Yeronga State School

Student
Code of Conduct
2023-2027

Equity and Excellence

We as a nation, committed to equity and excellence in education – that all children and young people are confident, creative lifelong learners active in their community. Achieving our vision requires a collective understanding of what we all stand for and how we will make it a reality.

Excellence cannot be achieved without equity.

The Equity and Excellence policy renews our focus on empowering our teachers and school leaders, investing in digital innovation, school performance, fostering collaboration between schools and community and delivering sustainable investment in schools for the future.

Purpose

Yeronga State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.
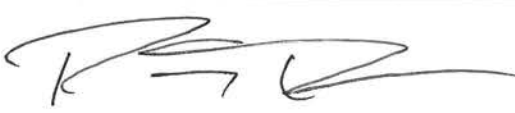
The Yeronga State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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.

Contact Information

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Endorsement

Principal (Acting) Perry Trattos Date: 13.9.2023	
PandC president – Chris Day Date: 13.9.2023	

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Introduction

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

VISION

We are connected, curious and community minded learners who make a positive difference to our world.

VALUES and MISSON

Learning – Literate, numerate and curious learners

Caring – For ourselves, each other and out community

Growing and Achieving – Agentic learners

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build all our students to be confident, self-disciplined and kind young people. Our school staff and community believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Thank you to our students, staff and community who provided us with feedback that helped to shape this work. A special thanks to the key group of staff who led the process.

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As President of the Yeronga State School P&C, I am proud to endorse the new Student Code of Conduct. 2023 has been a year of review and consideration, and the establishment of this new code of conduct has been careful and transparent. Mr Perry Trattos (Acting Principal), Stef Kirk (Deputy Principal) and their team have strived to involve as many voices as possible in the process, so the school can have as strong and effective a document as possible.

A school code of conduct is important for all parents so they are able to support their children, understand what is expected of them and how to meet those expectations. We encourage all the parents of YSS to read this code of conduct and discuss it with your family at home. Seek responses from your children, open discussions around dinner or picnic tables and explore how they feel about the Code of Conduct and how it could be helpful to them. Issues such as bullying or isolation occur in all schools and YSS leaders, teachers, parents and community will never shy away from discussing them and supporting those children affected. What we hope is gained through reading and discussing this Code of Conduct is that children understand there is a structure and people in place to help them deal with the bullying they may be experiencing. Similarly, this code provides pathways for other children who may witness the bullying and otherwise feel powerless to help.

The recent rise of cyber-bullying through digital devices has made bullying more complex, but also raised the need for very public discussions to happen at home and school so children have a very clear understanding of the steps they can go through to take action and help themselves and those around them. The Yeronga P&C hopes any parents who wish to discuss this Code of Conduct contact the school or the P&C, we hope children ask their teachers about it. Most importantly this needs to be a living document, understood by all and adjusted as we go. Our goal is a happy, harmonious school where no child feels any impediment to their learning and development. We are already a wonderful school, but we will never tire of seeking ways to improve the experience of school for our children.

CHRIS DAY

(PRESIDENT)

FOR & ON BEHALF OF YERONGA STATE SCHOOL P & C

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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 Systems of Support

Yeronga State School uses a multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour. This is a preventative, differentiated model which is grounded in practical strategies, targeted planning and data-informed decision-making. As it is based on a problem-solving model the school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive differentiated and explicit teaching and learning for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Personal and Social Capabilities, This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Focussed and targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the personal and social capabilities. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

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- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

3   Individualised intervention and services for a **few students** (2-5%) who require the most intensive support the school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- RESTORE the relationships
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

Consideration of Individual Circumstances

Staff at Yeronga State 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 equity, where every student is given the support they need to be successful. 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,

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staff and parents to know what consequence 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 with the Deputy Principal or Principal to discuss the matter.

Student Wellbeing

Yeronga State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services. Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum, embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the Australian Curriculum.

Yeronga State School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's pedagogical approach, Yeronga State School fosters and promotes responsibility for learning inside and outside the class room through Learner Assets (communicator, self-manager, researcher, collaborator, contributor and thinker). The Learning Assets encourage students to inquire into their learning and behavioural choices. The skills and dispositions fostered through Learning Assets promote student resilience and self-worth.

Students at Yeronga State School develop skills in conflict resolution through instruction in the classroom, whole school reinforcement on assemblies and modelling from peers and teachers. Peer modelling and support encourages senior students to develop skills in peer mediation in order for them to support younger students in the playground.

Teaching staff at Yeronga State School utilise Zones of Regulation to promote self-regulation among students and to facilitate conversations with them about their emotional and sensory needs. Students are taught to identify feelings and emotions in themselves and others. They are then taught effective strategies to manage their responses to emotional and sensory situations.

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

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Specialised health needs

Yeronga State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Yeronga State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school office can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a form signed by the prescribing health practitioner. Administration of medication in schools

Yeronga State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Yeronga State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Yeronga Inclusion Team

Yeronga State School has a comprehensive Inclusion Team in place to help the social, emotional and physical wellbeing of every student. The staff at Yeronga State School acknowledge that there are a range of factors that impact on student achievement and are committed to all students receiving the support they need to achieve their personal best.

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. Students can approach any trusted school staff member at Yeronga State 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 Yeronga Inclusion Team.

Parents who would like more information about the Inclusion team roles and responsibilities are invited to contact the Principal.

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Role	What they do
Principal	• Lead role and Coordination of Yeronga State School Behaviour management.
Deputy Principals	• Coordinate transition into primary school and secondary school • Monitor student attendance data. • Monitor student behaviour data and provide intervention for continuous patterns of behaviour, or major behaviours.
Head of Special Education	• Develop and support a high quality of teaching and adjustments for students with disabilities in accordance to related legislation and policies. • Provide high quality advice to the school leadership team, classroom teachers and other school staff to develop, plan and implement effective reasonable adjustments for students with disabilities.
Guidance Officer	• Work collaboratively with students teachers, families and community agencies to support students in learning and achieving within a safe, supportive, inclusive and disciplined learning environment. • Provide support in schools to help students in the areas of academic achievement, social, personal and career development. • Support schools to manage students with complex needs to help ensure that individual students develop to their potential. • Advice and advocacy through and in assessment and intervention, counselling, mental health and wellbeing support, behaviour support, organisation leadership and professional development.
Inclusion Teachers	• Facilitate student learning and wellbeing across designated year levels by coordinating the support provisions of specific identified students. • Work in partnership with classroom teachers by keeping them updated on student progress; gaining information on ongoing issues/ concerns, communicating opportunities and methods/resources for differentiation, collaboratively developing Individual Support Plans.

School Chaplain	• Facilitate and provide pastoral care for students and be a role model to them
	• Provide individual, and, at times, group support to students to assist their engagement with education
	• Participate in the general activities in the life of the school (e.g. school camps/ excursions/ sports/ assemblies and facilitate group/ events/ activities with voluntary student and parent participation)
	• Support students to overcome barriers to education such as
	   o attendance at school
	   o suspension/exclusion/referral for behaviour support
	   o relationships/social skills
	   o conflict with family/peers/teachers
	   o social/emotional/physical wellbeing.

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers,

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therapists, Metropolitan Behaviour Services, and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

Whole School Approach to Behaviour Management

Yeronga State School uses a multi-tiered approach to discipline to support students to monitor, adjust and reflect on behaviour choices both inside and outside of the classroom.

The multi-tiered approach enables students to monitor, adjust and reflect on behavioural choices through:
- acknowledging positive behaviours publicly
- teaching and modelling appropriate behaviours
- using a common language of expectations across the school
- prioritising prevention and restorative strategies
- defining expectations of student behaviour inside and outside the school
- proactively programming behaviour expectations through class discussions and formal lessons
- establishing clear consequences for behaviours
- monitoring of student behaviours and staff feedback
- implementing behavioural support consistently by all stakeholders across the school and outside agencies
- provision of behaviour support and intervention strategies to meet the needs of all students

Yeronga State School uses whole-school behaviour data to:
- analyse, improve and refocus student behaviour and learning outcomes
- ensure consistency of expectations across the school
- continually support staff members to maintain consistent school and classroom improvement practices.

At Yeronga State School we believe behaviour management is about restoring and maintaining positive relationships and taking responsibility for choices. This 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 expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach and restore relationships.

The development of the Yeronga State School Student Code of Conduct is an opportunity to promote the importance of positive student behaviour among parents and students, and gain their support to implement a consistent approach to teaching behaviour. The Yeronga State School behaviour expectations are universally appropriate outside the school gate in the wider community and in the home setting. We aspire to create a community in which all students do their best, be safe, be responsible and be respectful.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the Principal.

Expectations

The first step in facilitating standards of positive behaviour in a whole school approach to school discipline is communicating those standards to all students. At Yeronga State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

In order to raise awareness of these expectations and embed exactly what these behaviours look like in different situations, a matrix of behaviours has been developed.

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YSS BEHAVIOUR MATRIX	Be Safe	Be Respectful	Be Responsible
Self-Manager	I am a safe self-manager when I … • Use equipment correctly • Think about my actions to make sure they're safe • Keep my hands, feet and objects to myself • I need to stop, think, act • I am sun safe • In the right place at the right time	I am a respectful self-manager when I … • Respect others and myself • Respect that we all have a right to learn, right to feel safe, and a right to be heard • Am inclusive	I am a responsible self-manger when I… • Participate • Am ready to learn • Use feedback to improve • Am in the right place at the right time • Take responsibility for my own actions • Wear the correct uniform • Look after my belongings and the school environment • Use digital resources appropriately
Collaborator	I am a safe collaborator when I … • Am a team player • Stay with the group or class	I am a respectful collaborator when I… • Respect others' views and ideas • Respect the rights to people's personal space • Disagree with others respectfully • Respect my role in the group and others roles too	I am a responsible collaborator when I… • Stay on task when working alone and with others • Encourage others • Cooperate with others
Communicator	I am a safe communicator when I… • Am kind and use manners • Communicate appropriately on digital platforms with trusted people • Report inappropriate digital communication	I am a respectful communicator when I… • Use kind words and tone to resolve conflict • Use whole body listening • Take turns • Respect others ways of communicating	I am a responsible communicator when I… • Use whole body listening • Ask for help when I need it • Help others • Listen to instructions
Researcher	I am a safe researcher when I… • Use resources approved by my teacher • Use school equipment safely and correctly • Make safe choices using the internet	I am a respectful researcher when I… • Respect others views • Respect the subjects of my research	I am a responsible researcher when I… • Listen to and respect others points of view • Use RADCAB
Thinker	I am a safe thinker when I… • Think about safe choices before acting	I am a respectful thinker when I… • Think about other people's feelings before I speak or act	I am a responsible thinker when I… • Persist when solving problems • Use a range of thinking skills • Use my device for learning tasks
Contributor	I am a safe contributor when I… • Identify hazards and report them • Stand up for and reporting bullying & cyber bullying • Report cyber safety concerns	I am a respectful contributor when I… • Take turns in group work • Stand up for the rights of others • Am inclusive • Share equipment • Am polite and kind	I am a responsible contributor when I… • Contribute to discussions and share ideas • Look after the school environment • Help others • Offer feedback and listen to feedback

These expectations are communicated to students via a number of strategies, including:
- Explicit behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Display of matrix in every classroom.

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Yeronga State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular school newsletter items, enabling parents to be actively and positively involved in school behaviour expectations.
- Wellbeing Legacy Committee run by year 6 student leaders.
- The teaching of Respectful Relationship curriculum embedded in the Health curriculum.
- Staff wellbeing Professional Learning Community
- Yeronga Inclusion Team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Yeronga State School Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - o the use of personal property technology devices at school (Appendix 1)
  - o procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - o procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

At Yeronga State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Students are taught explicitly what the expectation of behaviour looks like a Yeronga State School using the Behaviour expectations Matrix (appendix A). A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

When students demonstrate learner assets and Yeronga State School behaviour standards, students are praised using the Yeronga Yabby Snap snap's. Students receive a snap snap with their name and class on it and are collated on a class scale. The class with the most snap snaps is rewarded with the Yeronga Yabby Trophy for the fortnight. The class with the most snap snaps for the term receives a class party at the end of term. 2 Snap snaps are drawn out on assembly each fortnight and the winders receive a tuckshop voucher.

Students also receive positive behaviour certificates when they demonstrate learner assets and Yeronga State School behaviour standards. These are recorded on Oneschool and presented fortnightly at assemblies.

Differentiated and Explicit Teaching

Yeronga State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This

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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 Yeronga State 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
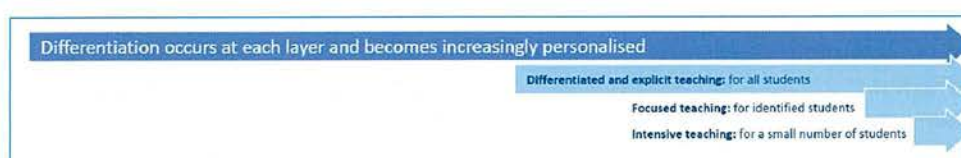
These three layers map directly to the tiered approach to positive behaviour support i.e. Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Expectations Matrix as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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 (e.g. Inclusion Teachers, Guidance Officer, Deputy Principals/Principal) work collaboratively with class teachers at Yeronga State School to provide focused teaching. Focused teaching is aligned to the

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Expectations Matrix, 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.

Professional Development opportunities are available for staff through the Metropolitan Region Behaviour Support Service.

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.

Yeronga State School is able to refer to the Metropolitan Region Behaviour Support Service for additional support with case management for identified students.

Legislative Delegations

Legislation

In this section of the Yeronga State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Disciplinary Consequences

The disciplinary consequences model used at Yeronga State 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.

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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 an out of 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
- Class-wide 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)
- Reflection

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Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Parent contact
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual Student Behaviour Plan, Behaviour Risk Assessment)
- Targeted skills teaching in small group
- Token economy
- Reflection (See Appendix B)
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team based problem solving

Intensive

School leadership team work in consultation with Student Support Team to address persistent or ongoing serious problem behaviour. This may include:
- Functional Behaviour Assessment based Individual Student Behaviour Plan and Behaviour Risk Assessment
- Referral to Metropolitan Behaviour Services
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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)

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).

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At Yeronga State 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 schools 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 Yeronga State School will 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, to review the behaviour and 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.

Arrangements
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 Deputy Principal, the student and their parent/s.

Reasonable adjustments
In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as the guidance officer, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Leadership Team

Minor behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- do not require involvement of specialist support staff or Leadership Team.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or reflection.
- a re-direction procedure. The staff member takes the student aside and:
    1. names the behaviour that student is displaying
    2. asks student to name expected school behaviour
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for expected school behaviour.
- White Slip
- Reflection Session during lunch time
  (see Appendix B)

White Slip   Date: _____
*For addressing *repeated* low level behaviours, such as out of bounds, walking around when required to sit.
Student: _____ Class: _____
Behaviour: _____
_____
_____
_____
Staff member: _____
*Please complete and place in Class Teacher's pigeon hole.
*CT will refer to DP when a student has *three* white slips.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the immediate involvement of Leadership Team.

Major behaviours result in an immediate referral to the Leadership Team because of their seriousness. When major problem behaviours occur, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member makes a report of the student's behaviour on OneSchool.

Major problem behaviours may result in the following consequences:
- Time in office, alternate lunchtime activities, loss of privilege, restitution, Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school, suspension or exclusion.

The table and flow chart on the following pages outlines examples of consequence levels and the consistent school staff responses to behaviours. These two documents are designed to compliment eachother and be read together.

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

Problem Behaviours- Guide to Categories

Types of Behaviour	Oneschool Action Level and Behaviour Category		
*these are examples of minor and major behaviours to assist with decisions and actions	**Minor Behaviour** *Staff member records details on White Slip and places in CT Pigeon Hole	**Minor Problem Behaviour** *Staff member records on Oneschool and refers to CT and DP	**Major Behaviour** *contact DP immediately *Staff member records details on Oneschool ASAP and refers to CT and DP
*Some children may have an individual Behaviour Support Plan (IBSP) and/or Risk Management Plan	White Slip (All Staff)	Reflection Room (T in Oneschool)	DP/Principal Action
*IBSPs are in place for those children who are at risk of ongoing disengagement from schooling and alternative strategies for modifying behaviour are likely required	*White Slips are not issued for Prep students in Term 1-3.	Teacher contacts Parent/carer the **day before** advising of the reflective conversation Teacher places student name on Reflection Room Calendar in Teamsite the day before reflective conversation *Prep students have reflective conversation with DP Term 4 DP records name/s of students attending Reflection Room on Daily notices for that day	Direct DP contact via Phone/meeting with Parents ASAP
out of bounds e.g. playing in / near toilets, eating & playing in the wrong area	✓		
social skills problems eg. turn taking, not following rules, conflicts, arguing, teasing	✓		
littering / water wastage eg water fights	✓		
inappropriate use of equipment	✓		
touching other people's things without asking (including lunches, tidy boxes & bags)	✓		
not sitting down to eat lunch	✓	✓ 3X White Slips	✓ 3X Reflection Room
running on concrete, hard or paved surfaces	✓		
hats to be worn before school & both breaks in any area not undercover ie ovals, between buildings, uncovered hand ball courts	✓		
not following directions e.g. completing set tasks	✓		
deliberate non-compliance eg. work refusal		✓	
deliberate swearing at other students		✓	
deliberate throwing inappropriate objects e.g. seed pods, sticks, rocks		✓	
deliberate physical contact eg tripping, pushing, tackle football, rough play		✓	
deliberate damaging of property		✓	
inappropriate/unauthorised use of technology		✓	
sexualised behaviours *may require SP4 *refer only to DP or Principal			✓
verbal harassment – racial, sexual			✓
possession / use of illicit & illegal substances eg alcohol, tobacco, drugs, knives, lighters			✓
physical assault of another student or staff- punching, kicking, hitting, biting, spitting, scratching, slapping			✓
swearing at staff/threatening staff			✓
bullying including cyberbullying			✓

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Supporting Positive Student Behaviours

Students Demonstrate Learner Assets and YSS Behaviour Standard
Proactive Support and Acknowledgement/Active Supervision and Follow Through

In Class
* explicitly refer regularly to class rules and expectations
* ZOR and Matrix Lessons
* verbal praise, physical proximity, peer modelling (ESCM)
* increase praise ratio and extrinsic rewards when
  required (Class Awards, Classroom Snaps)

In the Playground & Specialist Lessons
*engage in active supervision
*Snap Snaps,Tuckshop Voucher
*class with most Snap Snaps receives Yeronga
  Yabby Trophy on assembly (fortnightly)
*class with most Snap Snaps for the Term
  receives Class Party from Student Council

*Class Student Awards to be recorded as positive behaviour in OneSchool
*Proactive modelling and rule reminders
1. Reminder -What were you/we doing?
2. Redirection-What should you/we be doing?

Minor Breaches of School Expectations (see categories guide)
Staff Issues a White Slip and Class Teacher (CT) Monitors

White Slip given in playground/transition/specialist lesson/classroom/office *Prep -Term 4 only
White Slip -placed in CT pigeon hole

Minor Problem Behaviour (see categories guide)
Class Teacher Refers to Reflection Room

1 X Problem Behaviour - Immediate Time-out/Time-in/Buddy Class
or
3 X White Slips – Following Teacher Monitoring of Individual Student
Teacher records as a minor behaviour in OneSchool and refers to the Deputy Principal (DP)
Teacher places student name on Reflection Room Calendar on Teamsite the day before the reflective conversation
Teacher notifies parent via phone or email the day before the student attends the reflection room
DP notes students attending reflection room on Daily Notices for that day
*Prep students have the reflective conversation in their classroom with the Junior School DP

Major Problem Behaviour/Student/others at Risk/
(Serious risk/harm to self or others or violation of rights of others – see categories guide)
Action and Management by Deputy Principal/Principal

Call for help/intervention to Administration
Minimise further risk to student/others – re-establish calm/routine
Supervising Staff records as a major incident on OneSchool and refers to CT and DP
*Incident is ACTIONED by DP/Principal and parents/appropriate authority
contacted

Any student demonstrating ongoing behavioural difficulties should be referred to YIT
All reasonable inclusion efforts/supports must be documented in OneSchool
YIT/External Support and family collaboratively develop Individual Behaviour Support/Risk Management Plan
Human Rights, Natural Justice and Procedural Fairness underpin all processes

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Yeronga State 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
- Appropriate use of social media

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 Yeronga State 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)
- vapes
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)

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- 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.

** 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 Yeronga State 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 Yeronga State School
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  o is prohibited according to the Yeronga State School Student Code of Conduct
  o is illegal
  o puts the safety or wellbeing of others at risk
  o does not preserve a caring, safe, supportive or productive learning environment
  o 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.

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Students of Yeronga State 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 Yeronga State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of iPads 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 consultation with the broader school community, Yeronga State School has determined that explicit teaching of responsible use of devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

The responsibilities for students using their own iPads at school or during school activities, are outlined below.

It is **acceptable** for students at Yeronga State School to use iPads for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the iPad out of sight during classes, before and after school, and during lunch breaks.
- smart watches must be on aeroplane mode during school hours of 9:00am-3:00pm.

It is **unacceptable** for students at Yeronga State School to:

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- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

Use of personal Mobile Phones by students

It is recommended that students **do not** bring personal mobile phones to school. However, if parents deem it is necessary that a child brings a mobile phone to school, students are responsible for:

- Keeping the mobile phone turned off and in their bags for the duration of the day.
- Mobile phones can only be used outside of the school gate after 3pm.
- Mobile phones cannot be used before school in the school grounds.
- Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.
- The school is not responsible for the physical safety of the personal mobile phones.
- Unacceptable use will lead to the mobile device being confiscated by school employees, with its collection/return to occur at the end of the school day where the mobile device is not required for further investigation.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:

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- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school obtains third party consent from parents for use of particular websites / Apps where student information is stored on departmentally-owned student computers or iPads.
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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 Yeronga State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Student Intervention and Support Services

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Yeronga State 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. 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 Yeronga State 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 practice 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school

Bullying response flowchart for teachers

The following flowchart explains the actions Yeronga State 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.

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First hour — Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one — Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two — Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three — Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four — Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five — Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing — Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Appropriate use of social media

The internet, mobile phones and social media provide opportunities for people 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 complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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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.

Cybersafety and Reputation Management (CRM)

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

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

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The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Cyberbullying

Cyberbullying is treated at Yeronga State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 the regular class teacher). 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 Yeronga State 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 Principal.

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Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
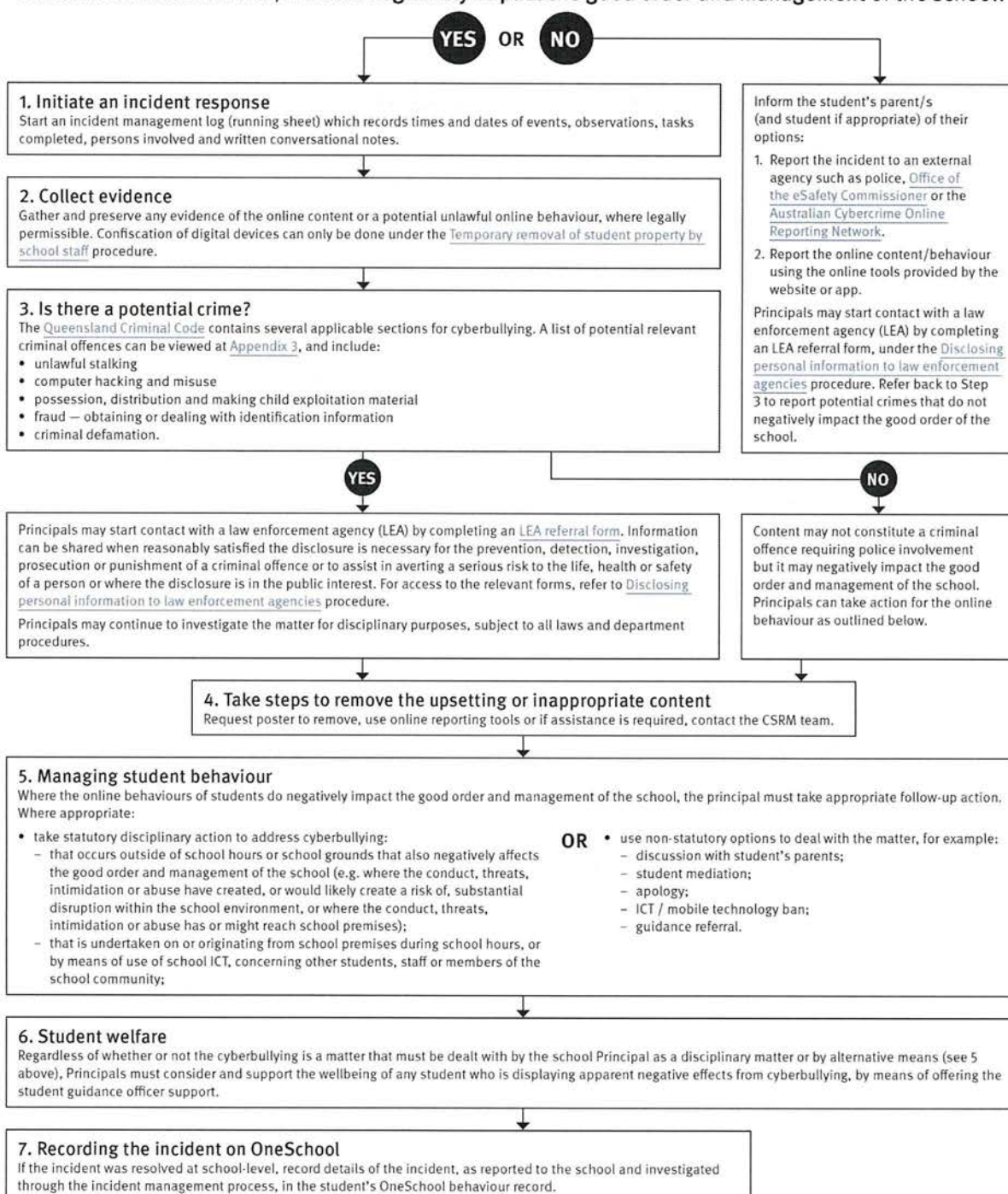
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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School staff at Yeronga State 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.

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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 (i.e. Individual Behaviour Support Plan and Behaviour Risk Assessment) 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.

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.

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Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

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Resources

- Australian Professional Standards for Teachers

- Bullying. No Way!

- eheadspace

- Kids Helpline

- Office of the eSafety Commissioner

- Parent and community engagement framework

- Parentline

- Queensland Department of Education School Discipline

- Raising Children Network

- Student Wellbeing Hub

Conclusion

Yeronga State 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.

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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.

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APPENDICES A: WHOLE SCHOOL BEHAVIOUR MATRIX

YSS BEHAVIOUR MATRIX	Be Safe	Be Respectful	Be Responsible
Self-Manager	I am a safe self-manager when I … • Use equipment correctly • Think about my actions to make sure they're safe • Keep my hands, feet and objects to myself • I need to stop, think, act • I am sun safe • In the right place at the right time	I am a respectful self-manager when I … • Respect others and myself • Respect that we all have a right to learn, right to feel safe, and a right to be heard • Am inclusive	I am a responsible self-manger when I… • Participate • Am ready to learn • Use feedback to improve • Am in the right place at the right time • Take responsibility for my own actions • Wear the correct uniform • Look after my belongings and the school environment • Use digital resources appropriately
Collaborator	I am a safe collaborator when I … • Am a team player • Stay with the group or class	I am a respectful collaborator when I… • Respect others' views and ideas • Respect the rights to people's personal space • Disagree with others respectfully • Respect my role in the group and others roles too	I am a responsible collaborator when I… • Stay on task when working alone and with others • Encourage others • Cooperate with others
Communicator	I am a safe communicator when I… • Am kind and use manners • Communicate appropriately on digital platforms with trusted people • Report inappropriate digital communication	I am a respectful communicator when I… • Use kind words and tone to resolve conflict • Use whole body listening • Take turns • Respect others ways of communicating	I am a responsible communicator when I… • Use whole body listening • Ask for help when I need it • Help others • Listen to instructions
Researcher	I am a safe researcher when I… • Use resources approved by my teacher • Use school equipment safely and correctly • Make safe choices using the internet	I am a respectful researcher when I… • Respect others views • Respect the subjects of my research	I am a responsible researcher when I… • Listen to and respect others points of view • Use RADCAB
Thinker	I am a safe thinker when I… • Think about safe choices before acting	I am a respectful thinker when I… • Think about other people's feelings before I speak or act	I am a responsible thinker when I… • Persist when solving problems • Use a range of thinking skills • Use my device for learning tasks
Contributor	I am a safe contributor when I… • Identify hazards and report them • Stand up for and reporting bullying & cyber bullying • Report cyber safety concerns	I am a respectful contributor when I… • Take turns in group work • Stand up for the rights of others • Am inclusive • Share equipment • Am polite and kind	I am a responsible contributor when I… • Contribute to discussions and share ideas • Look after the school environment • Help others • Offer feedback and listen to feedback

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APPENDICES B: REFLECTION PROCESS

Class teachers will contact the parents prior where possible to inform of the reflection session. Students will complete the form below and bring it home to discus with parents.

What happened?
What zone were you in? How did you feel?
What school rule did you choose not to follow?
Why is it important to follow that rule?
What will you do differently next time?
What zone would you be in if you did this? How will you feel?

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APPENDICES D: YERONGA STATE SCHOOL Effort and Behaviour reporting Guide

	EFFORT RATING	BEHAVIOUR RATING		
		RESPONSIBILITY	RESPECT	SAFETY
Indicators	Presentation of work – demonstrates care and commitment Ready to learn – tools and attitude Output – reflects individual capability Participates and listens in activities. Works in whole class, group and individual learning situations. Reflect and self-assess - setting goals for improvement. Seeks and uses teacher feedback. Resilient – demonstrate grit and determination	Take responsibility for my own actions. Manages conflict- adults, peers Can resolve issues. Demonstrates self-management skills – use my emotions appropriately. Encourages all school students.	Seek to resolve or improve situations. Take turns, share things. Seek to include everyone. Follows directions. Listens when others are speaking and respond appropriately. Uses manners. Move quietly - transitions Resilient – accept and move forward Listens and respects others' points of view.	Respect property and environment. Clean up after myself. Seek to improve school environment Wear correct uniform. Have equipment ready to use. Use equipment safely. Walk on concrete and hard surfaces. Wear sun safe clothing. Stays with the group / class

STANDARD	DESCRIPTOR
Excellent	Meets all indicators – rule reminder / redirection may be required once per semester
Very Good	Usually meets indicators – rule reminder / redirection required approximately once per month
Satisfactory	Meets most indicators – rule reminder/ redirection required approximately once per week
Needs Attention	Meets some indicators – rule reminder / redirection required approximately once per day.
Unacceptable	Rarely meets indicators – rule reminders / redirection required approximately once per session

RULE REMINDER / REDIRECTION is teacher intervention where a child is guided to consider the school rules.
Eg: 1:1 conferencing, in class reminders, white slips, buddy class, reflection or suspension.

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