



YARRABAH STATE SCHOOL

Student Code of Conduct

SCHOOL VALUES

Respect Yourself,
Respect Others,
Respect the
Environment

2021

Student Code of Conduct 2021-2024

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2019-2023*

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Contents

Purpose	4
School Captains' Statement	5
Consultation	6
Learning and Behaviour Statement	7
Student Wellbeing and Support Network	7
Consideration of Individual Circumstances	10
Whole School Approach to Discipline	11
PBL Expectations	11
Differentiated and Explicit Teaching	12
Focussed Teaching	14
Intensive Teaching	14
Disciplinary Consequences	15
Differentiated	15
Focussed	15
Intensive	16
School Disciplinary Absences	17
School Policies	19
Temporary removal of student property	19
Use of mobile phones and other devices by students	21
Preventing and responding to bullying	22
Appropriate use of social media	29
Restrictive Practices	31
Critical Incidents	32

Purpose

The Yarrabah State School supportive school environment is created by the development of respectful, positive and supportive interpersonal relationships. Yarrabah State School endeavours to maintain and develop an inclusive whole school community supportive team which maintains strong links with a broad range of community groups in addition to the school community of teachers, students and parents/caregivers.

Our approach to developing responsible behaviour is focussed on mutual respect and understanding within relationships focussing upon the achievement of common goals in a caring, supportive, safe environment where all members feel safe and valued.

We believe that self-respect, respect for others and respect for the environment are essential to a child's ability to operate in and effectively engage in school and community social settings.

Positive social adjustment develops in positive nurturing social environments. Yarrabah State School serves an Indigenous community with strong cultural values. The school strives to provide behaviour support and responses which are culturally sensitive and appropriate to the school setting. To this end, the school includes community groups, individuals, parents and caregivers wherever possible. Students are encouraged to demonstrate respect through their behaviour towards themselves, others and their physical environment, which reflects the expectations placed upon them in their home culture. Individual responsibility is encouraged and acknowledged within the school setting.

School Captains Statement

On behalf of the students at Yarrabah State School, we will listen to and share ideas of all students on all issues affecting their lives at school. Throughout the year, we will continue to work with all staff on how the Student Code of Conduct is working, identify areas for improvement and share ideas or suggestions for everyone to think about. Any student who has questions or issues they would like raised by the School Captains are invited to see any of us straight away.

School Captain Name: Benjamin Noble, Year 6 Date: 23 April 2021

School Captain Name: Connie Ludwick, Year 6 Date: 23 April 2021

School Captain Name: Mateo Sexton, Year 6 Date: 23 April 2021

Consultation

The Yarrabah Respect Circle has been developed in consultation with Elders, community representatives and the PBL Team. The Respect Circle was created to communicate a shared understanding of respect within the school and the wider community. The Respect Circle reflects the school values of:

- Respect Yourself
- Respect Others
- Respect the Environment

Positive Behaviour for Learning (PBL), is an ongoing focus for Yarrabah State School. The school-based team ensure our school's management of student behaviour is consistent with departmental guidelines, relevant to our current cohort of students and community needs and expectations. The committee consists of admin representatives, interested staff and welcomes any additional members including parents and the wider community.

This team reviews behavioural data and develops standards of positive behaviour which are explicitly taught to **all** students. A set of behavioural expectations in specific settings has been aligned with our 'Respect Circle' ethos and school values (Respect Yourself, Respect Others and Respect the Environment).

Learning and Behaviour Statement

At Yarrabah State School we explicitly model and teach students the expected appropriate behaviours in a supportive environment by:

- Introducing a weekly behaviour and wellbeing focus on parade
- Teaching lessons each week with multiple opportunities to practice the expected behaviours
- Targeting specific problem behaviours based on data
- Outlining school wide expectations of behaviour across multiple settings in a Behaviour Matrix

Yarrabah State School demonstrates respect and value of the student's home culture, home language, indigenous knowledge and indigenous learning styles. The school provides an accessible, culturally appropriate curriculum aiming to optimise the positive engagement of students with their learning.

In accordance with these beliefs Yarrabah State School provides:

- the reinforcement of positive respectful behaviour
- appropriate acknowledgement and consequences for appropriate and inappropriate behaviours
- culturally appropriate, culturally sensitive learning programs
- learning programs appropriate to the language knowledge and needs of students
- encouragement of socially responsible behaviours and relationships
- school-wide role-modelling of appropriate behaviours
- restoration of relationships following problem behaviours
- targeted appropriate and intensive behaviour support for students displaying persistent inappropriate behaviours

Student Wellbeing and Support Network

Interagency Networks: School and district-based services as well as interagency groups are a beneficial way of coordinating services to meet the needs of students. Yarrabah State School uses a range of support services to support student needs including Gurriny Yealamucka health workers, youth counsellors, Department of Communities, Child and Youth Mental Health team, The Flexible Learning Centre, Yarrabah Police and community police, Yarrabah Justice Group personnel, ACT for Kids, School Based Youth Health Nurse (Dept. Health) and DET Regional Office.

Role	What they do
Head of Department - Student Services Primary (HOD-SS)	<ul style="list-style-type: none"> • lead role for implementation of Positive Behaviour for Learning (PBL) and Social Emotional Learning (SEL) and monitors the social and emotional wellbeing of students • implements Individual Behaviour Support Plans for students requiring Tier 2 and 3 interventions • monitors and communicates data trends regarding attendance, behaviour, rewards and wellbeing • support behaviour management of teachers and students in Prep to Year 6 • Support students and families in re-engagement in the classroom and school setting • Coordinates reward programs and disciplinary consequences to support staff and students
Head of Department – Student Services Junior Secondary (HOD-SS)	<ul style="list-style-type: none"> • lead role for implementation of Positive Behaviour for Learning (PBL) and Social Emotional Learning (SEL) and monitors the social and emotional wellbeing of students • implements Individual Behaviour Support Plans for students requiring Tier 2 and 3 interventions • monitors and communicates data trends regarding attendance, behaviour, rewards and wellbeing • support behaviour management of teachers and students in Years 6-10 • Support students and families in re-engagement in the classroom and school setting • Coordinates reward programs and disciplinary consequences to support staff and students
Head of Department – Student Empowerment (HOD-SE)	<ul style="list-style-type: none"> • lead the academic interventions for students requiring additional short and long-term support • consult with the SST to identify students requiring additional observations and intervention • individual and small group academic support
Head of Special Education Services (HOSES)	<ul style="list-style-type: none"> • identify students with disabilities that need extra support to access school, the classroom and/or the curriculum in an inclusive manner • support families with the identification and verification process, liaising with paediatric clinics, Guidance Officers, Hearing Australia and other professional agencies • refer students to other paraprofessionals and Queensland Education services to support their children in their education and development e.g.

	<p>Occupational Therapists, Physiotherapists, Speech and Language Therapists</p> <ul style="list-style-type: none"> • lead the school's Special Education Department teachers, aides, students and stakeholders to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students.
Principal Engagement Officer - Community Engagement (PEO-CE)	<ul style="list-style-type: none"> • work strategically with government and non-government agencies to support partnership • convene meetings to engage services and stakeholders in dialogue around service coordination to support students and the school environment and to target investments which maximise services and outcomes • provide cultural advice through the SST • manage student engagement, retention, support and pathways to continue to inform best practice around school attendance and behaviour
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment • offers counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
School-Based Youth Health Nurse (years 7-10)	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
Student Support Team	<ul style="list-style-type: none"> • assesses needs of students requiring additional support • action required supports and interventions with internal and external resources • review cases and adjust supports accordingly

There are regional and statewide support services also available to supplement the school network. These include:

- Principal Advisor Student Protection
- Mental Health Coach

- Autism Coach
- Inclusion Coach
- Success Coach
- Advisory Visiting Teachers
- Senior Guidance Officers.

For more information about these services and their roles, please speak with the Head of Department Student Services, Deputy Principal or Principal.

Consideration of Individual Circumstances

Yarrabah State School considers all factors when responding to student behaviour, including culture, gender, race and ability. When applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

In addition, students who are faced with suspension, exclusion or cancellation of enrolment have the right to natural justice. This includes being advised why the proposed action is being taken and being given the opportunity to respond to the allegations and present their case prior to any decision being made.

Whole School Approach to Discipline

PBL Expectations



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

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Yarrabah State School.

Respect Yourself

- Attend school everyday
- Use respectful language and tone
- Ngudju Girrany (No shame, have a go)

Respect Others

- Listen to and follow instructions
- Keep your hands and feet to yourself
- Be considerate of others – make them feel good

Respect the Environment

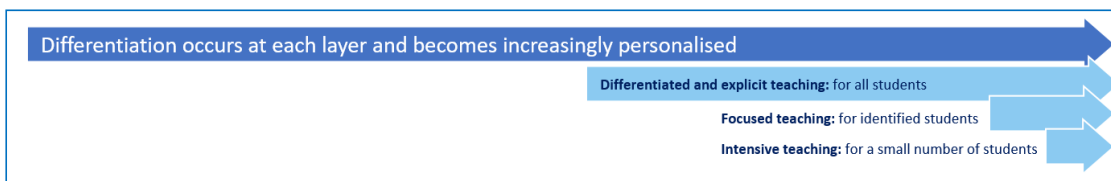
- Put rubbish in the bin
- Look after school property
- Look after plants and animals

Differentiated and Explicit Teaching

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

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

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



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

Yarrabah State School – Behaviour Matrix

	All Settings	Teaching Areas (during lessons)	Transitioning Between Classes	Assembling for class / parade	Tuckshop	Eating Areas	Play Areas	Toilets	Admin. Office & Staff Room	Bus / Transport Area	Outside of school (excursions, etc.)	Virtual Environments
Respect Yourself	<ul style="list-style-type: none"> Use respectful language & tone Be responsible for your own behaviour Be on time Use your manners Remain in the school grounds Make good choices Use the Yarrie High-5 	<ul style="list-style-type: none"> Be responsible for your own learning Bring the correct equipment to class Wear appropriate PPE (when required) 	<ul style="list-style-type: none"> Keep out of trees Keep off buildings Keep shirt on Keep out of the rain 	<ul style="list-style-type: none"> Walk to join the line Line up/sit down & wait quietly 	<ul style="list-style-type: none"> Place your order before 9:30am each day Eat your food before playing Make healthy lunch choices 	<ul style="list-style-type: none"> Wash your hands before eating Sit down to eat Eat your own food Make healthy lunch choices Eat in the right areas 	<ul style="list-style-type: none"> Keep out of trees Keep off buildings Play sensible games Keep shirt on Keep out of the rain Ask an adult to help fix a problem Make good choices 	<ul style="list-style-type: none"> Wash your hands before you leave Keep food out of the toilet 	<ul style="list-style-type: none"> Use your manners Use respectful language & tone 	<ul style="list-style-type: none"> Walk to join the line Line up/sit down & wait quietly Stay out of the trees 	<ul style="list-style-type: none"> Wear your uniform with pride Look after your own things Stay with the group Make good choices 	<ul style="list-style-type: none"> Upload only good things about yourself Only use a gammon name in online profiles Use only respectful photos in online profiles
Respect Others	<ul style="list-style-type: none"> Listen to and follow instructions Keeps hands, feet and objects to yourself Be considerate of others – make them feel good Use respectful language & tone 	<ul style="list-style-type: none"> Allow others to learn 	<ul style="list-style-type: none"> Walk on the concrete Walk in an orderly manner 	<ul style="list-style-type: none"> Enter & exit in an orderly manner Respect other's personal space 	<ul style="list-style-type: none"> Line up & wait your turn Use your own money 	<ul style="list-style-type: none"> Walk on the concrete Remain in the school grounds 	<ul style="list-style-type: none"> Stay in the right areas Walk on the concrete Keep off verandas & stairways Treat/use equipment respectfully 	<ul style="list-style-type: none"> Knock before you enter Respect others privacy Flush the toilet 	<ul style="list-style-type: none"> Enter & exit in an orderly manner Knock before you enter 	<ul style="list-style-type: none"> Enter & exit in an orderly manner Play on the permitted areas only Play sensible, quiet games 	<ul style="list-style-type: none"> Wait your turn Walk in an orderly manner Look out for each other Consider the general public 	<ul style="list-style-type: none"> Never bully back
Respect Your Environment	<ul style="list-style-type: none"> Put rubbish in the bin Keep the area graffiti free Look after animals, plants & birdlife 	<ul style="list-style-type: none"> Look after class/school property Keep your work area neat & tidy Sit on the correct furniture 	<ul style="list-style-type: none"> Clean up after yourself 	<ul style="list-style-type: none"> No spitting 	<ul style="list-style-type: none"> Keep balls away from tuck shop No spitting 	<ul style="list-style-type: none"> Clean up after yourself No spitting 	<ul style="list-style-type: none"> Leave sticks, stones, etc on the ground Look after our animals, plant & birdlife No spitting 	<ul style="list-style-type: none"> Put toilet paper in the toilet Turn off taps Go to the toilet in the toilet 	<ul style="list-style-type: none"> Clean up after yourself Sit on the correct furniture 	<ul style="list-style-type: none"> Keep bus/car/other areas clean Clean up after yourself 	<ul style="list-style-type: none"> Keep bus/car/other areas clean Look after animals, plants & birdlife Look after other's property No spitting 	<ul style="list-style-type: none"> If something's wrong, keep evidence and show someone





Focused Teaching

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

The appointment of a Student Support Team (SST) to support appropriate behaviour management initiatives such as:

- facilitate positive behaviour support
- advise teachers regarding positive behaviour support
- liaise with parents/caregivers

Students who are identified as 'at risk' due to presentation of problematic behaviours receive positive support through a suite of 'tier 2' supports:

- regular home and school contact to identify circumstances/risks and potential concerns
- classroom observations/student behaviour profiles may be completed
- regular support and encouragement from the Student Support Team and Behaviour Team
- the development of individual behaviour programs negotiated between all stakeholders providing direct support to the students
- regular reviews of behaviour achievements and positive feedback
- Check in Check out program
- Gardening Program
- Functional Behaviour Assessments

Intensive Teaching

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

- the negotiation and implementation of an agreed behaviour management plan (inclusive of student identified incentives / rewards and clear consequences) – this process involves support networks and families.
- ongoing support from the Student Support Team.
- referral and support of the school-based Guidance Officer.
- referral and support from external agencies E.g. Gurriny Yealamucka Health, Yarrabah Justice Group, Gindaja, Mission Australia, Act for Kids, True Relationships and various Government Departments.
- support from community individuals and community groups (where appropriate).
- referral to the FNQ NES including planning and support from the Principal Advisor - Complex Behaviour
- Head of Department – Student Services (Primary & Junior Secondary)



Disciplinary Consequences

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

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour



- Class wide incentives
- Reminders of incentives including Dojo Points or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Pre-suspension Behaviour Tracker
- Parent contact
- Home visit to issue a 'Not Ready to Learn' notice
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for collaborative problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending decision by the Director-General or delegate (principal) about their exclusion from school)





- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

At Yarrabah State 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated in writing, usually via a letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Head of Department – Student Services attending with the student and their parent/s.

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





Structure

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

Possible agenda:

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

Reasonable adjustments

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



School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of





them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Yarrabah State School:

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

Parents of students at Yarrabah State School:

- ensure your children 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 items listed above
 - 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 Yarrabah 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 items listed
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.



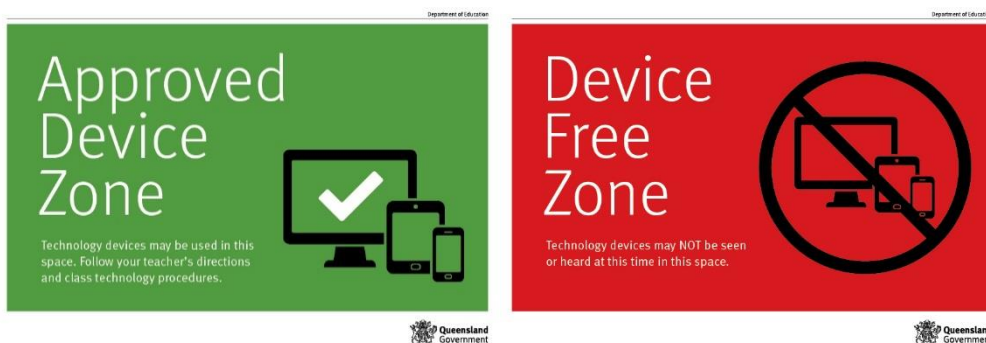


Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

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

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

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning





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

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

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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.





Preventing and responding to bullying

Yarrabah State School promotes 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.



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for Yarrabah State School is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.



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



Yarrabah State School - Bullying response flowchart for teachers

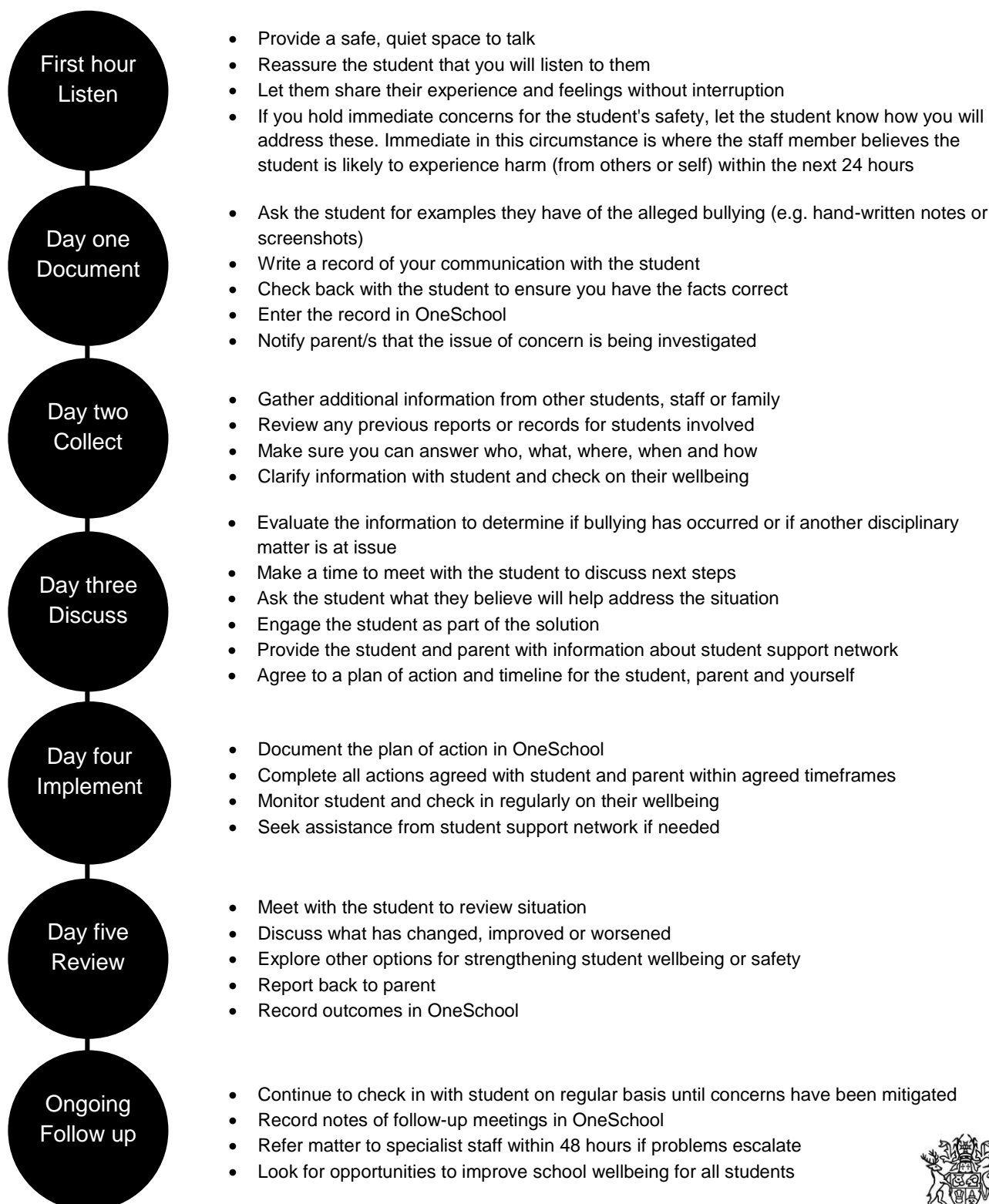
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher or Head of Department – Student Services

Year 7 to Year 10 – Class teacher or Head of Department – Student Services

Principal – 07 4056 0666





Cyberbullying

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

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

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

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



Yarrabah State School - 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](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRSM) 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

NO

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.

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 CSRSM team or [Office of eSafety Commissioner](#).

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

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.

Student Intervention and Support Services

Yarrabah 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 section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Yarrabah State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative 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* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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



Restrictive Practices

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

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

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

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

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

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

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

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

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



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