2014

SCHOOL POLICIES & PROCEDURES

Responsibility
Active Participation
Manners
Safety

Yeppoon State High School
Rawlings Street
PO Box 296
YEPPPOON QLD 4703
Tel: (07) 4925 1333
www.yeppoonshs.eq.edu.au
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

Yeppoon State High School

1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

SAFETY
EFFORT
RESPECT
RESPONSIBILITY

2. Consultation and data review

Yeppoon State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and meetings. The School-Wide Positive Behaviour Support team (SWPBS) have co-ordinated and lead the process. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2008 -2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in December 2009, and will be reviewed in 2010 due to the major review currently occurring.

3. Learning and behaviour statement

All areas of Yeppoon SHS are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Yeppoon SHS to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Responsibility
- Active Participation
- Manners
- Safety
**Rams Rules**

**Safety**
- Be prepared to learn
- Respect others right to learn
- Use bins
- Be a good role model
- Use equipment and environment appropriately

**Manners**
- Get involved
- Contribute ideas
- Challenge yourself
- Ask questions
- Be a positive group member

**Participation**
- Attend school
- Join in
- Contribute Positively
- Do your best and encourage others

**Responsibility**
- Be on time
- Respect others right to learn
- Follow Instructions
- Complete all your work
- Listen Actively
- Complete all homework and assignments
- Respect other peoples property
- Keep room tidy

**Walkways**
- Use walkways
- Keep to the left
- Move quickly and safely to classes

**Lunch Areas**
- Pick up litter
- Participate in positive lunchtime activities
- Be prepared to meet new people

**Walkways**
- Encourage others to do the right thing
- Model appropriate behaviour and remind others to do the same
- Help others

**Office**
- Stand and wait quietly
- Say please and thank you
- Be courteous to everyone

**Classroom/Learning Environment**
- Use equipment carefully
- Wear appropriate footwear
- Sit on chairs properly
- Push chairs in at end of lesson

**Walkways**
- Follow Directions
- Act orderly and safely
- Be where you are supposed to be
- Be patient
- Line up

**Lunch Areas**
- Eat food or put in the bins
- Spitting is a health hazard
- Follow Playground rules appropriately
- Play fair

**Classroom/Learning Environment**
- Play sports/games in appropriate areas
- Follow Playground teacher directions
- Running is for the oval
- Walking in lunch areas
- Spitting is a health hazard
- Eat food or put in the bin

**Walkways**
- Walking only in the walkways
- Walk sensibly and use walkways appropriately
- Be careful in wet weather
- Stay off port racks
- Stay to the left

**Toilets**
- Use toilets appropriately
- Leave clean and tidy

**Excursions**
- Ask appropriate questions
- Complete all tasks for excursion
- Assist others if required

**Lunch Areas**
- Do the right thing in the toilet

**Excursions**
- Be prepared to move
- Ask appropriate questions
- Complete all tasks for excursion
- Assist others if required

**Classroom/Learning Environment**
- Keep hands and feet to self
- Use equipment carefully
- Wear appropriate footwear
- Sit on chairs properly
- Push chairs in at end of lesson

**Toilets**
- Wait your turn
- Flush toilet
- Be considerate of the cleaners

**Safety**
- Be where you are supposed to be
- Be patient
- Line up

**Excursions**
- Be where you are supposed to be
- Be patient
- Line up

**Walkways**
- Follow playground rules
- Follow road rules
- Walk slowly
- Look where you are going

**Excursions**
- Follow teacher directions
- Stay with your group
- Wear full school uniform including hat and closed in shoes

**Excursions**
- Follow teacher directions
- Stay with your group
- Wear full school uniform including hat and closed in shoes

**Classroom/Learning Environment**
- Play sports/games in appropriate areas
- Follow Playground teacher directions
- Running is for the oval
- Walking in lunch areas
- Spitting is a health hazard
- Eat food or put in the bin

**Excursions**
- Pay fees
- Promote positive school image
- Wear full uniform
- Follow leaders instructions
- Leave environment as you found it or better
- Stay with the group
- Be where you should be

**Walkways**
- Use walkways
- Keep to the left
- Move quickly and safely to classes

**Toilets**
- Do the right thing in the toilet

**Walkways**
- Use walkways
- Keep to the left
- Move quickly and safely to classes

**Classroom/Learning Environment**
- Be on time
- Respect others right to learn
- Follow Instructions
- Complete all your work
- Listen Actively
- Complete all homework and assignments
- Respect other peoples property
- Keep room tidy

**Walkways**
- Use walkways
- Keep to the left
- Move quickly and safely to classes

**Excursions**
- Follow teacher directions
- Stay with your group
- Wear full school uniform including hat and closed in shoes

**Walkways**
- Use walkways
- Keep to the left
- Move quickly and safely to classes

**Walkways**
- Use walkways
- Keep to the left
- Move quickly and safely to classes

**Walkways**
- Use walkways
- Keep to the left
- Move quickly and safely to classes

These rules are expected to be understood, accepted and practiced by all members of the school community.
Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principle and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

**Universal behaviour support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Yeppoon SHS we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectation Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Behavioural expectations which are imbedded within the school curriculum that have been developed by classroom teachers.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Yeppoon SHS implements the following proactive and preventative processes and strategies to support student behaviour:

- Developing a dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Yeppoon SHS Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  o The Use of Personal Technology Devices at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

**Reinforcing expected school behaviour**

At Yeppoon SHS, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards such as:

- Praise (letters, phone calls & e-mails home to parents, Rams certificates based on effort and behaviour expectations presented on parades)
- Encouragement (Good news – positive teacher contact with parents)
- Privileges (end of term excursions, gift vouchers from local community and business organisations)
- Appointment to school leadership positions
Yeppoon State High School Positive Notice

Through consultation with staff and the SWPBS team and Students, Yeppoon SHS is beginning the idea of Positive Notice Cards in 2010. Staff members hand Positive Notice cards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Positive Notice card, the recipient provides the card to the year level Co-ordinator. At each year level parade and whole school parade up to 3 Positive Notice Cards are drawn for each year level. A tuckshop voucher is awarded for each drawn card. Cards are never removed as a consequence for problem behaviour.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of the expected school behaviour, then ask the student to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of which expectation they are not following, such as taking responsibility, actively participating, using their manners or safety (RAMS). This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support: Respond Program

Behaviour Support Plans

Students identified as requiring targeted support may require a collaboratively developed Behaviour Support Plan. Behaviour Support Plans have two formats:

Subject Monitoring Sheet – issued by Head of Departments when concerns have been raised by a subject teacher or parent(s) for use in a particular subject.

Whole-school Monitoring Sheet – issued by Year Level Coordinators or Administration when concerns have been raised by a teacher, groups of teachers, Head of Departments or parent(s) for use in a group of subjects. These sheets are designed to:

- have the students recognise and own their behaviour;
- list corrective actions and positive goals to be achieved; and
- monitor and support improvements in daily behaviour.
Intensive behaviour support: Behaviour Support Team

Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student’s learning support needs.

Administration Staff assist the co-ordination of a Case Management team involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer and those shown in the “Network of Student Support” section.

Support strategies can include:

**Individual Behaviour Agreement (IBA)** - the Principal or Deputy, the student and parents/carers are involved in the collaborative process of preparing the IBA. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an IBA are required to have whole school monitoring sheets and negotiated goals for classroom lessons. These are taken to each lesson where the teacher, in consultation with the student, identifies goal achievement. These sheets are used to review the IBA.

At senior level, these take the form of a “Negotiated Completion Plan”.

5. Consequences for unacceptable behaviour

Yeppoon SHS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

**Minor and major behaviours**

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.
Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.

- **Level Two:** Parent contact, referral to Guidance Officer, suspension from school.

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Movement around school | • Running on concrete or around buildings  
• Running in stairwells  
• Not walking bike in school grounds | Throwing objects  
Possession of weapons |
| Play               | • Incorrect use of equipment  
• Not playing school approved games  
• Playing in toilets | Serious physical aggression  
Fighting |
| Physical contact   | • Minor physical contact (eg: pushing and shoving)  
• Playing in toilets | Possession or selling of drugs |
| Correct Attire     | • Not wearing a hat in playground  
• Not wearing shoes outside | |
| Other              |                          | Possession or selling of drugs |
| Class tasks        | • Refusing to work | Not completing set tasks that are at an appropriate level |
| Being in the right place | • Not being punctual (eg: lateness after breaks)  
• Not in the right place at the right time. | Leaving class without permission (out of sight)  
Leaving school without permission |
| Follow instructions | • Low intensity failure to respond to adult request  
• Non compliance  
• Unco-operative behaviour | |
| Accept outcomes for behaviour | • Minor dishonesty | Major dishonesty |
| Rubbish            | • Littering | |
| Mobile Phone       | • Mobile phone switched on in any part of the school at any time without authorisation | Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation |
| Others             |                          | Smoking  
Illicit substances |
| Language           | • Inappropriate language (written/verbal)  
• Calling out  
• Poor attitude  
• Disrespectful tone | Offensive language  
Aggressive language  
Verbal abuse / directed profanity |
| Property           | • Lack of care for the environment | Stealing / theft  
Wilful property damage  
Vandalism |
| Others             | • Not playing fairly  
• Minor disruption to class  
• Minor defiance  
• Minor bullying / harassment | Major bullying / harassment  
Major disruption to class  
Blatant disrespect  
Major defiance |

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour RAMS.  
- explain how their behaviour differs from expected school behaviour,  
- describe the likely consequences if the problem behaviour continues; and  
- identify what they will do to change their behaviour in line with expected school behaviour.  

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.
Ensuring consistent responses to problem behaviour

At Yeppoon SHS staff members authorised to issue consequences for problem behaviour will be provided with appropriate professional development and/or training. This should ensure we work to consistently when responding to problem behaviour across the school.

Students will be receiving training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour through micro lessons in the principles of RAMS.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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).

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student’s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

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

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

As at 26/11/2013
Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Yeppoon High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- Health and Safety incident record
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Heads of Department
- Administration Staff
- Guidance Officer
- Head of Student Services
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- Youth Pathways Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Advisory Visiting Teachers

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Anglicare
- Police
- Local Council

Alternative Learning Environment

Keppel Education Pathways (KEP) - provides opportunities, at an alternative Yeppoon State High campus, for students who are not engaging in their learning in the traditional school model. Years 10, 11 and 12 students work towards completing a qualification in both numeracy and literacy, as well acquiring a Certificate II Qualification.

Students are expected to participate in a work experience program which facilitates engaging learning environments for future career pathways. This is a flexible learning environment which caters for a variety of learning style.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Yeppoon SHS considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- WH&S Regulation 2008
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

- Related policies

  - **SMS-PR-021**: Safe, Supportive and Disciplined School Environment
  - **CRP-PR-009**: Inclusive Education
  - **SMS-PR-027**: Enrolment in State Primary, Secondary and Special Schools
  - **SMS-PR-022**: Student Dress Code
  - **SMS-PR-012**: Student Protection
  - **SCM-PR-006**: Hostile People on School Premises, Wilful Disturbance and Trespass
  - **GVR-PR-001**: Police Interviews and Police or Staff Searches at State Educational Institutions
  - **ICT-PR-004**: Using the Department's Corporate ICT Network
  - **IFM-PR-010**: Managing Electronic Identities and Identity Management
  - **SCM-PR-003**: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

- Some related resources including school policies

  10. Bullying. No Way!
  11. School wide Positive Behaviour Support
  12. Code of Conduct for School Students Travelling on Buses
Yeppoon State High School
Bullying Prevention Strategy
for students.

Philosophy
Yeppoon State High School is committed to providing quality, innovative learning opportunities that enable all students to achieve academically, socially and culturally within safe, supportive and disciplined environments. At Yeppoon State High School, core values (RAMS) are recognised, and diversity is actively supported.

Therefore bullying, in all its forms, is not accepted and all members of the Yeppoon State High School community accept their responsibility to promote positive relationships.

Further, our community firmly believes that bullying isolates, frightens, devalues and negatively impacts upon the learning of all.

Bullying will at all times be taken seriously and dealt with promptly.

Consequences will be appropriate and reinforce the core values that demand all members of the Yeppoon State High School community be treated with respect, fairness and manners within a safe environment.

What is bullying?
Bullying can be defined as intentional, unwelcome and repeated behavior and imbalance of power by an individual or group of individuals that causes distress and hurt which can be physical and/or psychological.

There are three broad categories of bullying:

Direct physical bullying e.g. hitting, tripping, pushing, scratching, pinching, spitting and damaging property

Direct verbal bullying e.g. Name calling, insults, threats, sarcasm, teasing, homophobic or racist remarks, and verbal abuse.

Indirect or covert bullying – This form of bullying is harder to identify and is often carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation.

This form of bullying includes:

a. Psychological e.g. spreading rumors, dirty looks, hiding or damaging possessions

b. Social e.g. ignoring, excluding, ostracizing, alienating, making inappropriate gestures

c. Cyber-bullying can be defined as an electronic aggressive act carried out by a group or individual using electronic forms of contact, once off or repeatedly and over time, against another individual. The main forms of Cyber-bullying are: flaming, harassment, denigration, outing, exclusion and cyber stalking. e.g. text messages, emails, video pod casts, photos, posting material on the internet. This can be referred to Queensland Police as it is a criminal offence.
What to Do If I Am Bullied?

Seek Help

It is most important if you are bullied is to get advice, especially from an adult.

**Talk to your:** Parents or guardian.
Your teachers.
Year Level Coordinators -- Mr Willis (Yr. 8), Mr Mills (Yr. 9), Mr Griffin (Yr10), Ms Johnston (Yr. 11) and Mr Wellspring (Yr. 12)
The Head of Student Services at the office, Mrs Whitworth
Deputy Principals – Mr Asher Years 10, 11, 12,
Mr Kussrow Years 8 and 9
The Guidance Officer – Mr Bloomfield
The Chaplains – Pat Eastwood or Cherril Sell

Reporting

Fundamental to this policy is that students, parents, caregivers and staff will report all bullying incidents.
Specifically:

- Student will complete a ROB (Report of Bullying) form and hand directly to the appropriate Year Level Coordinator for action or Head of Student Services (Ms. Whitworth)
- Email to NoWayToBullying@eq.edu.au
- Ringing the school on 49 251 333 and the office staff will connect parents/carers with the most appropriate staff member.
- All completed forms will be filed in the Bullying Register which will be kept secure in the administration.

Find Out More Ideas

Go to the follow websites to get ideas on how to manage the situation.


Other Information

Please be aware that the complete Bullying Prevention Policy for YSHS is available on request. The complete policy explicitly outlines the school’s extensive range of strategies for dealing with bullying incidents and provides very clear steps and consequences that will occur when an incident happens.
Homework is an integral part of learning at Yeppoon High.

Learning to be completed outside the classroom at home is an essential part of the learning chain.

Homework – Home Learning serves a number of purposes – it provides you with a challenge to extend yourself.

Being able to complete learning on your own:
- Reinforces your knowledge and understanding
- It engraves the subject matter in your mind
- Any problems that need explanation, see your teacher the next day
- It makes you organise your time and prioritise your activities
- It allows you to practice and repeat concepts and skills

Always write down any home learning in your diary immediately you receive it.
- It is easy to forget
- Always cross off each session on your study log
- It gives you a feeling of control and you can see your efforts building

“Practice makes perfect”. Anon.
UNIFORM POLICY

BACKGROUND
Yeppoon State High School has a dress code regulated under the Education Act (2006) and endorsed by the Parents and Citizens’ Association. This uniform can be purchased from the uniform shop located at the School Tuckshop. To comply with regulations concerning sun protection, hygiene, safety and modesty, students are required to adhere to the dress code.

EDUCATION ACT 2006 “A state school may develop a dress code for students, which outlines standards expected by the school which are acceptable in relation to clothing worn by students including head wear, footwear and personal presentation. If a student does not comply with the school’s dress code, the school principal may impose one of the following: (a) detention, or (b) prevents students from participating in activity if it is not deemed by the principal to be part of an essential education program. Education Queensland delegates the authority of school logo to the school Principal. Any Item displaying the logo must have the Principal’s approval.”

Yeppoon State High School supports a uniform policy. The Parents and Citizens Committee also support YSHS as a uniform school. A school uniform promotes:

- A safe environment by enabling easy identification of students from non-students.
- An effective teaching and learning environment by eliminating the distraction of competition in dress and fashion while at school.
- A supportive environment by fostering a sense of belonging and mutual respect between students and staff.

THE UNIFORM (Available through the school Canteen)

SHIRT OPTIONS:
- School polo shirt with the YSHS logo
- White short sleeve shirt with school logo

SHORTS/SKIRTS/LONG AND SHORT PANTS OPTIONS:
- Black shorts with YSH logo
- Black A-line style skirt with YSH logo
- Long, plain black trousers.

Special Note: All items must be plain black with no pinstripes or other logos. Either Denim jeans or leggings are not part of the YSHS uniform. Black stockings maybe worn as an under garment, during the colder months. All clothing, especially shorts must be of a more substantial and modest nature.
JUMPER

- Plain black with logo

HAT

- As part of the government’s Sun Safety Policy, students must have a wide brimmed hat on while playing sport or participating in outdoor activities and excursions. The reversible house colour wide brim school hat is preferable.

FOOTWEAR

- Runners, joggers or leather shoes of a sturdy nature are required to be worn in the school grounds. Footwear such as thongs, sandals, open toed shoes or heels must not be worn, due to the WH&S policy.

JEWELLERY/MAKEUP

- Yeppoon State High School is a workplace and only a minimum amount of jewellery is appropriate.
- Students may be asked to remove excess jewellery. Students wearing excess makeup will be asked to remove it.

“Schools play an important role in our communities. Students dress codes should promote the good image of the school within the community and should encourage students to uphold and enhance that image.” Department of Education Manual Student Dress Code: Procedures.

PROCESS

1. All students are required to comply with the Yeppoon State High School’s Dress Code.
2. **Students who are not in the correct uniform will be required to change into the appropriate uniform article supplied by the schools uniform bank, or parents may bring the correct item to school.**
3. As a courtesy, parents of students who are regularly out of uniform will be notified by SMS text message or a phone call. This is to inform parents that their student is out of uniform and encourage them to wear the appropriate uniform in future.
4. Students who have not worn the appropriate uniform for a third time, will complete an after school detention. This will be arranged by the Year Level Coordinators, Deputy Principals and HOD of Student Services.
5. Each consecutive time the student is out of uniform, he/she will complete a further after school detention.
6. Student's who are experiencing genuine hardship or extreme circumstances, can contact the school and the administration will endeavour to make alternative arrangements.
Students of Compulsory School Age (Year 8 - Year 10)
- Students must attend school on every school day
- Other than in the circumstances explained below students are not legally permitted to leave the school at any time during the day.
  - Medical Treatment
  - Dental Treatment
  - Specialised Instruction (instruction or training in a subject or activity that is not part of the student’s normal school subjects or activities)
- This DOES NOT include:
  - Leaving school to go shopping
  - Buying lunch or go home for lunch
- Given that it is common practice for parents to request that students leave the school grounds for valid reasons other than the above mentioned, permission for “other valid reason” may be given e.g. to attend a funeral, do banking for ill parent etc. This is up to the Principal’s discretion.

General Procedure:
1. Students must present a request to leave the school grounds by the parents. This must state the time the student will depart and the expected return time. The note must also stipulate the reason for leaving the school grounds.
2. This note will be shown to the appropriate teacher if they are leaving during class and then given to the front office when the student departs the school.
3. The student must obtain a leave pass from the front office which logs their attendance and departure into the schools computer generated attendance record.

Non-Compulsory School Age (Year 11 and 12)
General Procedures:
During Lunch Breaks:
Students must show their student ID card to the front office when they leave school at lunch time; they must present with a note from Parents/Guardians to explain their reason for leaving the school grounds, they may then obtain a leave pass from the front office which logs their attendance and departure into the schools computer generated attendance record. This must be shown to the teacher on PGD as they are leaving.
1. This note will be shown to the appropriate teacher if they are leaving during class and then given to the front office to obtain a leave pass.

STUDENT VEHICLES:
1. Student cars are not to be driven on or parked in grounds.
2. Students who drive a vehicle to school must submit written permission from their parent/guardian and a copy of their insurance details to the Deputy Principal. This will be kept at the office.
3. Students are not allowed to travel in another student’s vehicle at any time during school hours (including to & from school) unless a note is provided by both sets of Parents/Guardians to the office prior to this occurring.
RATIONALE

Yeppoon State High School and Education Queensland acknowledges the efficacy and reality of mobile phones as a 21st Century technological tool and that technological skills are important to students’ future life choices.

They can be effective communication tools and provide, particularly for parents, peace of mind about the safety and security of their children, especially, for example, when normal routines of arriving to and leaving school may be varied.

Yeppoon State High School in accordance with Education Queensland’s Code of School Behaviour is committed to establishing and sustaining a safe and happy environment for students that best fosters quality learning and the social development of every child.

Every student has a right to privacy, integrity, to feel safe, and learn. Every teacher has a right to teach in a setting that is optimum to quality learning.

Mobile phones, MP3/4 players and iPods can cause significant disruption to the learning and teaching rights of others.

This situation has led us to put in place firm rules and boundaries around the use of recording devices and mobile phones.

RULE

Students may not use any recording device in the school grounds without the correct permission through the teaching staff.

This includes:

- Transmitting images
- Taking photographs with a phone
- Taking photographs with a camera
- Using a tape recorder
- Using a Mobile phone on record setting
- Using a MP3/4 player on record setting
- Video recording

CONSEQUENCE - Disciplinary action

EXCEPTIONS:

If a HOD has approved the use of a camera or video camera to record images for curriculum purposes during class time. In the case of verified emergency for safety reasons.
RATIONALE

Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80 per cent are skin cancers. Given students are at school during peak ultraviolet radiation (UVR) times throughout the day, between 10.00am and 3.00pm, schools play a major role in both minimising a student’s UVR exposure and providing an environment where policies and procedures can positively influence student behaviour.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows severe sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

Ultraviolet radiation (UVR) levels are highest during the hours children are at school. As children will spend a portion of their day outdoors, we are committed to protecting them from the harmful effects of the sun.

With this in mind Yeppoon State High School realises the need to protect children’s skin and educate them about Sun Smart behaviour, thus reducing the risk of skin damage from exposure to the sun.

AIMS:

The policy aims to:

- Provide ongoing education that promotes awareness and personal responsibility for skin cancer prevention and early detection
- Provide environments that support Sun Smart practices
- Create an awareness of the need to reschedule outdoor activities to support Sun Smart practices
- Ensure that all students attending our establishment are protected from the harmful effects of the sun throughout the year
OUR COMMITMENT:

Yeppoon State High School will:

- Inform parents of the school’s Sun Smart policy when they enrol their child
- Include the Sun Smart policy statement in the school prospectus
- Increase the amount of shade in the school grounds, where possible, by building shelters and planting trees
- Incorporate education programs into the school curriculum that focus on skin cancer prevention
- Encourage teachers and staff to act as positive role models for children in all aspects of Sun Smart behaviour
- Seek ongoing support from parents and the school community for the Sun Smart policy and its implementation, through newsletters, parent meetings, P&C and other avenues
- Ensure that all students and staff wear hats that protect the face, neck and ears, and SPF 30+ broad – spectrum, water – resistant sunscreen, when involved in outdoor activities
- Ensure all students without adequate sun protection use shaded or covered areas during recess and lunch time
- Review the school dress code to conform with the Queensland Cancer Fund Sun Smart clothing guidelines
- Ensure that, wherever practical, outdoor activities take place before 10am and after 3pm
- Ensure that SPF 30+ broad-spectrum, water-resistant sunscreen is included in the school sports kit
- Include SPF 30+ broad-spectrum, water-resistant sunscreen on student booklists
- Review the Sun Smart policy on an annual basis

OUR EXPECTATIONS:

Students will:

- Be aware of the school’s Sun Smart policy
- Use shaded or covered areas when outdoors
- Take responsibility for their own health and safety by being Sun Smart
- Comply with Sun Smart rules and guidelines by wearing suitable hats clothing, sunscreen and sunglasses
- Act as possible role models for other students in all aspects of Sun Smart behaviour
- Wear hats while in sun during outdoor physical activity e.g. Athletics carnivals, HPE lessons
- Help to design and regularly update the Sun Smart policy
- Participate in initiatives to protect the school population from excessive exposure to the sun
EVERY DAY COUNTS

Junior School – Years 8, 9 & 10
All students are required to regularly attend school by law until they have completed year 10 or reached age 16. Any absence must be explained by the parent/guardian immediately on the student’s return to school. Telephone explanations of students’ absences are acceptable. The parents of students with unexplained absences can expect written contact from the school to confirm the student’s whereabouts. All junior school absences are followed up and officially recorded.

Students who bring a parent/guardian note to explain absence should hand these notes to Administration.

Once at school, students are not permitted to leave the grounds unless permission has been granted by the Administration. Punctuality is expected and encouraged. Students must report to the office if they arrive late to school if they have a note from their parents. They will be issued with a late pass which will allow late entry to class. If they do not have a note from their parents, they are to go directly to class and be signed in late by their class teacher.

Senior School – Years 11 - 12
Senior students also are required to regularly attend school. Regular absences or patterns of absenteeism may result in the student’s enrolment being cancelled.
Senior students who explain absences by parent/guardian note must hand it in to the office.

Late Arrival
Students are expected to be punctual at all times. Students arriving after the commencement of period 1 must report to the office for a late pass to allow late entry to class, with a note from their parents with an explanation. Late arrivals are recorded on term reports. Unacceptable reasons for lateness in most cases will result in a consequence for a student to complete.

Student Absence - Parent Responsibilities
Students are expected to be in fulltime attendance at school every day during the school year. If for some reason they cannot attend, we ask that parents notify the school, either on the day by phoning the Office, sending an email, or by providing a note to the school on the student’s return. Such a note should be dated and include name, class and home address of the student. It would be appreciated if advance notice were given to the school when students are to be absent and for lengthy absences it may be possible for the school to provide work during that period.

Parents are responsible for ensuring that students of Compulsory Age (those under 16 years or have not completed Year 10) attend school. Students in the Senior Phase of Learning (16 years and above or have completed Year 10) under the Youth Participation Act 2006 must either be in school completing their Qld Certificate of Education or completing a Certificate II through a Registered Training Organisation or working full time.
Consistent attendance at school is a significant factor in achieving better academic and social outcomes. New concepts and skills are taught and reinforced each day by the teachers. If students miss the introduction or the reinforcement of these concepts and skills, they are likely to have gaps in their learning.

In Year 12, the most important year of any student’s educational study program, absence will have a significant detrimental effect on student outcomes. Absence is detrimental to the learning of the student and makes it extremely difficult for the student to complete the learning requirements of the course of study undertaken. It can also have serious ramifications such as

- ineligibility for an (OP) Overall Position (used for entry to universities)
- ineligibility for semester credit for subjects on the Senior Certificate
- ineligibility for Subject Credit on the Senior Certificate
- removal from a subject into another
- cancellation of student enrolment at Yeppoon SHS
- ineligibility to attend Yeppoon State High School Year 12 Formal.

In line with Education Queensland and Queensland Studies Authority policies regarding attendance and completion in the Senior Phase of Learning, a determination will be made by staff at the end of each semester as to whether a student will receive Semester Credit for the subject studied. Ultimately this will affect their Queensland Certificate of Education and / or their OP Eligibility.

We seek to work with parents to ensure that students attend school and are given the best possible opportunities to succeed in their chosen course of study. If there are circumstances that make it difficult for your student to attend class parents should contact the school to seek assistance.

**COMMUNICATING BY TEXT MESSAGE**

Yeppoon State High School is bringing you the next generation in school-parent communications. The school will notify parents and caregivers by an SMS on their mobile phones if students are absent or late to school without reason. This occurs each day starting at approximately 12.00 noon. It is parents and caregiver’s responsibility at all times to provide current mobile numbers to the school.

**Benefiting You and Your Child**

1. **You have the right to know that your child is safe.**

If your child has not arrived at school, you need to know immediately. A personalised text message will be sent by the school to your mobile phone. This is the fastest, most reliable way of reaching you, discretely, wherever you are and whatever you are doing.

2. **Your child deserves the best possible chance of success.**

Regular attendance is a key factor in school success. If your child shows any sign of poor attendance, SMS text messaging will immediately inform you that a problem may exist, allowing swift intervention.

3. **You must have immediate notification in times of crisis.**

There may be times when the school will need to reach a large number of parents instantly. It could be because the school bus is late returning from an excursion, or it might be something much more serious. In any case, a broadcast SMS text message is by far the most effective solution.
Working Together For Our Children: What Parents Must Do

Your child’s school is taking important steps to benefit your child. This is a shared responsibility, and parents must also help the school.

1. **Keep your mobile phone details up to date.**
   Make sure the school has your current mobile phone number, and notify the school immediately if this number changes.

2. **Notify the school in advance when your child is absent.**
   If you notify the school as soon as you know your child will be absent, the school will know your child is safe, and will not need to contact you.

3. **Respond to messages from the school.**
   If you receive an absence message from the school, please respond via return SMS. The school needs to know why your child is absent.

**If you don’t have a mobile phone...**
Details of low-cost phone plans ideal for parents who want to benefit from the new system are available from mobile phone providers. The school will maintain its existing contact methods for parents who do not have mobile phones.