

Yeppoon State School

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information (Mandated)

Postal address:	Tucker Street, Yeppoon, Queensland. 4703
Phone:	(07) 4925 1111
Email:	principal@yeppoonss.eq.edu.au
School website address:	https://yeppoonss.eq.edu.au/
Contact Person:	Kylie Bloomfield (Principal)

Endorsement (Mandated)

Principal Name:	Kylie Bloomfield
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Principal Signature:	
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Date:	26 November 2020
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P/C President and-or School Council Chair Name:	Kellie Kani (P and C President)
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P/C President and-or School Council Chair Signature:	
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Date:	27.11.20
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Purpose

Yeppoon State School is committed to providing a safe, respectful and engaging learning environment for all students, staff, parents and visitors.

Yeppoon State School's Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to learning.

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.

Principal's Foreword

Yeppoon State School prides itself on providing high quality education to students in the Yeppoon region. Our core business at Yeppoon State School is very child succeeding.

We believe strong, positive relationships between all members of our school and our community are the foundation to supporting the success of all students.

Yeppoon State School has three core values, **Safe Learners**, **Respectful Learners** and **Positive Learners** with a growth mindset.

Safe Learners

We are Safe Learners when we:

- Transition quietly and walk on hard surfaces.
- Respect others personal space by keeping our hands, feet and objects to ourselves.
- Use self-regulation strategies to stay calm.

Respectful Learners

We are Respectful Learners when we:

- Respond positively towards others and encourage them to do the same.
- Follow all directions immediately
- Use our manners and appropriate language at all times.

Positive Learners:

We are Positive Learners when we:

- Are present, centred and ready to learn every day.
- Actively participate with a growth mindset.
- Are resilient, with a "can do" attitude even when challenged.
- We accept the consequences and get back into the "Learning Zone".

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

Yeppoon State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Yeppoon State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Data Overview

School Opinion Survey

Parent opinion survey 2020

My child likes being at this school.	100.0%
My child feels safe at this school.	100.0%
My child's learning needs are being met at this school.	94.4%
My child is making good progress at this school.	94.4%
Teachers at this school expect my child to do his or her best.	100.0%
Teachers at this school provide my child with useful feedback about his or her school work.	83.3%
Teachers at this school motivate my child to learn.	94.4%
Teachers at this school treat students fairly.	88.2%
I can talk to my child's teachers about my concerns.	94.4%
This school works with me to support my child's learning.	88.9%
This school takes parents' opinions seriously.	88.9%
Student behaviour is well managed at this school.	77.8%
This school looks for ways to improve.	83.3%
This school is well maintained.	100.0%
This is a good school.	100.0%

Student opinion survey 2020

I like being at my school.	84.6%
I feel safe at my school.	87.2%
My teachers motivate me to learn.	92.7%
My teachers expect me to do my best.	88.1%
My teachers provide me with useful feedback about my school work.	92.9%
Teachers at my school treat students fairly.	92.9%
I can talk to my teachers about my concerns.	85.4%
My school takes students' opinions seriously.	78.0%
Student behaviour is well managed at my school.	76.2%
My school looks for ways to improve.	88.1%
My school is well maintained.	85.4%
My school gives me opportunities to do interesting things.	88.1%
This is a good school.	88.1%

Staff opinion survey

I felt supported in my role.	90.0%
I understood my roles and responsibilities.	100.0%
Communication from the department was clear and timely.	90.5%
I was informed about the impacts to my school.	100.0%
My school provided adequate supply of hygiene and cleaning resources such as soap and hand sanitiser.	90.0%
Resources were available to support my wellbeing.	80.0%
I knew how to access wellbeing support services.	95.0%
I had access to technology and resources required to do my job.	89.5%
I was able to carry out my role.	94.7%
I feel this school is a safe place in which to work.	84.2%
This school looks for ways to improve.	100.0%
I have access to quality professional development.	84.2%
I can access necessary information and communication technologies to do my job at my school.	89.5%
The wellbeing of employees is a priority for my school.	84.2%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%
This is a good school.	94.7%

School Disciplinary Absences (SDA)

2020

Action Type	Female		Male		Overall	
	Total	Students*	Total	Students*	Total	Students*
Follow Up	24	10	231	53	255	63
Support & Intervention	0	0	2	2	2	2
Suspension 1 to 10 days	9	4	39	23	48	27
Recommended Exclusion	0	0	1	1	1	1
Totals Count	33	11	273	53	306	64

* Represents the number of unique students involved in the action total.

2019

Action Type	Female		Male		Overall	
	Total	Students*	Total	Students*	Total	Students*
Follow Up	9	6	112	44	121	50
Support & Intervention	0	0	5	4	5	4
Suspension 1 to 10 days	4	4	63	32	67	36
Totals Count	13	9	180	50	193	59

* Represents the number of unique students involved in the action total.

2018

Action Type	Female		Male		Overall	
	Total	Students*	Total	Students*	Total	Students*
Follow Up	6	5	20	16	26	21
Support & Intervention	0	0	1	1	1	1
Suspension 1 to 10 days	4	2	41	20	45	22
Totals Count	10	5	62	32	72	37

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">• 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	<p>Targeted instruction and supports for some students (10-15%) are more intense than 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.</p> <p>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 Positive Behaviour for Learning (PBL) expectations. 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:</p>

- 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).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

- 3** Individualised services for **few students** (2-5%) who require the most intensive support a 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
- 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.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Yeppoon 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 equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or

understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing and Support Network

Yeppoon 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. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Yeppoon State School 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 [P-12 curriculum, assessment and reporting framework](#).

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.

Specialised health needs

Yeppoon 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

Yeppoon 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 can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

Yeppoon 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](#).

Suicide prevention

Yeppoon State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Yeppoon State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

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

Where a suicide has occurred on school grounds or at a school event, Yeppoon State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Yeppoon State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. 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 Yeppoon 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 Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Chaplain	<ul style="list-style-type: none"> provides support for students wellbeing nurtures a sense of belonging to students. ensures students feel safe and comfortable and want to come to school
Head of Special Education	<ul style="list-style-type: none"> provides support for students with additional needs and their families liaise with outside stakeholders to provide continuity of support. supports complex case management, coordinates support intervention programs. Provides feedback and information to families and medical professionals. Leads the Student Support Team
HOD of Student Services.	<ul style="list-style-type: none"> responsible for student welfare at school provides continuity of contact for students and their families through the six years of schooling nurtures a sense of belonging to the school lead role for implementation of positive behaviour for learning (pbl)

	<ul style="list-style-type: none"> • ensures students feel safe and comfortable and want to come to school • manages attendance.
Speech and Language	<ul style="list-style-type: none"> • supports assessments of students • provides specific programs for students • liaise with outside stakeholders

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, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the School.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

PBL Expectations

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

We are **SAFE LEARNERS** when we:

- *Transition quietly and walk on hard surfaces.
- *Respect others personal space by keeping our hands, feet and objects to ourselves.
- * Use self- regulation strategies to stay calm.

We are **RESPECTFUL LEARNERS** when we:

- *Respond positively towards others and encourage them to do the same
- * Follow all directions immediately
- * Use our manners and appropriate language at all times

We are POSITIVE LEARNERS when we:

- * Are present, centred and ready to learn everyday
- * Actively participate with a growth mindset.
- * Are resilient, with a “can do” attitude even when challenged.
- * We accept the consequences and get back into the “Learning Zone”.

Consideration of Individual Circumstances (Mandated)

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

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

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

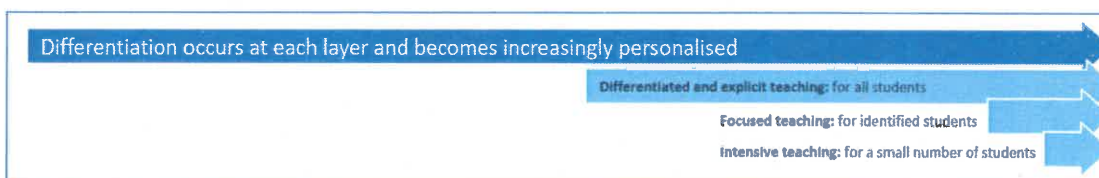
Differentiated and Explicit Teaching

Yeppoon State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Yeppoon 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.






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

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, 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 on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. The PBL Team sends out weekly missions to support teachers to teach the expected behaviours based on hot issues that have been identified. Resources and detailed information are provided to all teachers to support the process.

Yeppoon State School Behaviour Expectation Matrix

POSITIVE BEHAVIOUR FOR LEARNING

Setting / Rules	Be Safe 	Be Respectful 	Be a Learner 
All Settings	<ul style="list-style-type: none"> Listen to and follow staff directions. Hands feet and objects to yourself. Always walk on hard surfaces. Self-regulate- Keep on your lid Use Mindfulness to help calm 	<ul style="list-style-type: none"> Use good manners and speak positively. Care for your own and others belongings Care for school equipment. Be friendly and helpful to others Wear full school uniform. Be positive towards others and encourage them to do the same Respond to others positively 	<ul style="list-style-type: none"> Be on time Be prepared Accept the consequences of your actions Actively participate Be present, centred and ready to learn Have a Growth Mindset Be resilient- think "I can do it", even when it's difficult Identify your 'triggers' and use your toolkit to help yourself get back into the 'Learning Zone'
Classrooms (including computer lab, library)	<ul style="list-style-type: none"> Walk when in the classroom. Use equipment appropriately. Enter classroom only when staff are present 	<ul style="list-style-type: none"> Ask permission to leave the classroom. Keep workplace tidy Take pride in your classroom Be honest 	<ul style="list-style-type: none"> Respect everyone's right to learn Complete set tasks Take an active role in classroom activities Challenge yourself Take pride in your work
Playground/undercover area/oval	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Always wear shoes. Wear a hat when playing in the sun. Participate in school approved games. Use equipment appropriately. 	<ul style="list-style-type: none"> Be a problem solver Take turns Care for the environment. Consider others and play fairly Self-regulate- use your toolkit to keep on your lid 	<ul style="list-style-type: none"> Return equipment to appropriate place. Follow established game rules Demonstrate good sportsmanship
Eating areas	<ul style="list-style-type: none"> Remain seated. Eat your own food. Stay seated unless directed by staff 	<ul style="list-style-type: none"> Keep the area tidy Use a quiet voice Use proper manners Put rubbish in bins Lunchboxes to be placed in designated area Eat only your food Follow instructions 	<ul style="list-style-type: none"> Ensure I have enough to eat and drink for the day. Respect the personal space of others.
Toilets	<ul style="list-style-type: none"> Wash your hands Use toilets for intended purposes Report safety hazards 	<ul style="list-style-type: none"> Leave clean for others Recognise other peoples privacy Return to class promptly 	<ul style="list-style-type: none"> Use toilets during breaks During class time, ask teacher for permission

Pool	<ul style="list-style-type: none"> • Walk on the concrete • Follow the staffs instructions • Hands feet and objects to be kept to myself. 	<ul style="list-style-type: none"> • Wait for your turn • Recognise and give other people their privacy 	<ul style="list-style-type: none"> • Try your best • Encourage others • Try your best, even when it's difficult
To and From school (including the bus)	<ul style="list-style-type: none"> • Tell an adult if you feel threatened. • Know how you are getting home. • Wait inside the gate until directed to move to the bus. 	<ul style="list-style-type: none"> • Walk your bike, scooter or skateboard through the school grounds. 	<ul style="list-style-type: none"> • Be aware of bus routines. • Follow bus code of conduct. • Know and obey road rules.
Off Campus (eg. Sport, excursions, representing school in public)	<ul style="list-style-type: none"> • Report any problems. • Ask permission to leave any setting. • Keep hands and feet to self. 	<ul style="list-style-type: none"> • Return permission forms. • Be prepared. • Be Responsible while wearing school uniform. 	<ul style="list-style-type: none"> • Be a good role model. • Be an active participant. • Show respect. • Follow instructions

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, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Yeppoon State School to provide focused teaching. Focused teaching is aligned to the PBL 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.

Yeppoon State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Functional Based Assessment.
- Zones of Regulation
- Social Skills- cooking, building, gardening.

For more information about these programs, please contact the school.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

The following 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 \(Cwth\)](#)

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Yeppoon State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Yeppoon State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience logical consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All incidents of unacceptable behaviour requiring follow up are recorded in OneSchool and referred to either the HOSSES or Deputy Principal.

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that 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
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- 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
- Stakeholder meeting with parents and external agencies

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

School Disciplinary Absences

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

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

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

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

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 their delegate attending with the student and their parent/s.

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

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 guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Yeppoon 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
- School Dress Code

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 Yeppoon 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)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Yeppoon 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 Yeppoon 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:
 - is prohibited according to the Yeppoon State School's Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Yeppoon 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 Yeppoon 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 mobile phones and other devices by students

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

In consultation with the broader school community, Yeppoon State School has determined that explicit teaching of responsible use 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Students must not bring Personal Technology Devices to school, unless explicitly permitted by their Teacher, as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office.

Responsibilities

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

It is **acceptable** for students at Yeppoon State School to:

- other devices 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 device
- seek teacher's approval where they wish to use a device under special circumstances.

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

- 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 (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

Preventing and responding to bullying

Yeppoon State School does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe and caring environment which promotes Personal growth and positive self-esteem for all.

1) What is bullying?

Bullying is an act of aggression causing embarrassment, pain or discomfort to another:

- It can take a number of forms: physical, verbal, gesture, extortion and exclusion.
- It is an abuse of power.
- It can be planned and organised or it may be unintentional.
- Individual or groups may be involved.

2) Some examples of bullying include:

- Any form of physical violence such as hitting, pushing or spitting on others.
- Interfering with another's property by stealing, hiding, damaging or destroying it.
- Using offensive names, teasing or spreading rumours about others or their families.
- Using put-downs, belittling others' abilities and achievements.
- Writing offensive notes or graffiti about others
- Making degrading comments about another's culture, religious or social background.
- Hurtfully excluding others from a group.
- Making suggestive comments or other forms of sexual abuse.
- Ridiculing another's appearance.
- Forcing others to act against their will.

3) If we are bullied:

- We may feel frightened, unsafe, embarrassed, angry or unfairly treated.
- Our work, sleep and ability to concentrate may suffer.
- Our relationships with our family and friends may deteriorate.
- We may feel confused and not know what to do about the problem.

4) What do we do to prevent bullying at Yeppoon State School?

As a school community we will not allow cases of bullying to go unreported but will speak up, even at risk to ourselves.

This requires staff to:

- Be role models in word and action at all times.
- Be observant of signs of distress or suspected incidents of bullying.
- Make efforts to remove occasions for bullying by active patrolling during playground duty.
- Arrive at class on time and move promptly between lessons when necessary.
- Take steps to help victims and remove sources of distress without placing the victim at further risk.
- Report suspected incidents to the appropriate staff member such as class teacher, deputy principal, Head of Special Education or Guidance Officer who will follow designated procedures.

This requires Students to:

- Refuse to be involved in any bullying situation. If you are present when bullying occurs:
1. If appropriate, take some form of preventative action*;
 2. Report the incident or suspected incident and help break down the code of secrecy.
 - If students who are being bullied have the courage to speak out, they may help reduce pain for themselves and other potential victims.

The school recommends that parents:

- Watch for signs of distress in their child, e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising;
- Take an active interest in their child's social life and acquaintances;
- Advise your child to tell a staff member about the incident. If possible allow the child to report and deal with the problem himself / herself. He/she can gain much respect through taking the initiative and dealing with the problem without parental involvement;
- Inform the school if bullying is suspected;
- Keep a written record (who, what, where, when, why, how);
- Communicate to your child that parental involvement, if necessary, will be appropriate for the situation;
- Be willing to attend interviews at the school if your child is involved in any bullying incident;
- Be willing to inform the school of any cases of suspected bullying even if your own child is not directly involved.

Preventative Action

If you are harassed

- Ignore it, showing that it does not upset you;
- Confront your harasser and state that the behaviour is unwanted and unjustified.
- Talking it over with others, such as friends or parents who may help to make plans.
- Taking the matter to a class meeting where public disapproval of harassment may stop it;
- Reporting to your class teacher who may deal with it effectively;
- Taking the matter to a higher authority, if necessary the principal, with support from teachers or parents.

What will happen to the harasser?

- First offending bullies will have the opportunity to modify their behaviour and assure the victim of their remorse and sorrow.
- First offending bullies will also receive counselling by appropriate personnel.
- First offending bullies may also be disciplined where appropriate.

When staff, students and parents work together we create a more caring and safe environment for

Yeppoon State School built upon courtesy, consideration and cooperation.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Classroom teacher

School Admin- 07 49 251111



Appropriate use of social media

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

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

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

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

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

Role of social media

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

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

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

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

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

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

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

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

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

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

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

There are significant penalties for these offences. Yeppoon State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Yeppoon State School expects its students to engage in positive online behaviours.

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](#).

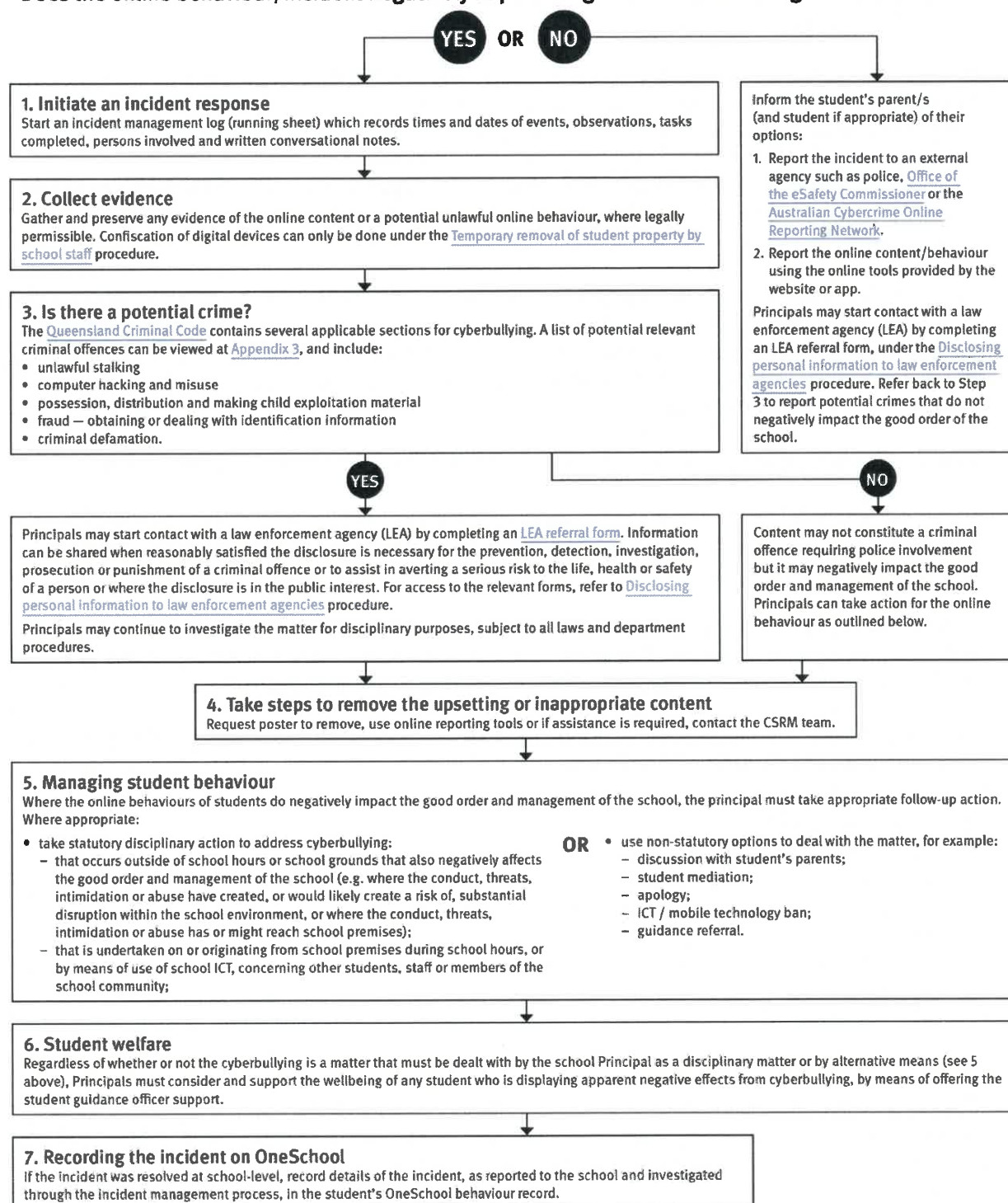
Explicit images

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?



Dress Code.

Yeppoon State School has a dress code regulated under the Education Act 2006 (General Provisions) and endorsed by the Parents and Citizens Association. This uniform is only able to be purchased from the uniform shop on the **Yeppoon State School** site located beside the **Tuckshop**. To comply with regulations concerning sun protection, hygiene, safety and modesty, students are expected to adhere to the dress code.

EDUCATION ACT 2006 (GENERAL PROVISIONS)

A State school's principal may develop a dress code for the school's students that is to apply when the students are attending, or representing, the school.

The dress code may provide for the following -

- a) standards of what is acceptable in relation to the clothing worn by the students, including headwear and footwear*
- b) Standards of what is acceptable in relation to other aspects of the personal presentation of the students*

If a student does not comply with the school's dress code, the school principal may impose one of the following: (a) detention, or (b) prevent students from participating in activity if it is not deemed by the principal to be part of an essential education program.

DET delegates the authority regarding the school logo to the school principal and they are the only officer who can give approval for items to be sold displaying the school logo.

THE PURPOSE OF THE DRESS CODE IS TO:

- Standardise student dress in order to enhance the cohesiveness of the school community for the good order of the school.
- Present a positive public image of excellence to the community.
- Provide functional, resilient and economical dress choices for students.
- Promote student pride in the school community.
- Comply with regulations concerning safety, hygiene and modesty.
- Uphold the traditions of the school colours and logo.
- Fairness in regard to equity for all.

JEWELLERY

Students may only wear the following items:

- Watch
- Small plain studs or sleepers for pierced ears
- No other jewellery is acceptable except for **approved medi-alert items** or school approved events
- Charity wristbands may be worn on out of uniform days only. Wristbands are not accepted as part of the uniform.

PERSONAL APPEARANCE

- Makeup is not permitted with the exception of lip balm and foundation for sunscreen/ medical purposes.
- Hair must be worn off the face and eyes need to be clearly visible. Students with long hair are asked to wear it tied back for health, safety and tidiness reasons. Hair needs to be neat, clean and tidy. The Administration has the authority to assess if a hair style is appropriate for school wear. Bright unnatural colours are not acceptable. Natural hair colours are encouraged.
- If the personal appearance is deemed inappropriate and does not align with the values or policy of the school, the parents will be contacted and the students returned home until the issue has been rectified.

HAT

- As part of the government Sun-Smart Policy, students wear a hat for sun protection while playing sport or participating in outdoor activities.
- Students must wear a hat for all excursions.
- Sunscreen is available for students who request it. Students are required to wear a hat during breaks if they are not in the shaded areas.
- Appropriate headwear should take sun safety into consideration. The school hat is sold at the uniform shop.
- **Hoodies, beanies and bandanas are not part of the school uniform.**

FOOTWEAR

- **Black closed-in shoes** are encouraged.
- Shoelaces must be black.
- Footwear such as thongs, sandals, ballet flats, slippers, slip-ons and shoes with the openings at the toes or heels are strictly not permitted under Workplace, Health and Safety policy.
- Students arriving wearing thongs will not be permitted and will be sent home to change or provided classroom work within a restricted area.
- **Socks** – short white plain socks

OFFICIAL SCHOOL UNIFORM - *Purchased at the Uniform shop*

UNISEX

- Shirts - royal blue polo shirt embroidered with the Yeppoon State School logo.
- Shorts – grey embroidered with the Yeppoon State School logo.
- Short white socks
- Micro-fibre jacket (royal blue with embroidered school logo in white).
- Grey Skort with Yeppoon State School logo embroidered
- Hat (blue) purchased through the uniform shop.
- Micro-fibre jacket (royal blue with embroidered school logo in white).
- **Shoes – preferably black**
- **Prep students wear a yellow bucket hat - for easy identification within the playground.**

OUT OF UNIFORM POLICY

In the event of students arriving at school without the correct uniform, the following process will be applied:

- **Before school:** Students are to report to the front office before school. Students will be required to change into a provided uniform.
- **Roll marking (morning):** Staff will check uniform daily and record uniform violations onto a role checklist. Student will be sent to the office with staff Uniform Change Card to change into a school uniform if they are not in dress code.

The following steps will be taken for students out of uniform:

- After continued non-compliance, students will be referred to the Engagement teacher or Deputy Principal who will contact home.
- Continued failure to comply with the dress code policy may result in further consequences from Administration.
- Parents may be contacted to assist in ensuring the correct uniform is being worn on the day.

CLASS TEACHER RESPONSIBILITIES

- Check dress code at the beginning of every day. Record uniform breach in tracking document provided. Send student to the office with out of class card to change into the school uniform.

- Send student to the office at 2:50pm to change out of school borrow item.

ENGAGEMENT TEACHER/ DP RESPONSIBILITIES

- Establish reason for our of dress code
- Contact home
- Seek solution – provide uniform, apply consequences
- **Home contacts** – establish reason/make parents aware – discuss support required.

OUT OF UNIFORM DAYS

- Out of uniform themed days will be advertised on the school calendar. Students must wear closed-in shoes and shirts/tops with sleeves. Sleeveless shirts, short skirts/shorts, bare midriffs or inappropriate writing on shirts or hats are not permitted on these days. Clothing must be Sun Smart.

Restrictive Practices

School staff at Yeppoon 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.

This section of the Student Code of Conduct should include examples of when your school intends to use any restrictive practices. Please refer to the Restrictive practices procedure in preparation of this element of the document.

Critical Incidents

It is important that a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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

2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. **Debrief:** 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.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Yeppoon State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of

physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. **Staff members are not expected to intervene in physical incidents (e.g. fights) where they are not confident in doing so.**

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

It is important that all staff understand:

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

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

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

- Incident Report filed on OneSchool and referred to Principal
- Injury/Accident Report (if applicable – available on OnePortal)
- Record of event – Staff Statements

All incidents involving physical intervention **MUST** be reported to the Principal, Deputy Principal or HOSSES immediately. Administration will ensure parents/carers are informed of any incidents involving their child.

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [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

Yeppoon 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.

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](#).