.	Persistent lateness to class across subjects, not arriving to class, persistent leaving class without permission. Refusal to follow staff instruction to return to classroom/learning. HOY	
Truancy (out of school)		Persistent long-term unjustified absence	Persistent failure to attend school without permission. Leaves the school grounds

Student is absent from school (any part of school day) without permission or appropriate/authorised reason.		Leaving the campus without permission, not attending school for the whole day/part day without parent permission HOY	without permission, despite staff direction not to leave.
Use/ Possession of combustibles Student is in possession of substances/objects capable of causing bodily harm/property damage.	Students possess on their person or in their bag an item which has been declared by the school as prohibited, example: aérosol déodorant, permanent markers, chewing gum.	Students possess on their person or in their bag a dangerous/banned item, example: Continuing to bring prohibited items to school, firecrackers, lighters, matches Class time = HOD Break Time = HOY	Students possess on their person or in their bag an item which has been declared by the school as prohibited and uses it in a way to harm self and/or others.
Use/Possession of a weapon Student is in possession of guns, knives (real/imitation) capable of causing bodily harm/property damage.			Student possesses on their person or in their bag a weapon, including knives, guns, replica guns and/or an item that has been used or has the potential to be a weapon.



Appendix 3.0 – Truancy Management



Appendix 4.0



William Ross State High School

Mobile Phone and Wearable Device Policy

Overview

The Queensland Government decided to ban mobile phones and wearable devices in all Queensland schools in 2024 during school hours. At William Ross State High School, our policy stipulates that all mobile phones and headphones are not to be used when attending school. Smartwatches may be worn but should be in flight mode. Extensive consultation was undertaken, with students and staff in the revision and implementation of this policy.

Mobile and Wearable Devices at School – Policy and Expected Student Behaviour

Device Type	School Policy	Expected Student Behaviour
Mobile Phones	Mobile phones are not to be seen and/or used during school hours.	Students will have their phone "off and away" from 8:45am until 3:00pm.
Wearable Smartwatches	Smartwatches may be worn but must be in "flight mode" and are not to be used during school hours.	Students will put their Smartwatches on flight mode from 8:45am until 3:00pm.
Headphones	Air pods/Ear pods/headphones are not to be seen and/or used during school hours.	Students will keep headphones away from 8:45am until 3:00pm

Students and parents are reminded that valuable personal technology devices such as mobile phones, headphones, tablets, laptops etc. are brought to school at their own risk. Students may use laptops and/or tablets as part of our Bring Your Own Device program. These devices are not covered in the *Mobile and Wearable Devices Policy*.

Exemptions

Exemptions for the Mobile and Wearable Devices Policy at William Ross State High School are as follows:

- **Medical Exemption** for students who require their mobile phone device for legitimate medical grounds (i.e., a student with diabetes who uses their device to check their insulin levels). Parents/guardians who believe their child requires an exemption should speak with the relevant Deputy Principal of their child's Year Level. All applications for medical exemption should be provided in writing, along with supporting documentation to the Principal.
- **Curriculum Exemption** for students who are using their device under the supervision of a teacher, approved by a Head of Department, for curriculum purposes.
- **School Camps/Carnivals** students may use their Mobile and Wearable Devices on the way to and from school camps. They may also be used responsibly and in accordance with the Student Code of Conduct at School Carnivals.

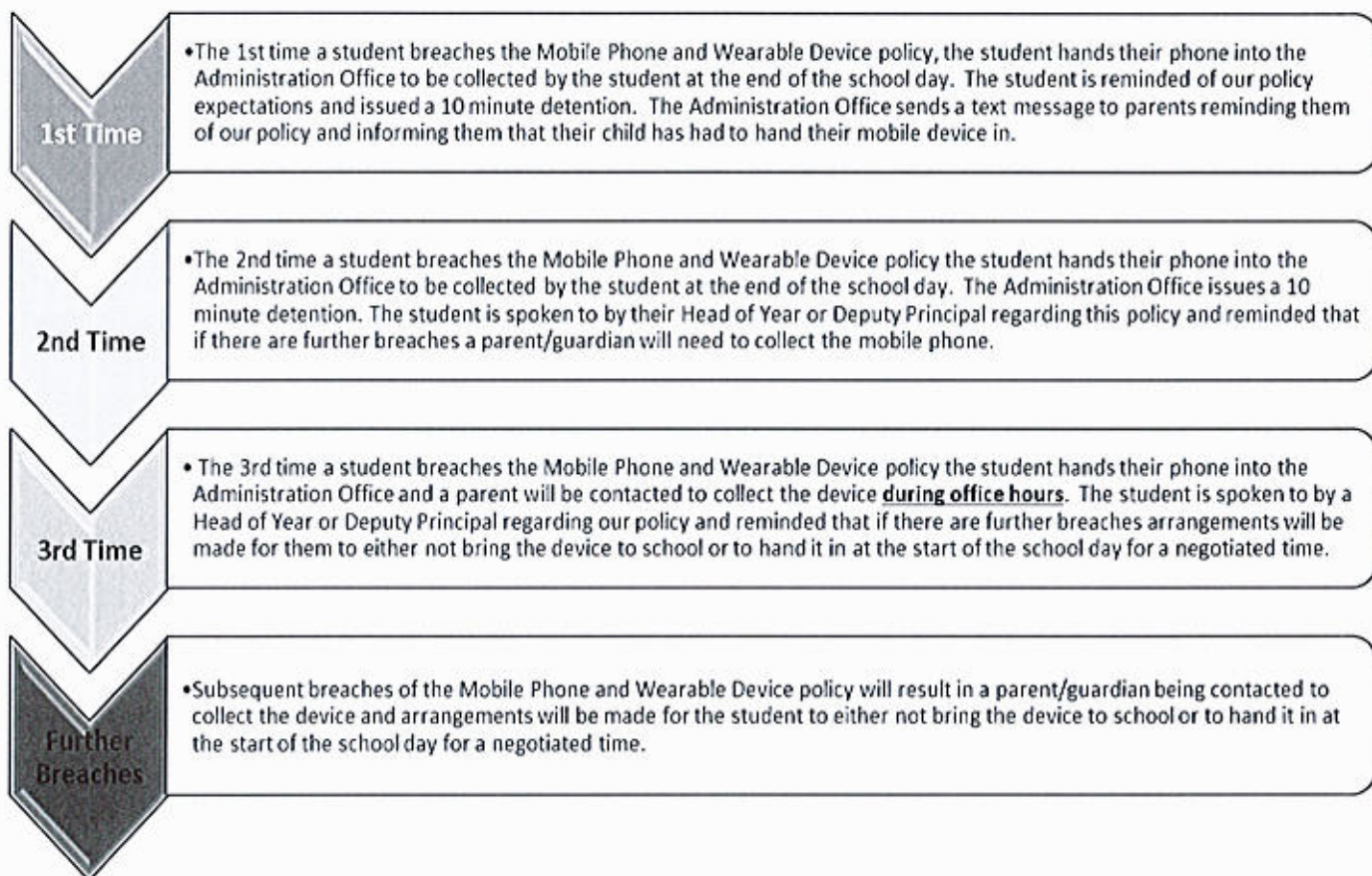
Confiscation

Students who are found using a mobile phone and/or headphones on our campus after 8:45am will be instructed to hand it into the Administration Office. The consequences for repetitive breaches of our policy are outlined below. Students who refuse the reasonable instruction of staff may face disciplinary action, including suspension in accordance with our Student Code of Conduct. Devices potentially containing evidence of criminal offences may be

reported to the Queensland Police Service (QPS). In such cases, QPS may take possession of such devices for investigation purposes and students and parents will be advised to contact QPS directly.

Consequence/Follow Up Flowchart for Repeated Breaches of the WRSHS Mobile and Wearable Device

Students are made aware of our Mobile Phone and Wearable Device Policy, as well as our Student Code of Conduct. For students who fail to meet the expectations of this policy, the consequences are outlined below. These consequences are reset each Term, allowing students the opportunity to demonstrate responsibility and compliance with our school policy. Students who refuse to comply with the reasonable instructions of staff may face serious disciplinary consequences in line with the William Ross State High School Student Code of Conduct.



William Ross SHS Office Hours

8:00am – 3:30pm

Monday - Friday



Appendix 5.0 Instrument of Authorisation

Department of Education

William Ross State High School

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12,

Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Rob Slater, Principal of William Ross State High School, authorise the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

Rob Slater

27 January 2026

William Ross State High School

DATE EFFECTIVE

QUEENSLAND DEPARTMENT OF EDUCATION

