2026 - Student Code of Conduct

YEPPOON STATE HIGH SCHOOL

Together we succeed

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2026

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

CONTACT INFORMATION

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ENDORSEMENT

Principal Name:	James O'Neill

Principal Signature:

Date:

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

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

Date:

PURPOSE

Yeppoon State High School is committed to providing a learning environment that embraces the values of spirit, teamwork, accountability, respect and safety. Students and staff work together to ensure all students are successful in achieving learning outcomes. This is accomplished through quality learning experiences, positive relationships and a whole school approach to discipline.

Our school mantra "together we succeed" is achieved through our commitment to our core values.

The Yeppoon State High 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 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.

PRINCIPAL'S FOREWORD

Yeppoon State High has a long and proud tradition of providing high quality education to students from across the Capricorn Coast of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Yeppoon State High has five core values, Spirit, Teamwork, Accountability, Respect and Safety.

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 High School staff take an educative approach to discipline. We believe 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 the use of mobile phones and other 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.

P&C STATEMENT OF SUPPORT

As president of the Yeppoon State High School P&C Committee, I am proud to support the Student Code of Conduct.

We encourage all parents to familiarise themselves with the Yeppoon State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students engage positively with all members of the school community.

Any parents who wish to discuss the Yeppoon State High School's Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Yeppoon State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

ENDORSEMENT – STUDENT PARLIAMENT

On behalf of the student body at Yeppoon State High School, the Student Parliament endorse the Student Code of Conduct for 2024. Student parliament represents the student body by providing feedback on draft materials, and by putting forward the views of young people on a range of issues affecting their lives at school. Throughout the year, student parliament continues to work with the school administration team, and the Yeppoon State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Students who have questions or issues they would like raised by the student parliament are invited to approach their student parliament year level representative directly.

Signatures

CONSULTATION

Yeppoon State High School used a variety of opportunities to school wide consultation in regards to the development of the Student Code of Conduct. This also included feedback sought from the P & C Association, Student Parliament, Leadership Teams and the teaching staff. This has allowed the school to develop a Student Code of Conduct and school wide policies that reflects the diverse nature of our community.

Review Statement

The Yeppoon State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

DATA OVERVIEW

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance, and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection of responses designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver, and a random sample of students from different year levels.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals

School Opinion Survey

Parent opinion survey

Performance measure						
Percentage of parents/caregivers who agree that:	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Teachers at this school treat students fairly* (S2008)	86.2	81.7	No data COVID	84.1	81.1	76.5
Student behaviour is well managed at this school* (S2012)	58	61.9	No data COVID	65.7	65.8	63
Expectations and rules are clear	NA	NA	No data COVID	94.1	87.4	85.5
The school celebrates student achievements	91.7	82.6	No data COVID	95.3	91.4	90.4

Student opinion survey

Performance measure						
Percentage of students who agree# that:	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
They like being at their school* (S2036)	54.6%	76%	No data COVID	62.1	60.3	50.8
They feel safe at their school* (S2037)	66.7%	81.3%	No data COVID	75	77	60.7
Teachers treat students fairly at their school* (S2041)	50%	65.1%	No data COVID	71.9	62.1	58.7
Student behaviour is well managed at their school* (S2044)	25.8%	58.5%	No data COVID	65.7	53.2	28.1
Expectations and rules are clear	NA	NA	No data COVID	97	93.5	90.2
My school encourages students to respect one another	NA	NA	No data COVID	83.9	79.5	81.8
This school celebrates student achievements	78	82	No data COVID	83.9	84.8	81.8

Staff opinion survey

Performance measure						
Percentage of school staff who agree# that:	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
The expectations and rules are clear at this school.	NA	NA	No data COVID	94	73.6	69.8
Student behaviour is well managed at this school	35.2	61.1	No data COVID	67.7	53.5	32.3
They feel that their school is a safe place in which to work (S2070)	73.3	73.7	No data COVID	84.8	83.1	68.8
Students are treated fairly at their school (S2073)	76.7	76.9	No data COVID	78.8	65.7	59.6

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

YEPPOON STATE HIGH SCHOOL DISCIPLINARY ABSENCES					
Type	**2018**	**2019**	**2020**	**2021**	**2022**
Short Suspensions – 1 to 10 days	941	562	411	468	408
Long Suspensions – 11 to 20 days	9	13	15	29	18
Charge related Suspensions	0	0	0	0	0
Exclusions	22	18	1	7	4

LEARNING AND BEHAVIOUR STATEMENT

The department's vision in the *Equity and Excellence: realising the potential of every student (the education strategy*) supports schools to build a progressive, high performing education system that realises the potential of every student. This ensures schools ensure the right of every student to access education, appropriate to their needs; prioritise critical key points in each student's learning journey and focus on educational achievement, wellbeing and engagement, and culture and inclusion The Student Code of conduct clearly outlines expectations about staff responsibilities to support students to understand and meet discipline expectations of the school, and guidance on the application, where required, of disciplinary consequences.

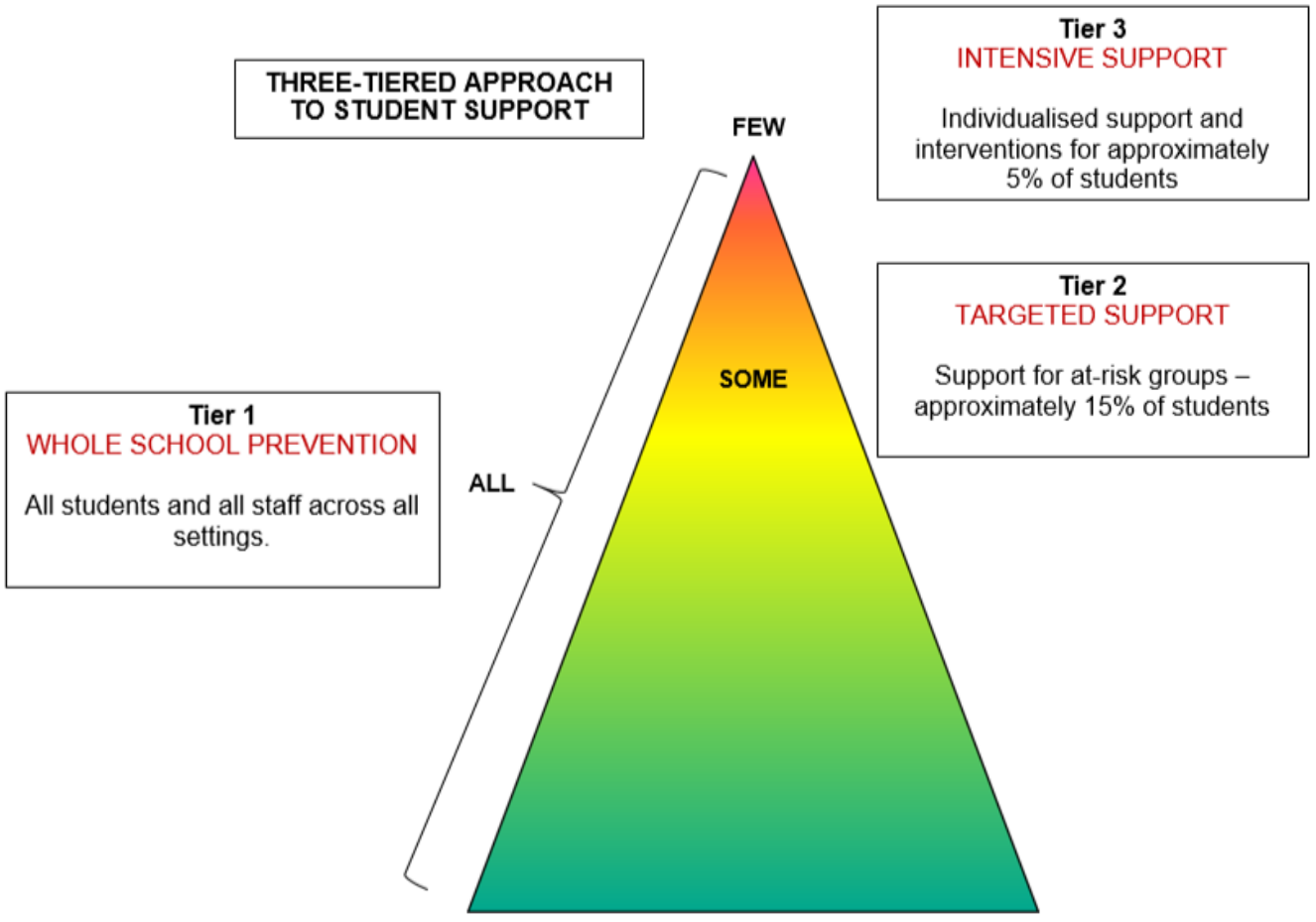
WHOLE SCHOOL APPROACH TO DISCIPLINE

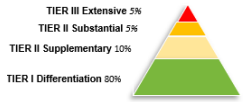
Yeppoon State High School is committed to providing a safe, respectful and calm learning environment for all students, staff, parents and visitors.

Yeppoon State High School uses Positive Behaviour for Learning (PBL) as an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. PBL provides a continuum of interventions at three levels:

- Tier 1: universal support for all students
- Tier 2: targeted support for at-risk students
- Tier 3: individualised support.

See table below for Yeppoon Highs detailed Tiered Approach to Behaviour Supports including detailed strategies and possible documentation



	TIER I Universal Supports	TIER II (Targeted) Focused Intervention	TIER III Intensive Intervention
	**The focus of Tier 1** Tier 1 'differentiated and explicit teaching for all students', or *school-wide interventions, are the critical foundation for PBL. Interventions are at* the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning by all staff.	**The focus of Tier 2 requiring additional support.** Tier 2 or 'focused' support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviour of concern (social, behavioural and academic). Support is provided through focused interventions.	**It is important that students requiring Tier 3 intensive support are continuing to receive Tier 1 & 2 interventions.** Tier 3 or 'intensive' interventions support approximately 5% of students who need further support to Tier 1 and Tier 2 interventions.
Criteria	All students and all staff across all settings > 0 – 1 major behaviour incidents at Week 4 and Week 9 within a term in one subject	> 2 - 5 major behaviour incidents at Week 4 and Week 9 within a term in one subject	> 6 + major behaviour incidents at Week 4 and 9 within a term in one subject
Responsibility	All staff, Care Class Teacher, Classroom Teacher, PBL Team	All staff, Performance Teams, HODs Curriculum, HODs Sub School; YLC, Learning Managers, Chaplain, School Nurse, Youth workers, Youth Co-ordinator, Transition Officer, DPs	Deputy Principals, Guidance Officers, Principal HOD Sub School, Learning Managers, GO/s Team approach to complex support
Frequency	Check-in with students – ongoing weekly/fortnightly/month Liaison with parents – at least once a term Term Behaviour/Term Reporting	*Check-in with students – daily* *Liaison with teachers – weekly/fortnightly* *Liaison with parents – weekly/fortnightly*	Check-ins with students – daily Liaison with teachers – 2- 3x per week/daily Liaison with parents – 2- 3x per week/daily
Possible Strategies	*Examples of Tier 1 supports include:* • explicit teaching of behavioural expectations with multiple opportunities for practice & feedback. • clear boundaries in place to establish a safe, supportive school environment for all • high rates of acknowledgement for expected behaviors- free and frequent • Differentiated academic instruction, all students provided with opportunities to succeed. • Responses to problem behaviours are consistent, instructional, respectful, nonpunitive & inclusive. • Ongoing coaching and professional development available to all staff- ESCMs. • Active supervision in class and on PGD	*Examples of Tier 2 supports include:* ***Tier I strategies +*** • Tier 2 referral system - Performance Teams • Academic adjustments • Mentoring support system- adult mentors to monitor behaviour and wellbeing. • Social Skills - Youth Worker • Functional Behaviour Assessment (FBA) -identify reasons for behaviour to develop individual behaviour support plans to remove or neutralise triggers, & teach & reinforce alternative behaviours/responses. • Small group interventions for stress management, self-regulation, social skills- Rock & Water, Shine Girls, Drumbeats etc • Focused targeted teaching for small numbers	*Tier 3 interventions and supports involve:* ***Tier I & II strategies +*** • Interventions (teaching, environmental & individual) addressing triggers for behaviour. • Case management model (see below). • Interventions teaching coping strategies, stress management, self-regulation and problem-solving strategies (programs). • Iindividual behaviour support planning with ongoing monitoring and review. • Parent/caregiver involvement. • Community/agency involvement- Headspace, GP, Relationships Australia, Psychologist, Psychiatrist, CYMHS, Youth Link CQ, Counsellor, IPS, Youth AODS
Possible Documents	Student Code of Conduct Whole-School PBL Framework Student of the week Whole School Approach to Differentiated Teaching and Learning Acknowledgement and Correction Plans - free, frequent Essential Skills for Classroom Management Referral Flowchart Unit Plans- Differentiated Teaching Classroom Profiling	***Tier I documents +*** Personalised Learning Record Performance Teams Meetings- Support Provisions Focussed Behaviour Expectations Brief Functional Behaviour Assessment (FAIT) Wellbeing Guidance Officer Referral Individual Behaviour Support Plan + identified strategies e.g. monitoring booklet, allocated support person- school contact, intervention lesson, daily check ins Attendance Plan Prevention and de-escalation of Risk Behaviour Whole school Tiered Behaviour List	***Tier 1 & II documents +*** Individual Behaviour Support Individual Student Safety Plan (ISSP) Risk Assessment Tool- Risk Evaluation Form Full Functional Behaviour Assessment and Plan (FACTS incl teacher/student interviews) Student Supervision, Support Plan (SSSP- GO) Wellbeing Support Plan (WSP- GO) Part Time Education Program (PTEPP) Managing Escalating Behaviour and Case Management Action Plan Individual Curriculum Plans (ICP) Discipline Improvement Plan (DIP) Whole school Tiered Behaviour List

1

UNIVERSAL SUPPORTS

Tier 1 'differentiated and explicit teaching for all students', or school-wide interventions, are the critical foundation for PBL with a focus on all students and staff. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

Examples of Tier 1 supports include:

- explicit teaching of behavioural expectations and social-emotional competencies
- clear boundaries in place
- high rates of acknowledgement for expected behaviours
- effective instruction
- active supervision.

2

TARGETED INTERVENTIONS

Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional "targeted" level interventions.

Examples of Tier 2 supports include:

- daily check ins/ mentoring support
- academic adjustments
- social skills/resilience/well-being programs

The interventions offered will vary according to student needs, but all are developed :

- behavioural data analysed by the Student Performance Team on a fortnightly basis to identify students who require Tier II support
- a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions are sustainable and “evidence-based” 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

INTENSIVE INTERVENTIONS

Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3, 'intensive' level of supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student’s situations.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong.

Tier 3 interventions and supports involve:

- a case management approach
- a process for assessment, such as functional behaviour assessment (FBA)
- individual behaviour support planning (PDF, 319KB) (PDF, 326KB)
- ongoing monitoring and review.

Tier 3 supports exist along a continuum so this may include lesson and break time observations, agreed areas for support during the day, support staff member check ins, heavily differentiated curriculum leading to successful re-engagement, or an engagement and learning plan.
A much smaller percentage of students may need an intensive wraparound plan that includes personnel from outside agencies.
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 High School takes 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. 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 year level HOD Sub School to discuss the matter.

STUDENT WELLBEING

Yeppoon State High 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 care class teacher, year level HOD Sub School 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
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 P–12 curriculum, assessment and reporting framework.

Schools acknowledge 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 curriculum at Yeppoon State High School, we support our students and families to access age-appropriate drug, alcohol education through curriculum learning areas and external programs that reinforces public health and healthy relationships programs.

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.

Drug education and intervention
Yeppoon State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community. This includes a referral process to the School Based Youth Health Nurse and/or Guidance Officer.

Specialised health needs
Yeppoon State High 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 High 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 High 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 High School implements early intervention measures, appropriate referrals, and school support to access learning. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

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 High School staff follow departmentally approved 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
- referral information is shared with parents
- all actions are documented and reported

Yeppoon State High School staff who suspect/witness suicide ideation signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Yeppoon State High School enacts a postvention response, by communicating appropriately as advised by 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 High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support and appropriate referrals are provided to students and staff who may be affected.

STUDENT SUPPORT NETWORK

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

A whole school approach to student wellbeing involves all parts of the school working together and being committed to creating a safe, supportive and inclusive environment. A whole school approach is evidence-based and tailored to the individual needs of the school community. Students can approach any trusted staff member at Yeppoon State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network through the Yeppoon State High School referral process.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Heads of Department (HOD) for schooling on the school phone number.

Role	What they do
Teachers	• Design and implement learning experiences to engage students in the Australian Curriculum • Provide Tier I student support (encouragement, provide incentive, positive reframe, re-engage in learning, communicate with parents, monitor, refer to Performance Team for further support).
Heads of Department (Curriculum)	• Oversee and lead the implementation of the Australian Curriculum in their subject area • Provide Tier I student support (encouragement, provide incentive, positive reframe, re-engage in learning, communicate with parents, monitor, refer to Performance Team for further support) • Support and mentor faculty staff to understand and enact school procedures for supporting student learning.
Heads of Department (Sub School)	• Provide Tier I and II student support, with relevant information and referrals shared with student and parents • Monitor attendance, behaviour and academic data to identify areas of additional need.
Deputy Principals	• Analyse trends in school data to determine strategic direction to improve students' learning, behaviour and wellbeing • Support and mentor HODs of schooling (information suggestions, professional development) working collaboratively to provide Tier I and II student support. • Chair the Student Performance Team meetings to ensure students receive the necessary support to engage positively at school.
Deputy Principal (Diversity and Inclusion)	• Leadership of Student Support Network to promote an inclusive, positive school culture • Triage referrals from staff to appropriate teams – Performance- Junior, Middle or Senior, Wellbeing and/or Inclusion for further support • Support, mentor and lead Learning Managers to provide Tier II and III (substantial and extensive) student support for students who are identified in National Consistent Collection of Data. • Ensure appropriate documentation is provided to staff regarding Tier II and III students
Guidance Officers	• Identify factors that can interfere or disrupt effective learning, wellbeing and development, and support the student to access appropriate referrals that can help students achieve positive outcomes. • Provide wellbeing support and counselling to students focused on prevention and early intervention • Provide Tier II and III student support with appropriate referrals to external programs/agencies. • May work directly with the student or with the student's teachers, support personnel, family, other specialists, or professionals from other agencies depending on the presenting concerns. • Provide information, support and referrals for students including personal and social development, mental health, diverse learning styles and needs, and educational and career pathways.
Guidance Officer -	• Provide support and counselling to students with mild to moderate mental health concerns, focusing on prevention and early intervention.

Wellbeing	• Provide individual and small group support for a range of mental health and wellbeing issues. • Work as part of the school team to develop strategies to support students with mental health concerns.

Youth Support Coordinator	• Provides individual and, at times, group support to students to assist their engagement with education and training
	• Support students to overcome barriers to education such as
	  ○ attendance at school
	  ○ drug and alcohol support needs
	  ○ QCE/learning support
	  ○ suspension/exclusion/referral for behaviour support
	  ○ relationships/social skills
	  ○ conflict with family/peers/teachers
	  ○ social/emotional/physical wellbeing.

Youth Worker	• The role of the Youth Worker is to improve student attendance and maximise student's engagement with education. They work directly with students and liaise with school personnel, parents/guardians and external agencies to support students who encounter educational, social, emotional and behavioural issues. The Youth Worker develops and implements programs focused on social skills, assertiveness and self-esteem.
Community Education Counsellor	• Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.

School-Based Youth Health Nurse	• Provides individual health consultations with assessment, support, health information and referral options related to:
	  ○ healthy eating and exercise
	  ○ relationships
	  ○ personal and family problems
	  ○ feeling sad, worried and angry
	  ○ sexual health
	• Smoking, alcohol and other drugs.

Community Elder	• Provides support and advice for students, staff and parents in order to enhance the educational experience for First Nations and non-First Nations students.
Chaplain	• Chaplains provide social, emotional and spiritual support to school communities. They provide a listening ear and a caring presence for children and young people in need, and those who just want a friend. They also provide support for staff and parents in school communities.
Registered Nurse	• Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

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 and Senior Guidance Officers. For further information see the Department of Education's Supporting students' wellbeing and mental health website.

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 five Positive Behaviour for Learning (PBL) expectations in place for students.

Student
Below are the PBL STARS expectations for students across the school.

At Yeppoon State High School we demonstrate:

SPIRIT	• A positive attitude • Ambition • Active Participation
TEAMWORK	• Commitment • Resilience • Pride
ACCOUNTABILITY	• Responsibility • Reliability • Integrity
RESPECT	• Courtesy • Consideration • Tolerance
SAFETY	• Prevention • Protection • Wellbeing

Every classroom in our school uses the PBL Stars Expectations and the Entry, Class and Exit procedures, as a basis for developing behaviour standards. The class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The Stars, Entry, Class and Exit posters are 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.

YSHS
TOGETHER WE SUCCEED

STARS EXPECTATIONS

SPIRIT TEAMWORK ACCOUNTABILITY RESPECT SAFETY

ENTRY PROCEDURES

- Arrive on time
- Have our equipment ready
- Line up calmly in two lines
- Enter quietly and stand at your workstation

CLASS PROCEDURES

- Listen to and follow directions
- Use positive and polite language
- Participate in all learning

EXIT PROCEDURES

- Tidy our area
- Stand at your workstation
- Wait to be dismissed
- Exit calmly and quietly

The **School-Wide Expectations Teaching Matrix** outlines our agreed behavioural expectations in all school settings. The schedule for explicit teaching of the STARS expectations is based on regular data analysis. The focus is explicitly taught on parades, designated lessons and proactively monitored in regular classes. Free and frequent and student of the week acknowledgements are used to celebrate students following these expectations. As such, a learning and behaviour goal must be visible in every lesson.

Inspire and achieve success through opportunities for all

" Together we succeed "

SPIRIT *Attitude, Ambition & A/Participation*	**TEAMWORK** *Commitment, Resilience & Pride*	**ACCOUNTABILITY** *Responsibility, Reliability & Integrity*	**RESPECT** *Courtesy, Consideration & Tolerance*	**SAFETY** *Prevention, Protection & Wellbeing*
All areas	▪ Make positive choices ▪ Attend school/classes daily ▪ Take pride in our achievements	▪ Listen and follow all staff instructions ▪ Own our actions and accept consequences ▪ Are in the right place at the right time ▪ Wear the full school uniform	▪ Respect & care for ourselves and others ▪ Use positive and polite language ▪ Cooperate with staff and students ▪ Consider the impact of our behaviour	▪ Prevent harm to self and others ▪ Report harassment and bullying ▪ Protect resources & report incidents ▪ Keep our school clean and safe
In the learning environment	▪ Strive for excellence ▪ Participate positively ▪ Seize opportunities for growth ▪ Build our resilience	▪ Arrive on time and ready to learn ▪ Follow all classroom procedures ▪ Ensure devices are off and away unless instructed by your teacher ▪ Accept responsibility for our learning and improvement	▪ Listen to the speaker ▪ Respect the views, values and beliefs of others ▪ Respect the rights of teachers to teach and students to learn	▪ Enter and exit in an orderly manner ▪ Use equipment and furniture appropriately ▪ Remain in class for complete lesson ▪ No ear-buds in during class time
Eating areas	▪ Eat and drink in designated areas	▪ Make healthy food choices	▪ Eat and interact respectfully	▪ Use seating appropriately ▪ Walk in lunch areas ▪ Place all rubbish in bins
Outdoor & play areas	▪ Encourage others and are team players	▪ Play approved games ▪ Keep to designated areas	▪ Share space fairly with others	▪ Use approved equipment correctly ▪ Wear correct footwear and hats ▪ Engage safely in all activities
Tuck-shop	▪ Are ready when it is our turn ▪ Stand in the queue in the order we arrive	▪ Wait for our turn ▪ Pay for selected items	▪ Ask for and accept items politely ▪ Consume only tuckshop food / or your own from home, no outside sources.	▪ Place bags in designated area and line up
Transition	▪ Move to class on the first bell and arrive at class before the second bell	▪ Have our equipment ready as directed by the teacher	▪ Walk quietly with respect for others ▪ Follow before, during and exit procedures as displayed on posters	▪ Keep left and in line ▪ Walk on allocated pathways ▪ Keep doorways and steps clear ▪ Arrive and depart school grounds in an orderly manner
Bus lines	▪ Line up at gate when our bus arrives ▪ Enter and exit appropriately as per teacher and driver instructions	▪ Remain in designated area until bus arrives	▪ Wait quietly ▪ Line up in an orderly manner	▪ Follow road rules and make safe choices ▪ Adhere to the bus company's code of conduct
Off campus	▪ Represent our school with pride	▪ Return permission forms and make payments before due date ▪ Attend events only if approved to do so.	▪ Interact politely with everyone in the community	▪ Stay with my school group at all times
Toilets	▪ Use toilet facilities appropriately	▪ Move promptly to and from the toilet	▪ Keep the toilet facilities clean	▪ Act in a safe and hygienic manner
Parades	▪ Actively listen and respond appropriately	▪ Leave personal items in locked classroom and walk to parade with class	▪ Demonstrate parade etiquette	▪ Sit in allocated area ▪ Enter and exit in an orderly manner

STUDENT ACHIEVEMENT FOR EFFORT AND BEHAVIOUR

Students must meet all aspects of rating scale to be awarded that result for effort or behaviour.
TABLE below provides a matrix to guide teacher judgement of Effort and Behaviour results on student reports. This table has been standardised across the state.

	Behaviour	Effort
A	▪ The student always demonstrates positive learning behaviours and models the discipline expectations set out in the Student Code of Conduct.	▪ The student is a model learner, demonstrating personal commitment, persistence and adaptability.
B	▪ The student consistently demonstrates positive learning behaviours and exceeds the discipline expectations set out in the Student Code of Conduct.	▪ The student consistently demonstrates personal commitment, persistence and adaptability in their learning.
C	▪ The student demonstrates positive learning behaviours and usually meets the discipline expectations set out in the Student Code of Conduct.	▪ The student typically demonstrates commitment, persistence and adaptability in their learning.
D	▪ The student sometimes demonstrates positive learning behaviours and with guidance can achieve the discipline expectations set out in the Student Code of Conduct.	▪ The student sometimes demonstrates commitment, persistence and/or adaptability in their learning.
E	▪ The student requires constant guidance to achieve the discipline expectations set out in the Student Code of Conduct	▪ The student requires frequent encouragement to persist and persevere with learning.

PARENT AND STAFF EXPECTATIONS

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

Spirit

What we expect to see from you	***What you can expect from us***
Encourage your child to value their education and take pride in their school	Model and demonstrate the importance of positive and caring relationships
Taking an interest in your child's school work and extra-curricular activities	All parents and community members are welcomed and valued into our school
Appreciate and value the diverse backgrounds of school community members	Work to build the cultural competence of school staff

Teamwork

What we expect to see from you	***What you can expect from us***
Initiate contact with the school to share relevant information that may impact on your child's attendance or ability to learn	Work to build mutually respectful relationships across the school community
Support the school to implement the Student Code of Conduct by being involved in support planning for your child	Work collaboratively to design and implement engaging learning experiences for individuals and groups

Accountability

What we expect to see from you	***What you can expect from us***
Ensure that students are ready to learn by encouraging healthy lifestyle choices and providing required equipment	Providing a clear process for parents to provide feedback to the school
Reinforce the school's policies, procedures and STARS expectations	Clearly communicate school's STARS expectations
Support the school's decision-making and supports in place for your child to develop maturity, self-discipline and self-control	Work towards improving inclusion of student and parents with disability, illness or other needs that require consideration

Respect

What we expect to see from you	***What you can expect from us***
Act with courtesy and demonstrate respect for all persons	Listen and be tolerant of the views and opinions of parents, carers and students
Be respectful and flexible when contacting the school	Provide alternative modes of communication
Show positive regard to the school community in all communications	Actively listen and provide clear, concise and relevant communication

Safety

What we expect to see from you	***What you can expect from us***
Educate your child on the safety and impact of bringing dangerous and inappropriate items to school	Provide guidance to volunteers about their obligations and school protocols.
Follow the parking rules and school procedures when on school grounds	Create and maintain safe and supportive learning environments

WHOLE SCHOOL APPROACH TO DIFFERENTIATED TEACHING AND LEARNING

Equity and Excellence: realising the potential of every student (the education strategy) sets a clear vision for a progressive, high performing education system. The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across the Yeppoon State High School community.

Yeppoon State High School uses a whole school approach to differentiated teaching and learning to support all students to access, participate and progress through the curriculum[1]. All students can achieve and learn successfully when given appropriate learning opportunities and tailored supports that recognise and respond to individual learning needs.

Schools use consistent school-wide processes to identify barriers to learning for groups and individuals and collaboratively determine ways to address those barriers through tailored supports. This includes reasonable adjustments[4] for students with disability. It also 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

Focused Teaching

Within the context of teaching and learning, any student may require additional tailored supports through focused and/or intensive teaching for short or prolonged periods of time. If focused and/or intensive teaching is provided, students continue to access differentiated teaching and learning within the context of the unit being provided to the class. This additional support may also be required for students to meet behavioural expectations. The students that need support in these tiers change over time depending on many factors. 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 is provided in response to the analysis of data that identifies barriers to learning. It 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.

Yeppoon State High has a range of Student Support 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: See Whole School Wellbeing Programs for more detail

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be a small percentage 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.

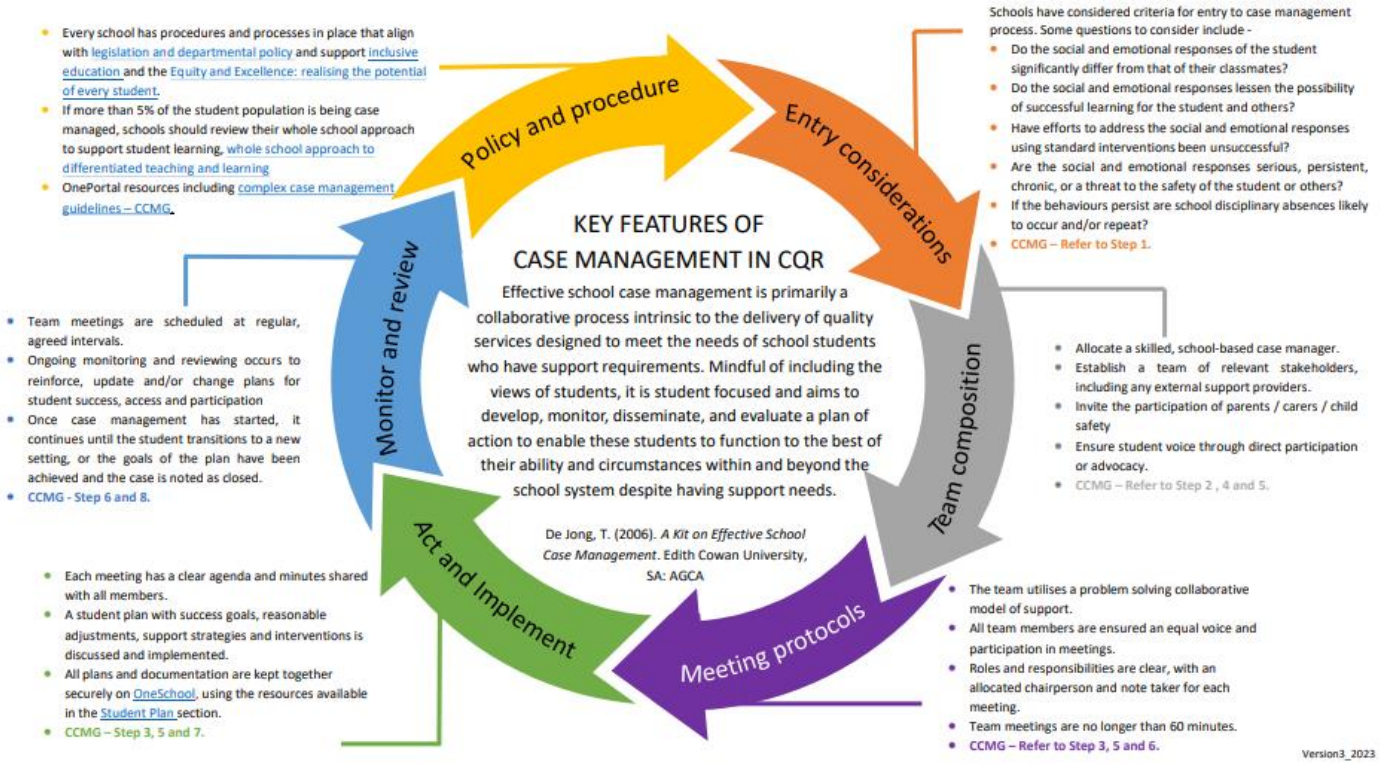
Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teachers, and following consultation with the student's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

Tailored supports are those which identify the individual needs of students and address barriers to learning to ensure every student can access their learning environment, engage in learning and demonstrate what they know and can do.

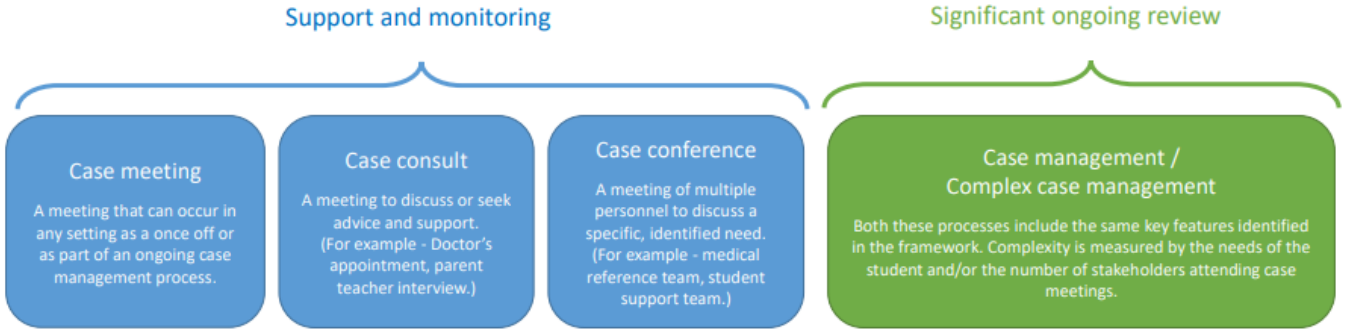
Case Management/Complex Case Management

For a small number of students who continue to display behaviours that are deemed complex and challenging, then may need 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 case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.



Language considerations for student support and case management



Consider these language scenarios

A small school with 10 students case manages everyone ***compared to*** a small school supports and monitors all students with ongoing parent and teacher meetings / conversations (case meetings or consults), with a couple of students requiring additional support from the GO, HoSES, etc (case conferences) that might lead to support from external providers and a plan to support needs (eg. full school attendance and participation) with significant ongoing review (case management).

A large high school case manages all their senior students for QCE success ***compared to*** a large high school supports and monitors all senior students and using SET planning to support decision making with a parent/guardian (case meeting/consult), with some identified as requiring additional program support to meet requirements using the YSC, CEC, IPPO, GO, HoSES, SEP, etc (case conference) and less than 5% needing intensive support to be successful with significant ongoing review and meetings (case management).

CQR Case Management Framework

LEGISLATIVE DELEGATIONS

Legislation

In this section of the Yeppoon State High 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)

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

Consequences for inappropriate behaviour

Our school makes systematic efforts to prevent problem behaviour by explicitly teaching and reinforcing appropriate behaviours. When unacceptable behaviour occurs, reasonable consequences will be applied based on individual assessment of the incident, impact of behaviour and student needs, building an understanding that all choices have consequences. Responses are equitable and proportionate to the nature of the unacceptable behaviour. Our school uses a range of consequences based on DoE policy and guidelines to:

- provide the opportunity for all students to learn and teachers to teach;
- ensure the safety of staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for their actions.

Minor and major behaviours

Management of behaviour at Yeppoon SHS has a multi-layered approach. When responding to problem behaviour, the staff member first determines if the problem is major or minor. Minor problem behaviour is handled by the staff member at the time it happens and major problem behaviour is referred directly to the relevant person for investigation and management.

This involves:

Type	Responsibility
Minor behaviours	Class teacher Playground duty teacher
Major behaviours	HOD Sub School HOD Curriculum
	Deputy Principal Principal

	Minor Behaviours	Major Behaviours
Definition	▪ Low level behaviours ▪ Minor breaches of the school rules ▪ Do not seriously harm others ▪ Do not violate the rights of others in any other serious way ▪ Are not part of a pattern of problem behaviour ▪ Do not require involvement of specialist support staff or the leadership team	▪ Significantly violate the rights of others ▪ Put others/self at risk of harm ▪ Continued pattern of minor problem behaviours ▪ May require involvement of specialist support staff or a member of the leadership team

Dealt with by	▪ Teachers
	▪ Incident recorded on OneSchool but not referred to HOD Curriculum, HOD Sub Schools, Deputies or Principal
		▪ Require immediate referral to a HOD Curriculum, HOD Sub School or Deputy Principals or Principal
		▪ Where a major incident occurs, the following documentation is required:
		  ▪ Student statement to be completed by student/s
		  ▪ Incident recorded on OneSchool

Likely consequences	▪ Expectation reminder ▪ A minor consequence logically connected to the behaviour ▪ Buddy Class ▪ Lunchtime detention ▪ Contact parent/caregiver and record in OneSchool ▪ Removal from an activity or event	▪ Contact parent/caregiver and record in OneSchool ▪ Referral to Student Support Services Team ▪ Loss of privilege (E.g. Representing the school) ▪ Suspension ▪ Cancellation of enrolment ▪ Exclusion

The following behaviours are considered inappropriate at Yeppoon State High School. The table below outlines examples of inappropriate behaviours and likely consequences and is not intended as an exhaustive list.

Minor Behaviours dealt with by Teacher

(Based on context)

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	LIKELY CONSEQUENCES
Defiance Repeated failure to follow teacher directions Second failure to attend teacher issued detention Third refusal to work in class Repeated Lack of compliance with school policies and procedures Third lesson of failure to participate in lesson due to playing games, using unauthorised programs or visiting internet sites not related to course work	**Inside the Classroom** ▪ Verbal warning and rule reminder ▪ Change of seating plan to re-engage learning ▪ Placement in other class (buddy class) ▪ Before school/lunchtime detention(s) ▪ Phone call/note to parent/guardian ▪ Removal of privilege – excursions/loss of computer access ▪ Recorded in OneSchool ▪ Student to clean graffiti/gum off affected area
Disruptive Low level disruption (eg calling out; talking in class or during assembly) Low intensity language (eg calling out, shut up, idiot, etc) towards another student in class, out of class, towards a staff member/member of public. Inappropriate language (verbal/written)	
Late Arrives to class after the 2nd bell without permission	
Truant/Skip Class Leaves class without permission (LWP) or misses class but remains on school grounds or within expected boundaries and is not disruptive	
Refusal to Participate in Educational Program Refusal to complete class work	
Physical Aggression Inappropriate physical contact/touching which does not result in physical injury. (Pushing or shoving)	**Outside the Classroom** ▪ Removal of privileges ▪ Litter duties ▪ Before school/lunchtime detention(s) ▪ Withdrawal of right to represent the school ▪ Recorded on OneSchool
Technology Violation Use of device without permission Inappropriate use of electronic devices Inappropriate use of mobile phones	
Dress Code Uniform code infringements that can be fixed immediately (e.g. taking inappropriate jumper off)	
Falsifying Documents / Lying Copies the work or assessment of another student during regular class time without permission. Deliberate denial of involvement in an incident or act.	
Bullying Silly inappropriate teasing and name calling.	
Other Repeatedly unprepared for class Repeated failure to complete homework Inappropriate intimacy (holding hands, hugging) Unsafe behaviour	

Major Behaviours dealt with by HOD Curriculum

(Based on context)

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	LIKELY CONSEQUENCES
Defiance Wilful disobedient and/or disrespectful behaviour occurring in the classroom. Failure to follow instructions, compromising good order management of the school Persistent refusal to comply with school policies/procedures Refusal to attend detentions Continued refusal to follow directions, talking back and or disrespectful interactions	▪ Before school/lunchtime detention(s) ▪ Internal withdrawal from class ▪ Behaviour card/contract ▪ Parent phone contact/interviews ▪ Restitution ▪ Inappropriate use of the School Network refer to BETeL HOD for computer access withdrawn ▪ Referral to Deputy Principal for incident review and decision on appropriate consequence.
Disruption Significant and/or repeated behaviour causing an interruption in a class. (e.g. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc) Continuation or escalation of behaviours Leaving class without permission	
Physical Aggression Inappropriate deliberate physical contact/touching which does not result in physical injury. (aggressive pushing and shoving during class time) Inciting others to behave inappropriately during class (including fighting and/or unsafe behaviour)	
Verbal Misconduct Offensive/inappropriate language (swearing, racist, sexually inappropriate, gestures/extreme rudeness) towards another student in class or towards a staff member. Inappropriate language (verbal/written)	
Refusal to Participate in Educational Program Ongoing refusal to complete class work Failure to complete assessment tasks	
Property Misconduct Minor vandalism/graffiti Inappropriate use of equipment or treatment of property which doesn't result in damage. Use of someone else's property without their permission.	
Falsifying Documents / Lying Refusal to cooperate with investigation, dishonesty, withholding information crucial to an investigation. Copies or plagiarises the work of others for an assessment piece without permission. Copies the work of another student or inappropriately uses a digital device during an examination or test.	
Other Significant unsafe or unhealthy behaviours	

Major Behaviours dealt with by HOD Sub School

(Based on context)

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	LIKELY CONSEQUENCES
Defiance Failure to follow instructions, compromising good order management of the school Refusal to attend detentions for truancy, lateness or uniform. Refusal to comply with school policies and procedures Refusal to provide name to staff	▪ Refer to Support Staff ▪ Parent Interview ▪ Restitution ▪ Lunchtime detentions ▪ After/before school detentions ▪ Loss of privileges ▪ Referral to Deputy/Principal for incident review and decision on appropriate consequence.
Fighting Physical fighting/assault	
Disruption Inciting others to behave inappropriately outside classroom (including fighting, theft &/or unsafe behaviour) Behaviour that causes serious disruption to the school community. Bringing the school into disrepute through actions, including travelling to and from school, representing the school, while truanting or through digital technology mediums.	
Abusive Language Offensive/inappropriate language (swearing, racist, sexually inappropriate, gestures/extreme rudeness) towards another student outside of classroom, towards a staff member/member of the public (verbal/written)	
Truant In or Out of Class or School Leaving the school grounds without permission Ongoing whole lesson truancy/ whole day truancy/ high absenteeism	
Property Damage Wilful destruction of property/major vandalism outside classroom	
Dress Code Wilful disobedience regarding school dress code	
Prohibited Items Possession of any major prohibited item (illegal or weapon) as outlined on the *Prohibited Items at YSHS list pg. 19 (Appendix C)*	
Lying Refusal to cooperate with investigation, dishonesty, withholding critical information.	
Theft Theft from others or the school	
Bullying Significant and/or ongoing bullying/harassment (verbal, physical, psychological, covert or cyberbullying) Racial and Sexual harassment (verbal and physical) Recording any forms of bullying or physical violence.	
Substance Misconduct *Smoking, vaping, possession of cigarettes, e-cigarettes (or similar devices), lighters, etc. *Acting as a "spotter" for smokers. *Bystander behaviour (including recording) in relation to possession/use of harmful/illicit substances (e.g. alcohol, drugs) or concealed weapons, smoking implements, sharing of illegal substances/prohibited items.	

Major Behaviours dealt with by Deputy Principals/Principal

(Based on context)

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	LIKELY CONSEQUENCES
Physical Aggression and Fighting Serious or unprovoked violent assault. **Possesses Prohibited Items** Possession of any major prohibited item (illegal or weapon) as outlined on the *Prohibited Items at YSHS list pg. 19 (Appendix C)* **Conduct Prejudicial to the good order and management of the school** Using/publishing abusive/inappropriate material about school, students or staff in any private or public medium. Serious misuse of mobile phones/personal device/internet to bully/harass students/staff. Any sexually explicit act. Bringing the school into disrepute through actions outside of school hours. Students found in breach of the law; that includes behaviour outside of school which brings the school into disrepute, is unlawful or poses an unacceptable risk to the safety and wellbeing of staff and/or students. **Truancy** Leaving class and/or school without permission while on a safety plan. **Property Damage** Wilful destruction / major theft / major vandalism - of school or other peoples' property. **Substance misconduct involving tobacco/other legal or illicit substances** Smoking – second and third offences. Consumption/possession of alcohol or other legal substances. Supply, sale, possession or consumption of illicit substances and or utensils or being under the influence of drugs at school including pharmaceutical drugs. Bystander behaviour in relation to: possession/use of harmful/illicit substances (eg alcohol, drugs) or concealed weapons, smoking implements, sharing of illegal substances/prohibited items.	▪ Parent Interview ▪ Refer to Support Staff ▪ Restitution ▪ After or before school detention ▪ Review and decision on appropriate consequence ▪ Discipline Improvement Plan ▪ Suspension ▪ Recommendation for exclusion ▪ Refer to police

Major Behaviours dealt with by GO, HOD SS, DP SS and Principal

(Based on context)

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	TYPICAL CONSEQUENCES
Behaviour OneSchool referral to HOD **HOD determines Deputy Principal intervention**	Behaviour OneSchool referral to HOD Curriculum
Year 11/12 students who persistently fail to participate in the program of instruction at the school and who choose not to respond to support options provided, place themselves at risk of having their enrolment at the school cancelled.	Non-compliance process Cancellation of Enrolment (Year 11/12 only)

Please Note: *This is not an exhaustive list, and in some circumstances other behaviours and consequences will be decided at the discretion of the Principal or delegated officer. Students who are suspended for inappropriate behaviour lose the privilege for school representation for the term, which is reviewed every 5 weeks.*

SCHOOL DISCIPLINARY ABSENCES (SDA)

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 High School, the use of any SDA is considered a very serious decision. It is typically only used 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 High are 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.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email or letter. Re-entry meetings are short, taking less than 10 minutes and will include the student and their parent/s. Principal or their delegate and other relevant staff.

A record of the meeting is saved in OneSchool, under the Administration Follow-up tab, including any notes or discussions occurring during the meeting. Relevant information from this meeting will be forwarded to the student's teachers where necessary.

Structure

The structure of the re-entry 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 and complete an IBSP that will support the student to address the original concern
- Discuss pro-social behaviours that will support the student to address the original concern (this could include restorative processes to assist in addressing the original concern)
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Discuss any recent changes to school routine or staffing
- Thank student and parent/s for attending

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.

RESTRICTIVE PRACTICES

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include:

- seclusion
- physical restraint
- containment
- mechanical restraint
- chemical restraint, and
- clinical holding.

The restrictive practices procedure prescribes:

- when restrictive practices are permitted to be used in state schools
- the reporting, notification and oversight obligations of state schools staff, principals and the principal's supervisor or delegate
- the obligations of state schools staff and principals to manage at risk behaviours of students with the aim of preventing the use of restrictive practices.

Generally, restrictive practices permitted under the procedure must only be used where:

- the restrictive practice is reasonable in the circumstances, and
- there is no less restrictive measure available to respond to the behaviour in the circumstances.

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 specific 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 procedures

Seclusion and Time out 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.

Understanding behavioural escalation

Behaviour escalates when a range of responses occurs in a sequential pattern in which successive responses are of increased severity or intensity (Shukla-Mehta, 2002).

Colvin and Sugai (2005, 2018) suggest that there are seven stages of behavioural escalation:

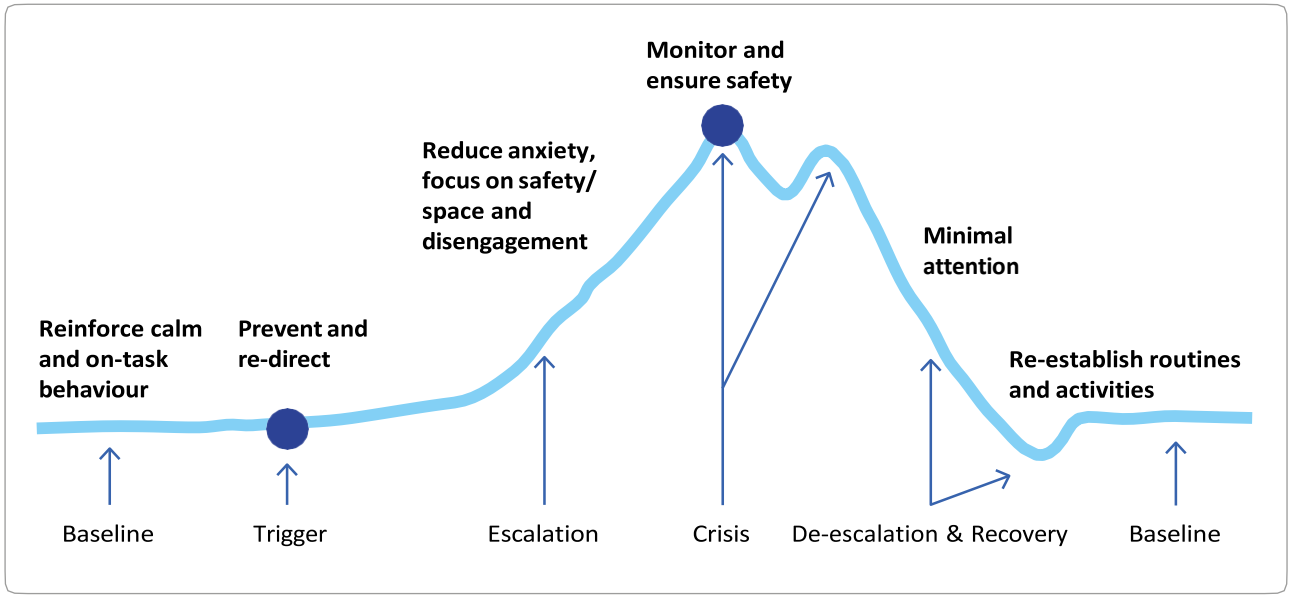
1. CALM	The student is calm and cooperative.
2. TRIGGER	The student experiences conflicts or situations that trigger their behaviour to escalate. These may be internal or external triggers.
3. AGITATION	The student loses focus and they are more visibly upset. They might challenge authority or avoid situational factors they find stressful.
4. ACCELERATION	The conflict continues to be unresolved, the behaviour of the student will escalate and may become more intense. The student will lose focus and find it very hard to engage in rational discussion.
5. PEAK	The student will not be in control of their emotions or behaviour and will likely exhibit observable risk behaviour for example self-injury, shouting, swearing or destroying furniture.
6. DE-ESCALATION	The student will start to calm and a drop in the intensity of the expressed emotion will be visible.
7. RECOVERY	The student's behaviour drops to their usual baseline or even below that and they appear calmer. They may express regret or fear; some students have difficulty expressing their emotions when in this phase.

Checklist reminders for de-escalation

- ✓ Remain calm and use measured voice, volume and tone.
- ✓ Monitor your own body language and ensure it is non-confrontational.
- ✓ Communicate respect and a desire to help.
- ✓ Acknowledge the student's feelings, "I can see you are upset".
- ✓ Keep verbal interactions brief, calm and respectful.
- ✓ Avoid power struggles, it is not about who wins the argument.
- ✓ Give the student space.
- ✓ Move other students and the audience away.
- ✓ Allow the student to move away, if safe to do so.
- ✓ Calmly provide a direction that you know the student is more likely to comply with.
- ✓ Allow processing time for the student when you give instructions.
- ✓ If escalation occurs, move further away if possible and make the area as safe as possible.
- ✓ Make sure you have an exit plan, so you can safely leave the situation if necessary.
- ✓ Send for help if necessary.

In terms of using de-escalation strategies effectively, it is important to consider your communication style. This includes not just what you say, but how you say it and your accompanying body language.

When to use specific approaches



Checklist for managing continued escalation and crisis

- ✓ When planning support, staff must recognise and agree upon an observable and measurable description for each of the phases of behavioural escalation.
- ✓ Whenever practical, respond at the first indication that the problem behaviour has been triggered; failure to do so will likely result in an increase in the speed of escalation in successive future episodes.
- ✓ Where appropriate, there should be an agreed and documented intervention for each of the phases.
- ✓ When escalation occurs it will likely continue until the peak or crisis is reached. It is at this stage that the safety of the student, staff and/or others is paramount.
- ✓ When the behaviour is at the peak/crisis, it may be that as a last resort, if presented with immediate risk to the student, the use of a restrictive practice might be necessary.
- ✓ Staff should receive training in evidence based proactive responses e.g. positive behaviour for learning.
- ✓ If there is a known risk that staff may need to use a restrictive practice as part of a planned response, they should have training in the use of the restrictive practice.
- ✓ On occasions it may be necessary to seek external assistance, for example, Queensland Police Service or Queensland Ambulance Service. Ensure that staff know the procedure for requesting external assistance.

CRITICAL INCIDENTS

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

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

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

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

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

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

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

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

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

RELATED PROCEDURES AND GUIDELINES

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student 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
- Parent line
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

CONCLUSION

Yeppoon State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue that may be adversely affect 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 a clear idea of the issue or concern and desired solution
- provide all 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
- communicate with school if something changes, including if help is no longer required.

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.

SCHOOL POLICIES AND PROCESSES

Yeppoon State High School has tailored school discipline policies and processes 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
- Preventing and responding to bullying – Bullying Policy
- Appropriate use of social media
- Mobile Phone
- Electronic Devices Policy
- Prohibited Items
- Dress Code – Uniform Policy
- Managing Absences – Every Day Counts – Attendance Policy
- Whole School Approach to Wellbeing – Wellbeing Framework
- Behaviour Referral – Classroom
- Behaviour Referral Process – Buddy Class
- Behaviour Referral Process – Outside of Classroom
- Tier I Acknowledgement and Correction Plan
- Buddy Class Referral and Reflection Form
- School discipline process
- Code of Conduct – Travelling on buses and public transport
- Recording Minor and Major Behaviours in OneSchool

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 High School and will be removed if found in a student's possession (prohibited items are listed on Pg.50):

- 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 and 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)
- 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 High School:

- do not require the student's consent to search school property that are supplied to the student by 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 High School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Yeppoon State High 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 High 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 their property as soon as possible when advised by the Principal or state school staff it is available for collection.

PREVENTING AND RESPONDING TO BULLYING

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions staff, students and parents will take to ensure a respectful environment in maintained at Yeppoon State High School. There are three tiers of support provided to students to assist them in resolving any reported incidents of bullying.

BULLYING – PROCESSES AND ACCOUNTABILITIES

Accountabilities	**Tier 1** Low level bullying occurring	**Tier II** Continued targeted bullying behaviours experienced	**Tier III** Continued and ongoing targeted bullying experienced after intervention strategies have been implemented
Student	• Use resilience strategies such as: - Stop, go away, you are upsetting me - Broken Record - Your behaviour is making me feel bad • Report behaviour to their teacher • If behaviours continue report to year level appropriate HOD Sub School	• Provide a written statement about the alleged bullying to the year level HOD Sub School • Continue to implement strategies from Tier 1 • Avoid contact with the student alleged of bullying behaviours	• Report of continued bullying behaviour in a written statement and/or meeting with Deputy Principal • Avoid contact with the student alleged of bullying behaviours • Work with support staff provided
Parent/Carers	• Discuss the incident/s and encourage student to de-escalate the situation where possible • Discuss resilience strategies as appropriate • Assist student to follow the school's procedures for reporting ongoing bullying behaviours by providing a written statement to the HOD Sub School	• Ensure student provides a written statement to year level HOD Sub School • Assist with written statement if needed • Support students' wellbeing by collaboratively working with and communicating with year level HOD Sub School	• Discuss ongoing incidents via telephone or face to face meeting with Deputy Principal • Support the student to follow the procedures for reporting instances of bullying or harassment • Attend meeting at school to implement behaviour plan/support plan • Report to police if bullying involves social media/communication devices
School	**Tier I behaviours are managed in the moment by the staff member present** • De-escalate situation by separating students • Remind students to report ongoing incidents to the year level HOD Sub School • Apply appropriate consequences for not following the STARS expectations • Record as OneSchool behaviour (if witnessed) or contact (if reported to you) and refer to HOD Sub School • Contact carer if situation has impacted teaching and learning in the classroom	**Tier II behaviours are managed by HOD Sub School** • Interview students involved and witnesses • Appropriate consequence as per the SCOC • Behaviour Support Plan developed • Intervention lessons/anti-bullying program completed by student/s • Referral to key support staff for student/s where appropriate • Offer mediation sessions to students • Communicate the outcome of the investigation and steps taken with Parent/Carers	**Tier III behaviours are managed by the Deputy Principal** • Investigate written complaint • Interview relevant parties • Implement appropriate consequences • Communicate with families involved • Organise meetings with families/students • Ensure support is provided • Provide check in procedures to support student/s • Work with Queensland Police Service as required

Cyberbullying

Cyberbullying is treated at Yeppoon State High 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. 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.

Managing instances of cyber bullying requires ongoing cooperation between parents/caregivers and school staff. Parents play a vital role in ensuring their student is behaving appropriately online and that any incidents of cyber bullying that may affect the good order and management of the school are reported to the year level HOD Sub School. School staff will respond to information shared by parents and caregivers to ensure the good order and management of the school. School staff are available to support parents and caregivers with advice and guidance on how to best manage situations of cyber bullying.

Education Queensland / Yeppoon State High School's Mobile Phone policy requires students to have their phone turned off and put away during the school day. Adherence to this policy prevents cyber bullying from taking place at school. School staff are unable to nor are they expected to monitor the online behaviour of students that occurs outside of the school grounds.

Students enrolled at Yeppoon State High School may face disciplinary action, such as detention or removal 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the HOD Sub School of Students.

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.

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.

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).

Student Intervention and Support Services

Yeppoon 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, as identified in the Student Support Network. 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 Yeppoon State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed by the appropriate staff member. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school

APPROPRIATE USE OF SOCIAL MEDIA

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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 provide

MOBILE PHONE AND WEARABLE DEVICES POLICY

Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students.
'Away for the day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy

Storage of mobile phones

If students choose to bring a phone to school they must **switch it off** and keep it in their **school bag** during school hours. Smartwatches and other devices can be worn, however notifications must be **switched off**. This includes during lessons and break times, as well as other school activities.

School expectations

- If students choose to bring a phone to school they are ultimately responsible
- Students bring mobile phones to school at their own risk with no liability by the school if lost/stolen
- Students must **switch off** their phones between 9am and 3pm
- Students must not send or receive calls or texts during these times
- Smartwatches and other devices can be worn, however notifications must be **switched off**
- Mobile phones will be stored in school bags
- An audio message will be played 2 minutes before the first bell every morning, instructing students to switch off phones and put them away for the day
- All teachers will continue to remind students of the "off and away" expectations before each lesson
- At the end of the day when leaving the school grounds, students can remove their phone from their school bag and switch it on
- If a student is using their mobile phone during school hours, they will be directed to hand their phone to the office immediately. They will be issued with a receipt from IDAttend, and will collect the mobile at the end of the day – an SMS will be sent to parents/carers starting from the first referral
- Mobile phones and earphones are not to be used during learning activities unless there has been HOD/GO/HOSES approval for a specific purpose (e.g. PLP)
- Students are prohibited from connecting to their personal 3G/4G/5G networks during school time through their mobile phone or any other electronic device
- External speakers used to play music are prohibited and students using an external speaker during school hours will be directed to hand it into the office. They will be issued with a receipt from IDAttend, and are then required to collect the external speaker at the end of the day.
- Earphones are NOT TO BE VISIBLE at any time unless specific approval has been provided. Earphones are not to be in shirt pockets/under shirts or hidden behind hair.
- Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Photos, videos and sound recordings

- Devices with built in cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets. Students must not take photographs, videos or sound recordings of other students and / or staff without their consent.
- Students must not make / send harassing or threatening calls / messages with their mobile phones.

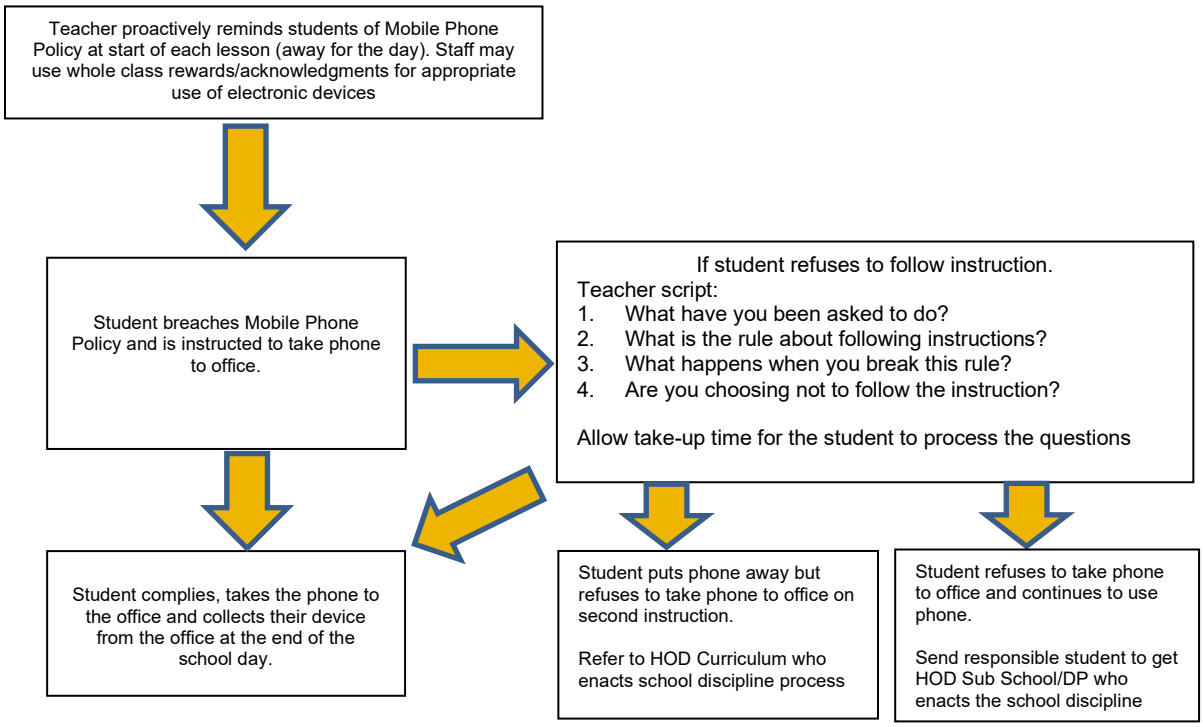
Any repeated or other inappropriate use will be dealt with under the Student Code of Conduct. Victims of abusive, threatening, bullying messaging, or inappropriate video / photo imaging will be advised to make a complaint to the Queensland Police.

- Any student who places an image / words on the internet which has a negative impact on the good standing of the school / staff and students will be dealt with according to the Student Code of Conduct.

Exceptions to mobile phone policy – Only in the case of verified emergency for safety reasons.

Consequences

The inappropriate use of mobile phones will result in the device being confiscated from the student. The student will be required to turn off the device and take it to the school office immediately. Students will be issued with a receipt when they hand their device in to the office. This receipt will be shown to the teacher. Students will be able to claim their device at the end of the school day. Students may be issued a consequence for disobedience as outlined in the Student Code of Conduct.



Students who repeatedly breach the Mobile Phone and Wearable Devices Policy should be referred to a member of administration for case management.
The following consequences apply for repeat offences:

- 1st office referral – SMS sent to parents via IDAttend when phone handed into office
- 2nd office referral – SMS sent to parents via IDAttend when phone handed into office
- 3rd office referral – logged by Admin; HOD Sub School to contact family and issue F13 PM break detention
- 4th office referral – logged by Admin; HOD Sub School to issue a before school detention
- 5th (and beyond) office referral – logged by Admin; HOD Sub School enacts the school discipline process

This may include suspensions from school and / or removal of electronic device privilege at school. Principals are able to make decisions regarding what items students can and cannot bring to school, which are likely to cause disruption or harm the smooth running of the school.

This policy is made in accordance with Department of Education, Training and the Arts (DETA) policy – *SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students.* This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using electronic devices.

ELECTRONIC DEVICE POLICY

Purpose of policy and recognition of appropriate use

- To identify appropriate use of electronic devices to enhance teaching and learning
- To decrease harassment and cyberbullying
- To empower teachers to teach and manage student behaviour
- Our school supports the appropriate use of technology for learning and for safety purposes. Appropriate use of electronic devices can aid learning and assist students in managing busy lives.
- We acknowledge the educational benefits electronic devices can have for students, and encourage the appropriate use of devices in the learning environment.

School expectations

- BYOx devices may be used in a teacher directed activity to enhance learning. Teachers will signal at the start of each lesson the "traffic light" signal (or similar) e.g. RED – NO use of BYOx, YELLOW – SOME use, and GREEN – considerable use
- Students are prohibited from connecting to their personal 3G/4G/5G networks during school time through their mobile phone or any other electronic device.
- Staff will be responsible for issuing a consequence for inappropriate use of electronic devices as identified in the Student Code of Conduct.
- If students have electronic devices in their possession, they are to be switched off and stored in bags unless instructed otherwise.
- Electronic devices cannot be accessed in exams or during assessment, unless expressly permitted by school staff.
- BYOx devices may be used during lunch breaks if used appropriately.
- Earphones are NOT TO BE VISIBLE at any time unless the student is carrying an approved pass (e.g. PLP)
- External speakers used to play music are prohibited and students using an external speaker during school hours will be directed to hand it into the office. They will be issued with a receipt from IDAttend, and are then required to collect the external speaker at the end of the day.
- Earphones are NOT TO BE VISIBLE during class, assembly or school related activities. Earphones are not to be stored in shirt pockets or under shirts or hidden behind hair.
- No liability will be accepted by the school in the event of loss or theft. Students bring electronic devices to school at their own risk.
- Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Photos, videos and sound recordings

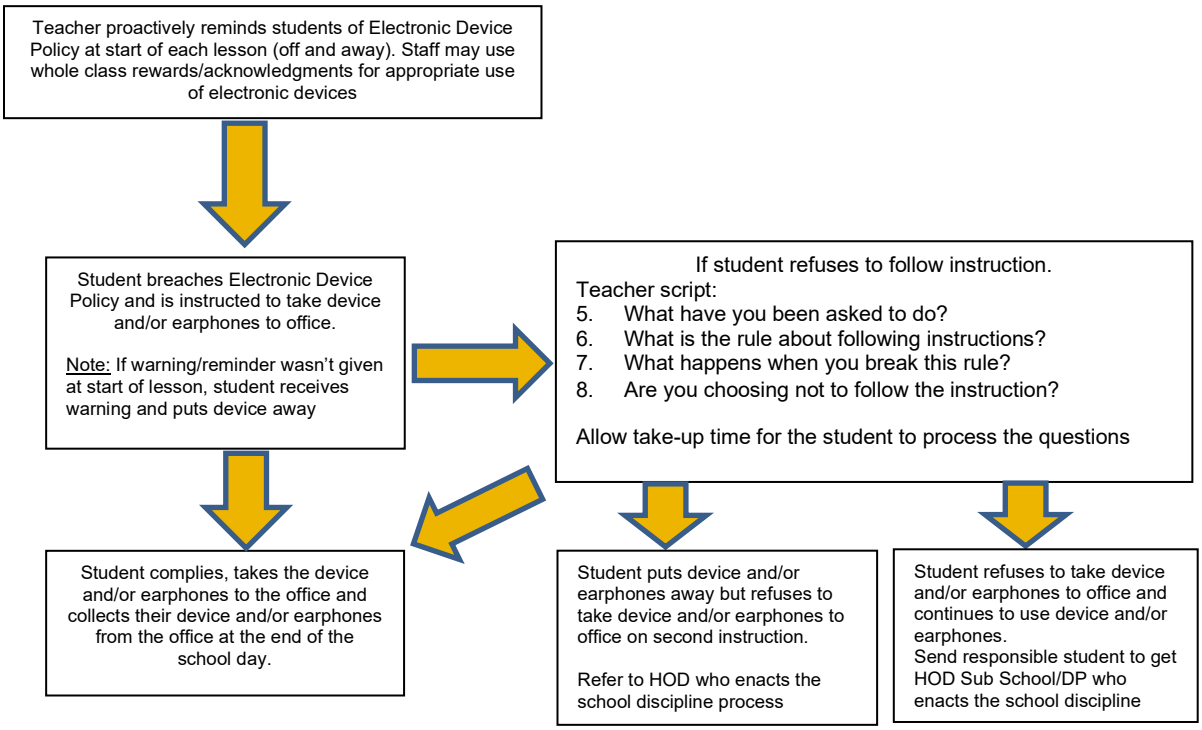
- Devices with built in cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets. Students must not take photographs, videos or sound recordings of other students and / or staff without their consent.
- Students must not make / send harassing or threatening calls / messages with their electronic devices. Any repeated or other inappropriate use will be dealt with under the Student Code of Conduct. Victims of abusive, threatening, bullying messaging, or inappropriate video / photo imaging will be advised to make a complaint to the Queensland Police.
- Any student who places an image / words on the internet which has a negative impact on the good standing of the school or its staff and students will be dealt with according to the Student Code of Conduct.

Exceptions to electronic device policy

- In the case of verified emergency for safety reasons.

Consequences

The inappropriate use of electronic devices will result in the device being confiscated from the student. The student will be required to turn off the device and take it to the school office immediately. Students will be issued with a receipt when they hand their device in to the office. This receipt will be shown to the teacher. Students will be able to claim their device at the end of the school day. Students may be issued a consequence for disobedience as outlined in the Student Code of Conduct.



Students who repeatedly breach the Electronic Device Policy should be referred to a member of administration for case management.
The following consequences apply for repeat offences:

- 3rd office referral – HOD Sub School to contact family and issue F13 PM break detention
- 4th office referral – HOD Sub School to issue a before school detention.
- 5th (and beyond) office referral – HOD Sub School enacts the school discipline process

This may include suspensions from school and / or removal of electronic device privilege at school. Principals are able to make decision regarding what items students can and cannot bring to school, which are likely to cause disruption or harm the smooth running of the school.

This policy is made in accordance with Department of Education, Training and the Arts (DETA) policy – *SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students.* This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using electronic devices.

PROHIBITED ITEMS

Our school is a safe place for all members of our community. As such, the following items are prohibited:

- weapons and replica weapons including chains
- any item that could be used as a weapon
- tools and other sharp items including razor blades & glass bottles
- illicit drugs, drug utensils
- alcohol
- cigarettes, vapours, e-cigarettes, tobacco products, lighters
- aerosol sprays, solvents
- skateboards
- laser pointers
- pornographic material or photos
- gambling material
- computer viruses
- stink bombs or water balloons
- Niko pens and other permanent markers
- steel rulers
- food items e.g. Soft/energy drinks, chewing gum

If a student has a knife or other weapon at school, they can expect serious consequences, including criminal processes. Police can search a student and their property at school if they suspect a student has a knife or other weapon. If it is suspected that a student has a knife or other weapon in a bag, the bag may be temporarily confiscated by staff until police arrive.

Consequences

Possessing a prohibited item at school may result in serious disciplinary consequences, including suspension and/or exclusion. A student may be charged with a criminal offence. Parent/carers have a responsibility to ensure their child is aware of the laws and rules about prohibited items. *It is against the law for a student to have a knife or other weapons at school.*

POSSESION/USE/SUPPLY/DEALING – LEGAL/ILLEGAL SUBSTANCES

Unacceptable behaviour	Suggested strategy	Follow up action when referred
Possession of a legal or illegal substance	▪ Escort the student to the administration building for referral to a HOD Sub School or Deputy Principal. ▪ Under no circumstances should a member of staff search the person or property of the student.	▪ Where there is evidence of possession, parent/caregiver and police (illegal substances) will be notified. ▪ The student may be suspended and warned that exclusion may occur with a repeat incident.

Use of and/or under the influence of an illegal substance at school, on school related activities or on the way to or from school.	▪ If a student is suspected of being under the influence of an illegal substance:
	▪ Isolate the student until escorted to the administration building;
	▪ Escort the student to the office for referral to Deputy Principal.
		▪ If there is evidence
		  ▪ Parent/caregiver will be notified immediately
		  ▪ Student will be isolated until parent arrives
		  ▪ Medical attention may be sought
		  ▪ Police will be notified
		  ▪ Student will be requested to seek out the GO/School Nurse for counselling
		  ▪ Outside school counselling may also be recommended
		▪ Student may be suspended and warned that exclusion may be recommended with a repeat incident.

Supply of an illegal substance to another student	▪ Staff member to escort student directly to the administration building.
	▪ Isolate student immediately.
		▪ Where this activity is suspected:
		  ▪ Police will be informed immediately;
		  ▪ Parent/caregiver will also be informed in line with police recommendation.
		▪ Where there is evidence of intent to supply and sell illicit substances, the student could face an SDA and/or exclusion

Dealing (i.e. money transaction) of illegal substances to another student	▪ Staff member to escort student directly to the administration building.	▪ Where this activity is suspected:
		  ▪ Police will be informed immediately;
		  ▪ Parent/caregiver will also be informed in line with police recommendations.
		▪ Where there is evidence of dealing (i.e. money transaction) the student will be recommended for exclusion.

YEPPOON STATE HIGH SCHOOL DRESS CODE

Yeppoon State High School (YSHS) is a full-uniform school. The school is committed to building a proud reputation and the uniform is regarded by the school community as being important in encouraging a sense of self-esteem, belonging and self-discipline in our students. All students are required to observe the details of the correct attire and appearance, always presenting in a neat and tidy manner. This includes, whilst travelling to and from school, or whenever a student is in the community wearing the school uniform. This high standard ensures students represent themselves and our school in an outstanding way.

The uniform has been designed in consultation with the Parents and Citizen Association (P & C), and with the elements of safety, comfort, climate, modesty, cost, efficiency, social equity and community values considered. This policy has been developed in accordance with the Education (General Provisions) Act 2006 (Sections 360-363) ["The Act"] and the Department of Education and Training policy SMS-PR-022: *Student Dress Code* in relation to implementing student dress codes in Queensland State schools.

Expectations of students

YSHS and the Parents and Citizens' Association (P and C) have endorsed the following expectations of students with regard to uniform and personal appearance:

- YSHS uniforms are not to be altered
- Visible undershirts are not to be worn
- All students are to wear the day or formal uniform as standard dress. For formal occasions, students will be advised if they are required to wear the formal uniform. The school provides formal blazers in specific circumstances e.g. Investiture
- The uniform routine includes wearing the uniform daily and only changing for specialist lessons if required i.e. Sport/HPE/drama, changing back into the day or formal uniform at end of the lesson
- Hats are to be worn outside

Whilst this policy seeks to assist students and parents by identifying appearance expectations, all decisions regarding uniform compliance are at the discretion of the principal or delegate. Body art (e.g. tattoo) is NOT accepted in our school and students are expected to ensure such items are covered and not visible.

DAY UNIFORM				
	TOP	**BOTTOM**	**SOCKS**	**SHOES**
Can be worn by all year levels	**SHIRT:** YSHS polo shirt, YSHS house polo shirt **JUMPER:** YSHS blue stripe zip-up jacket or YSHS black zip-up jumper	**SHORTS:** YSHS black school shorts **SKIRT:** YSHS black school skirt **TRACK PANTS:** YSHS blue and black track pants	Plain white or plain black ankle and short socks (known as "crew" and "quarter crew".)	Compliant plain black footwear (upper & lower)
FORMAL UNIFORM (Optional)				
Must be worn at formal events	**SHIRT:** YSHS white button up shirt **TIE:** YSHS school tie **BLAZER:** YSHS school blazer	**SKIRT:** YSHS black school skirt. Plain black opaque stockings **PANTS:** Black dress trousers **BELT:** Plain black belt with plain buckle	Plain white or plain black ankle and short socks (known as "crew" and "quarter crew".)	Compliant plain black footwear (upper & lower)

HATS	As part of the Department of Education's Sun Safe Policy, students must have a hat on while playing sport or participating in outdoor activities including excursions. The school hat is available from Uniform Shop. The wearing of sun-screen is highly recommended and is available at all HPE classes.
JEWELLERY	No facial piercings (metal or plastic) are permitted, with the exception of a small clear plastic, plain gold or silver nose stud that may be worn. YSHS is a work place and only a minimum amount of jewellery is acceptable. Students will be asked to remove excessive jewellery. Jewellery that cannot be removed, must be taped.

MAKE-UP	Students may wear light foundation only. Students with excessive make-up may be asked to remove it.
HAIR	Hair must be neat, clean, tidy and well-maintained. Long hair must be tied back in practical subjects as this is a safety requirement. Hair nets will be provided to students.

Compliance with dress code:

Yeppoon State High School expects all students to wear the uniform with pride unless there is a valid reason for not being able to do so. As agreed during the enrolment interview and Enrolment Agreement, parents/caregivers and students have agreed to uphold the schools dress code. Parents/caregivers, students and the school, have a responsibility to ensure that students are in the correct uniform.

1. Students not wearing the correct uniform will be given the option of:
   a. Removing the incorrect item, which is retained for collection by the student at the end of the day
   b. Parents contacted to bring the appropriate item to the school for the student to wear for the day
   c. Students may borrow the item of clothing (except shoes). Students present to the library before 8:50 am.
2. The incorrect uniform will be stored in the library in a labelled bag. If the student has a note explaining the reason for inappropriate uniform, they are to take it to the library where they will be issued with an item from the Uniform Bank, with the exception of shoes.
3. Return the borrowed uniform to the library before 3.15 pm and collect their own items.
4. Failure to return a loan item will result in the family being invoiced after a period of 4 weeks.
5. Families who are experiencing genuine hardship may contact the relevant HOD Sub School to discuss this.

The school priority is to work with all families and where there is a valid reason for not wearing the YSHS uniform, provide appropriate options, which include parent and school communication as the first step. If a student does not comply with the school's student Dress Code, the principal or delegated officer, may impose one of the following sanctions:

- Consequences of the student for a period mentioned in the section 283 (3) of The Act.
- Prevent the student from any activities for which the student would have represented the school that, in the opinion of the principal/delegate, is not part of the essential educational program of the school.

Process if a student refuses to change into the correct uniform:

1. Students out of uniform after 9am are recorded as *out of uniform* by Care Class teacher in IDATTEND. Care Class teacher is to:
   a) right click on the student
   b) select 'Assign student to lunchtime detention'
   c) select non-compliance with uniform in the dropdown box
   d) record either 'jumper, pants, piercing, shirt, shoes, shorts or socks' in the space provided. Please note that the entered information is sent to parents via text message.
2. All staff are able to record students out of uniform if not picked up in Care Class. A black 'D' appears on the student's photo in IDAttend if they have been given a uniform infringement.

3. Students are issued with a lunch-time detention (PM) in IDAttend for not following the process to correct the uniform.
4. If student does not complete the detention, HOD Sub School on detention roster sends SMS to parents explaining student has failed to complete detention and will be issued with a further consequence.
5. HOD Sub School personally reminds students of their detention. Students who refuse to attend the detention following the reminder could be considered to be displaying wilful disobedience and will be referred to the Deputy Principal for further action.

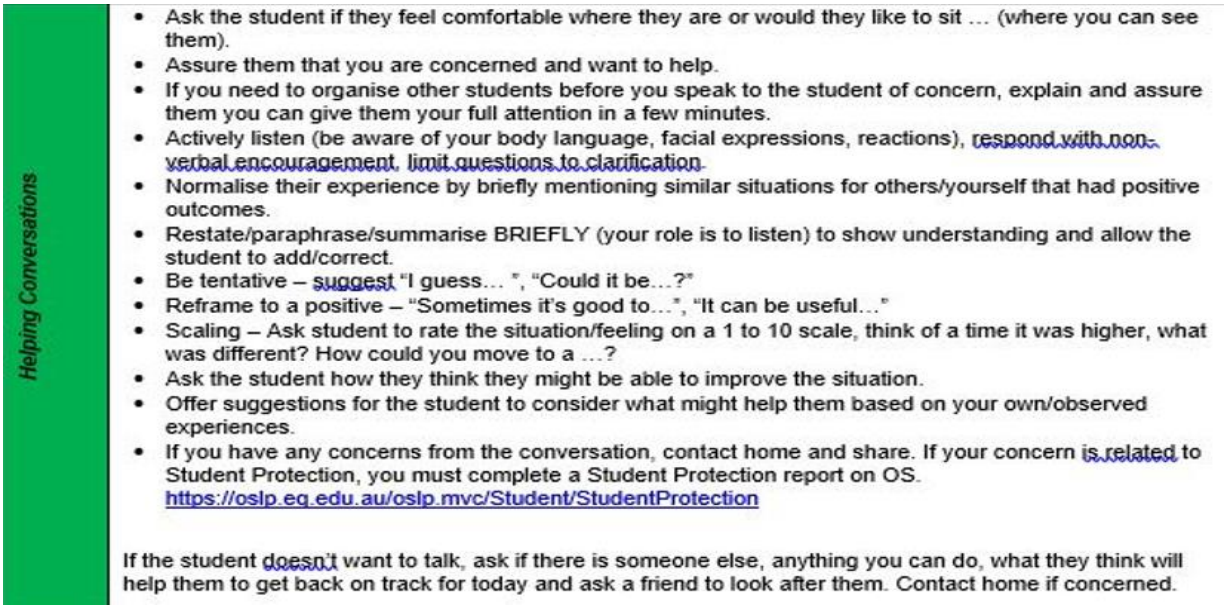
MANAGING ABSENCES – EVERY MINUTE / DAY COUNTS

Expectation	Consequence for not meeting expectation
START OF THE DAY	Students arriving to school late must sign in at Student Services: ▪ Produce a note / parent phone in (Justified) for being late = no consequence ▪ Unjustified lateness = PM break detention issued by Admin Officers
DURING LESSONS	Students arrives to class late, knock and wait outside the classroom for their teacher: ▪ Produce a note/late slip for being late = no consequence ▪ Amend IDAttend to present late for class (approved) Student arrives late or leaves early from class without a note: ▪ Amend IDAttend to 'late for class' or 'left without permission (unexplained)' and notes arrival or departure time ▪ Teacher organises for student to catch up on missed work. ▪ Repeated instances, teacher completes OneSchool behaviour – defiance, contacts home and inform HOD Curriculum for further support
TRUANCY *Student misses whole lessons*	Teachers check inconsistencies each afternoon and fix any errors that day or before Care Class the next day. Student truants *whole lesson*. Identified from *inconsistencies report* @ 3:15 pm daily. **First whole lesson of truancy** ▪ Admin officer amends IDAttend to (unjustified) ▪ Admin officer completes OS behaviour – truancy (out of class), outlining truancy period and subject with referral relevant Sub-School HOD **Identified pattern of truancy** ▪ Sub-school HOD meets with student to discuss barriers to attendance and contacts parent/carer to inform of ongoing truancy and contextualises information ▪ Sub-school HOD provides support to student to overcome barriers (e.g. Daily check ins, attendance monitoring, daily parent/carer contact) **Continued pattern of truancy while receiving support** ▪ Sub-School HOD confirms ongoing pattern of truancy ▪ Sub-School HOD and DP discuss pattern, consider circumstances and determine appropriate actions

WELLBEING

The Student Support teams play a crucial role in supporting students' well-being. *ACTIONS:*

- **IMMEDIATE REFERRALS** (actual self-harm, suicidal ideation, homelessness and major safety concerns), please contact a Deputy, Guidance Officer or Principal.
- **ACTUAL SELF HARM** (the student has self-harmed at school) – keep calm and escort student up to the office for first aid, advise GO or DP, GO contacts home, continued support by the GO or current support person (support provisions developed at school if necessary and referral to external agencies)
- **SUICIDAL IDEATION** (student says or writes about suicide – e.g. "I don't want to be here anymore") – ask a clarifying question to gauge intent_e.g. What do you mean by 'here'? If the student explicitly states that they don't want to live/ want to die/ want to kill themselves immediately contact GO or DP. GO contacts home and provides continued support (support provisions developed at school if necessary and referral to external agencies) If the response is non-life threatening e.g. "I'm just want to leave" provide Tier I support.
- **DISCLOSURE OF SELF HARM** - by self/other or indication of self-harm – enter as a contact (not a behaviour) as soon as possible and restrict to Principal and Guidance Officer, Parent contact only required for confirmed self-harm, otherwise continue Tier 1 support and refer any concerns to GO..
- **HOMELESSNESS** – if a student tells you that they have been kicked out of home, ask if they have somewhere safe to stay. If yes, find out who they are staying with. Enter information as a contact as soon as possible and refer to GO who will confirm information with people involved. If the student says that they have nowhere safe to stay, immediately contact GO or DP/Principal to follow up with student.
- **MAJOR SAFETY CONCERNS** (student involved or threatens high risk behaviour - e.g. climbing to significant heights) – immediately contact administration, monitor/support as required, ensure safety of self and others and follow administration instructions on arrival.



BEHAVIOUR FLOWCHART

MINORS

In class

- Low-level disruption
- Distracting others
- Non-participation in learning
- Late/ Left Class Without Permission
- Refusal to follow expectations
- Use of inappropriate language
- Non-compliance with school detention/ technology processes
- Disrespect
- Disregard for property
- Minor physical aggression

HOD SUB-SCHOOL

Out of class

- Inappropriate physical contact
- Verbal misconduct between students
- Refusal to follow reasonable instructions
- Truancy

TEACHER

1st - Strategies

- PBL
- Tier I
- ESCMs
- De-escalation strategy
- 3 strategies before BC referral

TEACHER

2nd - Buddy Class Referred

- Buddy class referrals:

1st > Teacher enters behaviour on OneSchool
> Teacher contacts parent
> Teacher ensures fresh start for next lesson (with re-entry meeting where possible)
2nd > Repeat 1st steps
> Teacher/HOD discussion re: strategies
3rd > Repeat 1st steps
> HDD Curriculum referral

- BC Refusal - Teacher
  > sends a student to Admin (de-escalated)
  > phones 0436654004 Critical Incident Line (escalated)
- No Re-entry - Teacher records on OS> contacts

HOD CURRICULUM

3rd - HOD Referred

- Non BC referral - continual minor incidents over a period of time - Teacher attempted at least 3 strategies, e.g. differentiation, seating plan, contact home, detention, etc. - HOD
  > Interviews student
  > Enacts discipline process
  > Completes OS Admin follow-up
- HOD receives 3rd BC referral
  > HOD follows steps above
- *Repeated BC referrals across subjects managed by HOD Sub-School*

HOD SUB-SCHOOL

- HOD receives HOD C referral
  > Interviews student
  > Contacts parent
  > Consults DP - issues consequence/intervention
  > Repeated behaviors - Tier 2 Support

TEACHER

1st - Minimised Risk

- De-escalation strategy
- Modify the environment
- Remove trigger/hazard
- Evacuate the area if necessary
- Report to relevant HOD or DP

2nd - Escalate Response

- HOD and/or DP to respond and take responsibility for situation

HOD C **HOD SUB-SCHOOL**

- HOD collects statements from Students
- HOD Admin follow-up:
- Feedback to teacher if dealt with at HOD level
  OR
- referral to DP if further action required

DP

- Enacts SCOC
- Consults Principal
- Applies consequence
- Contact Parents
- OS - Action/ follow-up
- Re-entry procedures

MAJORS

In class

- Persistent disruption to learning
- Escalation of behaviors
- Ongoing non-participation in learning/
- assessment
- Persistent truancy/ leaving class/ school grounds without permission
- Persistent offensive/ inappropriate language
- Swearing directly at a teacher
- Persistent defiance
- Refusal to comply with school policies and procedures
- Ongoing bullying
- Willful destruction of property/ major
- vandalism
- Physical violence/ fighting/ assault
- Behaviour that causes serious disruption to the school community/ brings the school into disrepute
- Conduct prejudicial to the good order and management of the school
- Possession of prohibited items
- Substance misconduct
- Theft

DP

Out of class

- Serious physical misconduct
- Escalated verbal misconduct between students
- Aggressive/ aggravated defiant responses to reasonable instructions

STARS EXPECTATIONS

CLASSROOM REFERRAL PROCESS

TEACHER

Consistently applies Tier I Acknowledgement and Correction Plan & ESCMs, Including positive and negative consequences

TRACKED OVER A TERM

CONTINUED DISRUPTIVE BEHAVIOUR
SEND TO BUDDY CLASS

1st Buddy Class Referral
- OS behaviour
- Contact parent/carer and record on OS
- Apply consequence and follow up to ensure completion e.g. lunchtime detention
- Re-entry with teacher prior to the next lesson

2nd Buddy Class Referral
- OS behaviour and refer HOD for assistance with strategies and support (Review Acknowledgement and Correction Plan)
- Teacher to contact parent and OS
- Apply consequence and follow up to ensure completion e.g. lunchtime detention
- Re-entry with teacher prior to the next lesson

3rd Buddy Class Referral
- OS behaviour and refer to HOD CURRICULUM

MAJOR BEHAVIOURS IN CLASSROOM
REFER TO HOD CURRICULUM

MAJOR BEHAVIOURS INCLUDE:
- Directly swearing at a teacher/repetitive use of inappropriate language
- Unsafe behaviour that puts self/others at risk of harm
- Continued non-compliance (not completing detention for minor behaviour)
- Repeated minor offences, including disruptive behaviour

HOD CURRICULUM
- Interview student
- Contact parents
- Enacts the school discipline process
- If student repeats behaviour refer to HOD Sub School

OTHER MAJOR BEHAVIOURS
REFER TO HOD SUB SCHOOL

OTHER MAJOR BEHAVIOURS INCLUDE:
- Violence/fighting
- Truancy - leaving school grounds
- Wilful property damage
- Possession of prohibited items (Pg. 50)
- Possession, distribution, selling or usage of legal or illegal drugs and or utensils or being under the influence at school
- Threats/Bullying
- Accessing inappropriate content on electronic device
- Stealing/Theft
- Bringing the school into disrepute, including actions after school hours

HOD SUB SCHOOL
- Interview student
- Contact parents
- Issue consequence in consultation with DP & Intervention lesson
- If student repeats behaviour, HOD Sub School engages Tier 2 Support.

ON RE-ENTRY STUDENT IS PLACED ON A DAILY SUBJECT/HOD SUB SCHOOL MONITORING CARD FOR 5 SCHOOL DAYS, IDENTIFYING EXPECTED BEHAVIOUR + CONSEQUENCES

IMPROVEMENT = CONGRATULATE THE STUDENT & POSITIVE PARENT CONTACT **NO IMPROVEMENT =** REFER TO **HOD SUB SCHOOL** OR **TIER 2 SUPPORT**

STUDENTS WITH THREE (3) BUDDY CLASS REFERRALS ACROSS SUBJECTS IS MANAGED BY HOD SUB SCHOOLS

BUDDY CLASS PROCESS

TEACHER

Consistently applies Tier I Acknowledgement and Correction Plan & ESCMs

STUDENT CONTINUES DISRUPTIVE BEHAVIOUR -SEND TO *BUDDY* CLASS

1. Give students Buddy Class referral form* (Not in the first 10 min of lesson)
2. Enter IDAttend Buddy Class alert
3. Student returns to class with signed Buddy Class referral form* 2 min before end of class
4. Complete OneSchool record (report only refer HOD only)

Student attends Buddy Class	**Student leaves class but does not attend Buddy Class**	**Student refuses to leave classroom**	**Student is disruptive in Buddy Class**
Student: ▪ Complete reflection sheet/class work ▪ Return to class in the last 2 min and wait quietly at the door Teacher: ▪ Contact parents and record in OS (Buddy class as the strategy - crucial for data analysis) • Student goes to Buddy class but doesn't return to class. Teacher and HOD work together to resolve issue.	Teacher: ▪ Complete OS – Non-compliant with Buddy Class and refers HOD Curriculum	Teacher script: 1. What have you been asked to do? 2. What is the rule about following instructions? 3. What happens when you break this rule? 4. Are you choosing not to follow the instruction? 5. Allow take-up time for the student to process the questions Send responsible student to Admin for assistance	Buddy Room Teacher: ▪ Send responsible student to Admin ▪ Student is removed from the class
Student attends the re-entry Teacher: ▪ Check reflection sheet. Have student complete if not done. ▪ Hold re-entry using Tier I Acknowledgement and Correction Plan reflection questions (on Pg.59) ▪ Student doesn't attend = detention with class teacher	HOD Curriculum: ▪ Interview student ▪ Apply school discipline flowchart ▪ Inform student and parent of outcome.	HOD Sub School/Deputy: ▪ Interview student ▪ Apply the school discipline process ▪ Inform student and parent of outcome	HOD Sub School/Deputy: ▪ Interview student ▪ Apply the school discipline process ▪ Inform student and parent of outcome
Student returns to class Teacher: ▪ Monitor at the classrooms level ▪ If repeated, requests support from HOD Curriculum	**If required** HOD Curriculum: ▪ Hold re-entry meeting ▪ Progress is monitored for 5 days	HOD Sub School/Deputy: ▪ Hold meeting/investigate ▪ Place student on daily monitoring where necessary ▪ No improvement refers HOD Sub School for IBSP and further Tier II support	HOD Sub School/Deputy: ▪ Hold meeting/investigate ▪ Place student on daily monitoring where necessary ▪ No improvement refers HOD Sub School for IBSP and further Tier II support

IMPROVEMENT = CONGRATULATE THE STUDENT & POSITIVE PARENT CONTACT **NO IMPROVEMENT =** REFER TO **HOD SUB SCHOOL** OR **TIER 2 SUPPORT**

STUDENTS WITH MULTIPLE BUDDY CLASS REFERRALS ACROSS SUBJECTS TO BE REVIEWED AT PERFOMANCE MEETINGS. *SEE APPENDIX M for FORM TO BE USED.

REFERRAL PROCESS FOR OUTSIDE THE CLASSROOM

STAFF MEMBER

During playground duty and transitions between lessons

MINOR BEHAVIOURS

Staff member managed

- Out of bounds
- Speaking back to teacher
- Littering
- Water and food fights
- Minor physical contact (pushing/shoving)
- Incidental damage to school property
- Unsafe behaviour e.g. running on concrete

1. Staff instructs student to correct behaviour.
2. If student does not follow staff instruction after correction, staff issues a consequence e.g. litter duty for 5 minutes
3. Student continues to ignore instruction and does not complete consequence - **REFER TO HOD SUB SCHOOL**

MAJOR BEHAVIOURS

Refer to HOD Sub School

- Refusal to give name to staff member
- Violence/fighting
- Truancy - leaving school grounds
- Wilful property damage
- Possession of prohibited items
- Possession, distribution, selling or usage of legal or illegal drugs and or utensils or being under the influence at school
- Threats/Bullying
- Accessing inappropriate content on electronic device
- Stealing/Theft
- Bringing the school into disrepute, including actions after school hours
- Wilful disobedience and/or disrespectful behaviour

Script
1. What have you been asked to do?
2. What is the rule about following instructions?
3. What happens when you break this rule?
4. Are you choosing not to follow the instruction?

Allow take-up time for the student to process the questions

HOD SUB SCHOOL

- Interviews student
- Contacts parent/carer
- Enacts the school discipline process

CORRECTION PLAN AND BUDDY CLASS PROCEDURE

Use frequent proactive rule referrals 1 — Use positive feedback to the whole class.

Provide feedback to students for curriculum and behaviour 2 — A ratio of 4:1 positive to corrective statements builds a positive culture within the classroom

Utilise a range of ESCMs to promote on-task behaviour 3 — *Redirect twice before moving to give a choice/warning.*

Use Individual Close Talk to give choice/warning 4 — Allow take up time and monitor.

Improvement - Acknowledge with positive feedback and encouragement 5

No improvement - Follow through using individual close talk

Provide student with the buddy class referral form and explain that they need to return to class at the end of the lesson to discuss

Re-entry meeting with teacher 6 — Student brings *Buddy Class Referral & Reflection Sheet* with them.

ESCMs

- Selection Attending (if appropriate)
- Pause in talk (when speaking to the whole class)
- Proximity
- Redirect to the Learning (curriculum redirection)
  Ask a question about the set task or offer assistance e.g.
  "Sarah, I'll be over to help you next"
- Allow time for the student to change behaviour.
- Use of non-verbals (nodding, pointing, etc.) once on task, acknowledge with an encourager.

Examples of Choice/Warning

- **"Sam, you can move to the front of the room or you can show me that you can complete your work here"**
- **"James, I've noticed (describe behaviour) you can refocus by sitting at your desk and completing the set task. If the (describe behaviour) continues, you will need to attend the buddy class. Do you need any help?"**

Reflection Questions

1. What happened? / What did you do?
2. What could you do to fix things?
3. What would you do differently next time?
4. What do you think should happen if I see the same or similar behaviour in the future?
5. What would be a fair and logical consequence for you not meeting expected behaviours?

BUDDY CLASS REFLECTION SHEET

Buddy Class Referral and Reflection Sheet

Name: _____ You were identified today as not following the STARS expectations.

Subject Teacher: _____ Buddy Class: _____ Time left: _____ Time Arrived at Buddy Class: _____

Buddy Class Teacher _____ Buddy Class Teacher Signature: _____

Re-entry Meeting (Date, Time and Location): _____

Your job is to complete this *reflection sheet and take it to your re-entry meeting*

What happened?

What were you thinking at the time?

What have you thought about since?

Who was affected and how?

How can you make things right?

Subject Teacher Signature:

_____

Reasons for my behaviour	How do I feel about my behaviour?
1 2	1. 2.

Consequences of my behaviour	How did my behaviour affect other people?
1. 2.	1. 2.

To show I can follow STARS, I will do these 2 things in my classes:

_____

_____

CONDUCT FOR PUBLIC TRANSPORT

This Code of Conduct has been formulated by DoE and Queensland Transport and applies to all students attending schools in Queensland and who use buses either to travel to and from school or for other school related activities, such as excursions and sport.

Students must ensure that they have made arrangements for payment if this applies to them.

BEHAVIOUR	EXAMPLES OF HOW STUDENTS MEET THE CODE
Respect other people and property.	▪ Treat other people and their possessions with respect. ▪ Always stand and offer their seats to adults or anyone in need of a seat eg young children. ▪ Follow the bus driver's directions without argument. ▪ Politely offer adults your seat if they are standing. ▪ Not wait on private properties. ▪ Not interfere with bus property, equipment, shelters and signs by marking or *damaging them in any way.*
Wait for the bus in an orderly manner.	▪ Wait well back from the bus until it stops and allow other passengers to leave the bus first. ▪ Stay on the school grounds until the bus arrives ▪ Stand quietly without calling out or shouting. ▪ Not *push other people in the line or push into the line.*
Whilst on the bus, students conduct themselves in an orderly manner.	▪ Always follow instructions from the driver about safety on the bus. ▪ Show their bus pass, ticket, go card or ID upon request. ▪ Sit properly on a seat if one is available (in an allocated seat if directed by the driver). ▪ If standing, remain in the area designated by the driver. ▪ Store school bags under the seat or in appropriate luggage areas. ▪ Speak quietly and do not create unnecessary noise. ▪ We*ar a seat belt where fitted.* ***It is not appropriate for students to:*** ▪ Bully or harass other students or the driver or other road users. ▪ Place feet on the seats. ▪ Fight, spit, use offensive language or behave poorly in other ways. ▪ Throw any article around or from the bus. ▪ Consume food or drink, or play music without permission of the driver. ▪ Smoke (prohibited on all buses). ▪ Travel under the influence of illegal drugs, alcohol or volatile substances. ▪ Allow any portion of their body to protrude out of the bus windows. ▪ Stand forward of the front seat. ▪ Use a mobile phone to send threatening messages, or photograph others without consent. ▪ Distract *drivers through use of mobile phones or hand-held devices.*
Use designated stops.	*It is the responsibility of students to disembark at their correct designated stop.*
When alighting from the bus, do so in an orderly manner.	▪ Wait until the bus stops before standing to get off. ▪ Alight from the bus in a quiet and orderly fashion. ▪ Never cross the road in front of the bus. Wait until the bus has moved away and it is safe to do so. ▪ Use *crossings or traffic lights if available.*
In case of an emergency or a breakdown, follow the driver's	▪ Follow the instructions of drivers at all times. ▪ Wait until the bus stops before standing to get off. ▪ Leave the bus in a quiet and orderly fashion. ▪ Wait *in the area indicated by the driver.*

Please note that this list of behaviours is not intended to be exhaustive. It forms the basis for any rules developed by individual operators for the management of behaviour on their buses.

RECORDING MINOR AND MAJOR INCIDENTS IN ONESCHOOL

When recording behaviours in OneSchool:

- Record the behaviour that occurred (causing you to intervene) in the main behaviour category. Enter details of any secondary behaviour (optional) in the second column.
- If a student was sent to the Buddy Class select 'Buddy Class' as the strategy used (critical for data analysis and policy review). Other strategies are also able to be selected.
- Reports need to be factual and describe what the student was doing or saying.
- Referrals are to go to be sent to the staff members line manager (e.g. HOD) /HOD Sub Schools and Learning Managers will be monitoring students they are supporting through the OneSchool multiple behaviour reports and behaviour pivot charts.

Main Behaviour OneSchool	Minor/Major Characteristics
Abusive Language Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Minor: Low level swearing or name calling which causes offense. Major: High intensity use of swearing, use of offensive or discriminatory language and name calling.
Academic Misconduct Inappropriately and falsely demonstrates their learning during class. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Minor: Inappropriately and falsely demonstrates their learning during class. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism. Major: Falsely demonstrates their learning in an exam or assessment task.
Bomb Threat/False Alarm Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Major: Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Bullying Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Major: Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.
Defiance Student refuses to follow directions given by school staff.	Minor: Student refuses to follow directions given by school staff. Refusal to provide name when requested. Refusal to hand in phone/device
Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.	Minor: Student intentionally delivers socially rude or dismissive messages to adults or students. Major: Use harassment code (major)
Disruption Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Minor: Low intensity, inappropriate behaviour that disrupts learning and/or teaching. Major: Repeated behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.
Dress code Student wears clothing that is not within the dress code guidelines defined by the school.	Minor: Wearing clothes or accessories that are near to, but not within the school's dress code. Major: Ongoing and/or intentional non-compliance with the dress code guidelines.
Falsifying documents Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Minor: Copies the work or assessment of another student during regular class time without permission. Major: Wholesale plagiarism which is a direct copy of someone else's work and is presented as a student's own in large amounts.
Fighting Student is involved in mutual participation in an incident involving physical violence.	Minor: Use physical aggression code Major: Student participates in an incident involving physical violence.
Harassment Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Minor: Low level disrespect of others through name calling, inappropriate gestures, social exclusion, intimidation etc. One off occurrence. Major: Harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.

Other – charge related suspension Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	To be used by principal only.
Physical aggression Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Minor: Low level physical contact (pushing, shoving etc.) without the intention of causing injury. Major: Actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.
Property damage Student participates in an activity that results in destruction, damage or disfigurement of property.	Minor: Inappropriate use of equipment or treatment of property which results in minor damage. Major: Intentional damage to or destruction of property (e.g. vandalism).
Property misuse causing risk to others Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Minor: Deliberate inappropriate use of equipment and objects that does not cause harm to people, damage equipment or disrupt the lesson. Major: Deliberate, misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.
Refusal to participate in the educational program of the school Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school. In the case where a student does not submit an assessment task and there is no evidence (draft) to award a result, the school response process will be: 1. Teacher completes a OneSchool behaviour incident a. Main Behaviour: “Refusal to participate in a program of instruction” b. Incident Details.	Minor: Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school Major: A ‘Notice of Concern’ is made to families to inform them of the failure of their student to submit an assignment draft, and potential consequences if the task is not submitted. The ‘Notice of Concern’ process at Yeppoon State High School is as follows: 1. Student fails to submit sufficient draft on or prior to draft due date. 2. Teacher will: a) Completes a OneSchool contact entry. Teacher will refer Subject area HOD in OneSchool contact. b) Contact student’s family to inform them of the failure to submit a draft. Teacher to discuss with Subject area HOD most appropriate form of communication based on quantity of NOC contacts to be made.
Substance misconduct involving illegal substances Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Major: Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements/imitations or implements.
Substance misconduct involving tobacco and other legal substances Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Major: Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements, including vapes.
Technology violation Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Minor: Non-serious, but inappropriate use of a digital device. Off task internet use, turning off or pulling out computer cables, printing offensive words and/or images. Major: Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.
Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Major: Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.
Truancy (out of class) Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	Minor: Student is present at school, but is absent for one scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).

Truancy (out of school) Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	Major: Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).
Use/possession of combustibles Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Minor: Student is in possession of aerosol cans (deodorant etc.) Major: Possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Use/possession of weapons Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Minor: Student in possession of any minor prohibited item as outlined on the Prohibited Items at YSHS list pg. 19 (Appendix C) Major: Student has at school any major prohibited item (illegal or weapon) as outlined on the Prohibited Items at YSHS list pg. 19 (Appendix C)

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CRICOs Provider Code: 00608A

STARS
SPIRIT
TEAMWORK
ACCOUNTABILITY
RESPECT
SAFETY

Together we succeed