



Yarrabilba State Secondary
College

Student Code of Conduct

2024 - 2027

Equity and Excellence

Equity and Excellence is the Department of Education's vision for a progressive, high performing education system realising the potential of every student.

Contact Information

Postal address: 22-60 McKinnon Drive, Yarrabilba QLD 4207

Phone: (07) 5549 8777


Email: admin@yarrabilbassc.eq.edu.au

School website address: www.yarrabilbassc.eq.edu.au

Contact Person: Belinda Tregea (Principal)

Endorsement

Principal Name: Belinda Tregea

Principal Signature: 

Date: 01/02/2024

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

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

Date: 6/2/24

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Purpose

Yarrabilba State Secondary College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Yarrabilba State Secondary College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Yarrabilba State Secondary College is the first of several high schools planned for Yarrabilba, a rapidly growing master-planned community between Logan and Beaudesert. Opening in 2020 with Year 7 and 8, College staff are committed to providing high quality education to meet the diverse needs of our growing student cohorts. We believe strong, positive relationships between all members of our College community are the foundation to supporting the success of all students.

Yarrabilba State Secondary College has three school-wide expectations of 'safe, respect and responsible' which are underpinned by the core values of 'Curiosity, Courage, Collaboration, Creativity, Connection, Character'. The nurturing of a culture of learning and wellbeing and a shared responsibility for student learning and success is viewed as the key to ensuring positive outcomes for all students. Students are encouraged to be accountable for their actions, resolve differences in constructive, non-violent and peaceful ways, contribute to the College and community and take care of the environment

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

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

I thank the students, teachers, parents and other members of the community for their work in bringing this Yarrabilba State Secondary College Student Code of Conduct together over the last six months. Your interest and views shared through the 2020 College Review have assisted us in the process of developing this document. Our Student Code of Conduct provides a clear explanation of what we expect from students and how together we will support them to meet those expectations.

Whole School Approach to Discipline

Student Wellbeing

At Yarrabilba State Secondary College, we endeavour to create safe, supportive and inclusive environments. We know that learning and wellbeing are inextricably linked and that students learn best when their needs are met. We also understand that our students are more likely to feel valued and engage in learning if they feel a sense of belonging in the college and a connection to their teachers and peers.

Student wellbeing is a key component of learning at our college and we offer a range of services and programs to ensure that learning and wellbeing can be optimised. Our college builds and promotes the foundations for wellbeing by embedding and assessing the personal and social capabilities of The Australian Curriculum. We also provide age-appropriate holistic learning opportunities via educational programs and health and safety messages within each year of learning at our college. Furthermore, the CONNECT classes and program we deliver allow students to understand the behavioural, social, emotional and academic successes available to them, both at our college and beyond.

Student Support Network

Yarrabilba State Secondary College is proud to be developing a comprehensive Student Support Network to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our college provides an inclusive, nurturing environment.

Students can approach any trusted college staff member at Yarrabilba State Secondary College to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What they do
Community Elder	<ul style="list-style-type: none">provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Deans of Students	<ul style="list-style-type: none">leadership of Student Support Network to promote an inclusive, positive school culturemonitors attendance, behaviour and academic data to identify areas of additional need and arranges intervention for identified studentscoordinate transition to secondary for students moving from Year 6 to Year 7lead role for implementation of ZEAL Framework.

Guidance Officers	<ul style="list-style-type: none"> • provides a student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Youth Support Coordinator	<ul style="list-style-type: none"> • 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 support process.
Year Coordinators	<ul style="list-style-type: none"> • encourages participation in college events and activities • nurtures a sense of belonging to the house group, year level and college.

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the college network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with one of our Deans of Students.

ZEAL Framework

At Yarrabilba State Secondary College our whole school approach to behaviour management is outlined through our *Zones of Behaviour, Expectations, Engagement, Attendance and Attitude for Learning Framework* (ZEAL). Our ZEAL Framework is underpinned by a number of concepts recognised as being important when working with Junior Secondary students, or any children in the middle years.

The key concepts are:

- Explicit teaching and education
- Co-regulation
- Restorative Justice
- Repetition & predictability – cause/effect = control of outcomes through choices
- Impersonal processes

The aim of our college processes is to safeguard and ensure our learning environments are settled – without arguments or pushback from students.

Together the concepts stated above allow for a holistic process that educates, co-regulates, provides opportunities for student choice and holds young people accountable for their behaviour, in a restorative rather than punitive manner. Our aim is to create a platform where **explicit teaching, repetitive modelling, multiple points of intervention and co-regulation of escalating significance** occurs. We also aim to **set limits or boundaries** for students and support them to make responsible choices. Our

strategies are designed to be repetitive and predictable to allow for students to engage with the **concept of cause/effect, action/outcome** and to make **decisions and choices** exploring these concepts. While our process is rigid, and almost scripted to create predictability, there are numerous points in which teachers use professional judgement and may personalise it to suit individual learning environments and practices. These points are outlined in our ZEAL framework.

Zones of Behaviour

At Yarrabilba State Secondary College, we are committed to ensuring the management of all students is consistent, fair and equitable. This results in greater time on task and ensures learning outcomes are maximised. To ensure consistency and predictability a research-based school-wide expectations framework named ZEAL including the use of 'Zones of Behaviour' will be used throughout the college.

Within the **Zones of Behaviour** students are explicitly taught college expectations, the Zones of Behaviour (and what each step through the zone means to them in terms of process and consequence) and clear non-negotiable entry, exit and classroom procedures. Each level of the zone represents a range of behaviours, which will result in a consistent management approach from staff.

At the beginning of the college year, all students will be explicitly taught the Zones, including behaviours and expected staff responses through college parades, classroom discussions, Connect class activities and year level presentations. ***Zones of Behaviour posters and Entry, Exit and Classroom Procedure posters are displayed in every classroom for students and staff to refer to as required.***

Our 'Zones of Behaviour' represent the escalation of disruptive behaviour which occurs within classrooms. We assume that students begin in a green zone and should they choose to disrupt the learning of others their behaviour is managed through a number of interventions consisting of explicit teaching desired behaviours, the setting of limits, opportunities for student choice, removal from the learning environment and reconnection through restorative conversations. The aim of any restorative conversation is ensuring a fresh start the next lesson through mutual understanding.

Disruptive behaviour moves through 'zones' or colours in which the consequence increases to the point of removal from the classroom or referral to the office. The process is impersonal and unemotional. In order to be impersonal, unemotional and effective, **consistent language, process and visual cues must be used by all teaching staff.**

- **Disruptive behaviour** – behaviour that impacts on the teaching and learning environment – see the major/minor referral document for specific examples.
- **Explicit teaching** – actually state what the inappropriate behaviour is and why it is inappropriate – give an example of appropriate behaviour

- **Letting limits** – these are boundaries for students, they consist of a statement of what appropriate behaviour is which will take them back into the green zone followed by a statement of the inappropriate behaviour is and the associated consequence. (see the Zones of Behaviour Guide for scripted example)
- **Removal from the learning environment** – the use of a **buddy class**, another classroom (buddy desk or de-escalation space, de-escalation placemat, folder of mindful activities)
- **Restorative Conversation** – a conversation following a student's removal from the classroom in which both student and teacher have a voice. Each must listen as well as speak to try to understand the point of view of the other and negotiate ways forward to avoid the situation again. It is not a lecture, another chance to point out what made anyone angry, or a one sided rant. It must ensure a fresh start the following lesson
- **Visual Cues** – interventions during the grey and prior to the buddy class in the yellow zone

In order to support all students and staff in the teaching and learning process, the following Administration actions are in place:

- Major behaviours including swearing at a teacher, not following a staff members reasonable instructions - including refusing to go to Buddy class, refusing to hand a mobile phone into Student Counter when directed and/or walking out of a classroom without permission will result in an automatic Dean referral.
- Buddy Class behaviours including not going to their directed Buddy class and/or refusing to return to the classroom to engage in a restorative conversation with the teacher before the end of the lesson will also result in an automatic Dean referral.

Parents and staff

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

Thoughtful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Accountable

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Co-operative

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Kind

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Consideration of Individual Circumstances

Staff at Yarrabilba State Secondary College take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

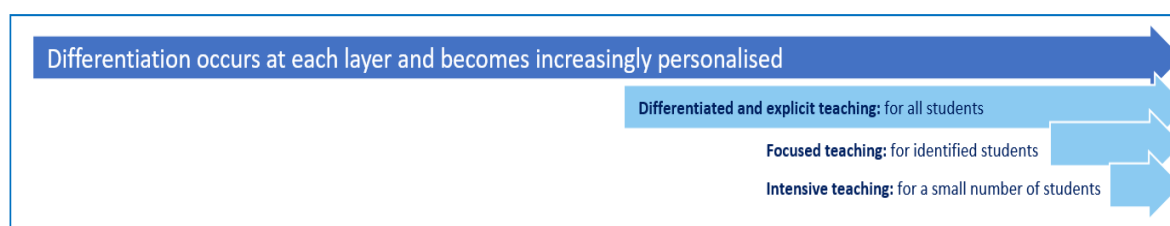
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching of Processes

Yarrabilba State Secondary College 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.

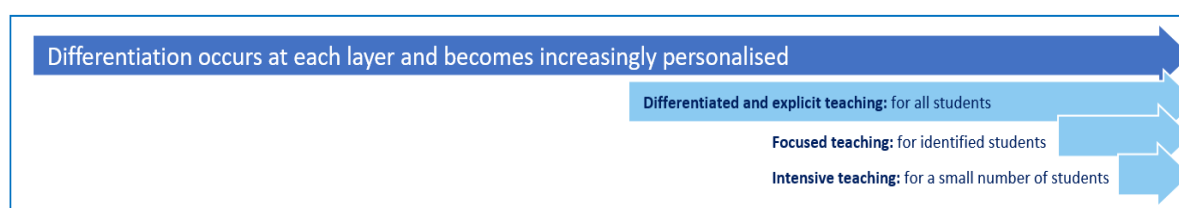
Teachers at Yarrabilba State Secondary College vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates 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 ZEAL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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



Focused Teaching

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Yarrabilba State Secondary College to provide focused teaching. Focused teaching is aligned to the ZEAL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

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

- TRACTION
- Berry Street
- Good Start Program
- Girls Group
- Bootcamps
- Whole College Wellbeing Program

For more information about these programs, please speak with the Deans of Students.

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged

period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

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

Disciplinary Consequences

The disciplinary consequences model used at Yarrabilba State Secondary College 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. School wide entry, exit and classroom procedures)
- Non-verbal and visual cues (e.g. posters, hand gestures, reset to green button, buddy card)
- 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. the establishment of the Green Zone)
- Explicit behavioural instructions (e.g. the setting of limits and choices)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. Zones of Behaviour)
- Removal of student to Buddy Class
- Detention/community service
- Restorative Conversations

Focussed

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Classroom Behaviour Profiling
- Targeted skills teaching in small group
- Detention/community service
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based 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:

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

School Disciplinary Absences

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

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

At Yarrabilba State Secondary College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 Yarrabilba State Secondary College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

The following tables outline examples of minor and major problem behaviours:

MINOR BEHAVIOUR To be managed by the individual teacher using a range of proactive teaching strategies	
BEHAVIOUR	POSSIBLE RESPONSES
SAFE <ul style="list-style-type: none"> • Failure to wear correct uniform thus breaching WH&S requirements • Failure to follow safety guidelines • Swinging on chairs • Chewing gum in class • Minor unsafe behaviour • Name calling (verbal or electronic) and or physical harassment • Inciting or aiding others to behave inappropriately • Minor uniform breaches (incorrect shoes, rolled sleeves/pants, shirt tied at the back, inappropriate jewellery or make-up) • Student in out of bounds areas 	<ul style="list-style-type: none"> • Explicit teaching of desired classroom behaviours and how to achieve them • Positive reinforcement (encouragement) • Redirection to the task • Addressing the uniform concerns and returning to class • Office log-in of inappropriate items • Teaching micro-skills • Seating plans • Parental contact • Litter duties • Detentions • Individual learning approaches • Removal from learning environment due to breaches of WH&S requirements • Referral to buddy class • Restorative conversations (see Appendix 3)
RESPONSIBLE <ul style="list-style-type: none"> • Failure to complete homework • Failure to bring appropriate equipment to class • Lateness to class • Not engaging in the learning process • Interfering with the learning process (constant talking or other disruptive behaviours) • Failure to complete set tasks or assessment • Truancy from individual classes • Use of mobile phones or other electronic devices • Plagiarism or other copyright infringements • Failure to comply with negotiated behaviour responses 	
RESPECT <ul style="list-style-type: none"> • Misuse of college property (<u>not</u> resulting in damage) • Failure to follow a reasonable request • Low level disrespect (back chat) • Swearing not directed a staff member • Littering • Use of inappropriate language in conversation with staff • Inappropriate gestures (not directed at a staff member) • Inappropriate contact between students (hugging/kissing) • Wearing hats in class • Eating in class 	

MAJOR BEHAVIOUR - LEVEL 1 To be referred to and managed by the Dean of Students if related to non-classroom behaviours	
BEHAVIOUR	POSSIBLE RESPONSES
SAFE <ul style="list-style-type: none"> • Persistent minor unsafe behaviour • Smoking or possession of cigarette products • Bullying and/or ongoing harassment of other students • Physical intimidation, aggressive actions or verbal/electronic threats directed at fellow students • Students in potentially dangerous out of bounds areas (train lines, river or main roads) 	<ul style="list-style-type: none"> • Explicit teaching of desired classroom behaviours and how to achieve them • Loss of class privileges • Removal from learning environment due to breaches of WH&S requirements • Individual counselling • Behaviour monitoring • Mediation with parent/guardian, other students or staff • Restorative justice • Community service • Lunch or afternoon detentions • Negotiated behaviour management plan
RESPONSIBLE <ul style="list-style-type: none"> • Persistent minor learning breaches • Persistently not engaged in the learning process, after 3 referrals to a buddy teacher from a single class 	
RESPECT <ul style="list-style-type: none"> • Persistent minor disrespect • Wilful disobedience • Harassing animals • Recording of images/voice without college permission • Misuse or carelessness with college property resulting in minor damage • Possession of inappropriate images or material (either paper based or electronic) • Defacing or damaging student property 	

MAJOR BEHAVIOUR – LEVEL 2**To be managed by the Deputy Principal or Deans of Students**

BEHAVIOUR	POSSIBLE RESPONSES
SAFE <ul style="list-style-type: none">• Persistent level 1 (major) safety concerns• Physical assault of a fellow student• Planning for, or inciting others to threaten or act aggressively towards fellow students• Verbal threats and/or aggressive gestures focused directly at a staff member• Distribution or use of prohibited substances• Possession of a knife, other weapon or replica• Physical abuse or endangerment of animals• Legal or illegal substance abuse	<u>Dean of Students</u> <ul style="list-style-type: none">• Explicit teaching of desired classroom behaviours and how to achieve them• Removal from class and/or class activities• Removal from learning environment due to breaches of WH&S requirements• Community service• Lunch or afternoon detentions• Restorative justice• Attendance monitoring• Parent meeting• Referral to internal support programs or outside agencies• Suspensions (1 – 10 days)
RESPONSIBLE <ul style="list-style-type: none">• Persistent level 1 (major) learning concerns• Conduct prejudicial to the image of the college• Conduct prejudicial to the good order and management of the college• Breach of negotiated plan after HOD has intervened and parent contact has been made• Persistent truancy across the curriculum	<u>Deputy Principal/HOSES</u> <ul style="list-style-type: none">• Explicit teaching of desired classroom behaviours and how to achieve them• Lunch or afternoon detentions• Parent meeting• Referral to internal support programs or outside agencies• Allocation of case manager• Restorative justice• Suspensions (1 – 10 days)• Suspension (11 – 20 days)• Show cause regarding possible enrolment cancellation and referral to student services group• Proposal to exclude
RESPECT <ul style="list-style-type: none">• Persistent level 1 (major) disrespect• Unacceptable moral behaviour such as public self-harm, sexual behaviour, harassment or exposure• Verbal abuse constituting racial or gender vilification or sexual harassment• Major equipment damage or vandalism• Distribution of voice or image recordings without permission of the college• Stealing or failing to return (staff/student/college) property• Swearing and or offensive gestures focused directly at staff members• Defacing college/staff property• Defamation of college or staff through electronic media• Refusal to follow the reasonable directions of a member of the college leadership team	

MAJOR BEHAVIOUR – LEVEL 3 To be managed by the Principal or appointed officer	
BEHAVIOUR	POSSIBLE CONSEQUENCES
SAFE <ul style="list-style-type: none"> Repeated level 2 (major) safety concerns Threatening staff or students with a knife, other weapon or replica Harm is imminent (to self or others) Intentional harm to animals Physical assault of staff Possession, use or distribution of illegal substances 	<ul style="list-style-type: none"> Administration → Police → Lockdown Referral to internal support programs or outside agencies Restorative justice Suspension (11 – 20 days) Cancellation of enrolment Behaviour Improvement Condition Proposal to exclude
LEARNER <ul style="list-style-type: none"> Repeated level 2 (major) learning concerns 	
RESPECT <ul style="list-style-type: none"> Repeated level 2 (major) disrespect 	

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Compliance with Uniform Policy (Workplace Health and Safety requirements met)

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 Yarrabilba State Secondary College and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope, rubber band)
- 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).
- Scissors

- Pencil Sharpeners
- Water Balloons
- Non-uniform hats

* 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 Yarrabilba State Secondary College:

- 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 Yarrabilba State Secondary College

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Yarrabilba State Secondary College Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Yarrabilba State Secondary College

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

Use of Mobile Phones and Other Devices by Students

Mobile phones and smart watches (or other electronic devices which capture images/text/recordings) and accessories (eg. Headphones or air pods) cannot be used during college hours unless a teacher has given permission for educational purposes or for the specific purpose of using it as a method of payment for items at the college canteen. Under these conditions the phone, smart watch or other electronic device:

- Must be switched to silent
- Cannot be used as a communication device unless communicating with a teacher via a school approved email or app when directed to do so by the teacher
- Cannot be used to record sound, images or videos of other people
- Cannot be charged at school
- Cannot be used for listening to music or gaming (unless directed by the teacher for educational purposes)

Students who breach the policy will be required to surrender their phone to the college office for confiscation for the remainder of the school day. Students will be eligible to collect their property after the final bell or when signing out of the college using appropriate procedures. For repeated breaches of the policy, students will be referred to a Dean of Students.

Electronic devices such as mobile phones can be expensive – they should be carried on the person (pocket) and not left in bags.

The college does not accept responsibility for loss or theft of such items.

Statement of Intent

In making reasonable rules about what students can and cannot bring to the college, anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the college and the education of other students can be banned. The use of mobile phones and other electronic equipment (including those with Bluetooth functionality) by students at the college, if unmonitored, can become disruptive.

Mobile phones and electronic devices, particularly those with the capacity to record images/footage can be appropriately incorporated into the learning program. However, except in times of genuine emergency or if the use is a sanctioned part of the educational program, mobile phone and other personal electronic devices (including those with Bluetooth functionality) should be restricted. This includes but is not limited to, games devices (e.g. PSPs, Gameboys) laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile phones, iPods and devices of a similar nature.

Mobile phones and other electronic equipment are used at their owners' risk. No liability will be accepted by the college in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the Department's negligence.

Transmission of Images/Sound

Malicious acts towards students or staff AND/OR acts of publication of material, that brings the college into disrepute in the wider community and/or potentially or actually brings discredit to the college or public schools generally -

This includes:

- Attempts either directly or indirectly to defame or denigrate by words, actions or images
- Use of electronic media such as mobile phones, to transmit video or sound recordings
- Posting of offensive material to internet sites whether for limited or general access by others that is considered by community or legal standards to be offensive or defamatory

Acts of publication of material, that brings the school into disrepute in the wider community and/or potentially or actually brings discredit to the college or public schools generally -

This includes:

- Publication of or participating in acts of nuisance, acts of violence, drug use or other anti-social behaviours in which those involved are identified as students of Yarrabilba State Secondary College and where a connection to the college can be determined
- Examples are, but not limited to:
 - Instances where students have participated in such acts
 - Inciting others to act in a manner that discredits the college in the wider community
 - Recorded sound or video of such behaviour on any device and/or posted sound or video footage of such behaviour to any website or media for the purpose of public broadcast

ICT Facilities

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 Yarrabilba State Secondary College 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.

Responsibilities

Students:

- Ensure mobile phones or other items of value are always stored in a safe and secure place
- Ensure adherence to the college's 'Electronic Device Policy – Acceptable Use of Electronic Media' and do not use mobile phones or other electronic equipment (including those with Bluetooth functionality) in an inappropriate manner
- Report any suspected inappropriate behaviour to the supervising teacher, Head of Department, Deputy Principal or Principal

Teachers:

- Ensure students are adhering to the 'Electronic Device Policy – Acceptable Use of Electronic Media'
- Ensure behaviour requirements are adhered to by students when using mobile phones or other electronic equipment to enhance purposeful and planned learning activities

Principals:

- Develop or incorporate into existing college policy, a mobile phone and electronic equipment policy
- Ensure the 'Acceptable Use Policy' is incorporated into the college's enrolment agreement, as per SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools

- In consultation with the college community, incorporate the appropriate use of mobile phones and electronic equipment when developing the college's 'Code of Conduct for Students'. Consider strategies for facilitating responsible behaviour and consequences for inappropriate behaviour in particular the prevention of bullying
- Ensure that appropriate support and/or disciplinary action, as outlined in the college's 'Code of Conduct for Students', are implemented for any student who is found to be using a mobile phone or electronic devices (including those with Bluetooth functionality) to cheat during exams or assessments
- Clearly and regularly advise students, parents and guardians of the college's expectations with regard to the appropriate use of these devices at school, during college related activities and while students are representing the college (e.g. wearing college uniform to and from the college)
- Ensure that appropriate support and action is taken against any student who photographs or films other individuals and distributes (e.g. via MMS, Bluetooth) or uploads these images to websites, or who sends harassing or threatening messages, as outlined in the college's 'Code of Conduct for Students'
- Report any incident that breaches the departmental policy, IFM-PR-006: Maintaining the Security of Department Information and Systems, for example, students using the Department's corporate ICT network to distribute inappropriate images/footage and accessing the network via Bluetooth technology, which is prohibited
- Take the following actions to remove and report the uploading of inappropriate images/footage, to websites, particularly where college staff and students are involved or if the college is in some way implicated (Refer to Removing Online Content Advice 89k):
 1. In emergency situations (e.g. life threatening), the Principal or their delegate should report the incident to the Regional Executive Director for immediate resolution.
 2. Immediately request removal of the images/footage through the website in question, where possible. Alternatively, coordinate the removal with those directly involved (e.g. YouTube - provides contact details through its Abuse and Policy Centre, for those directly involved to request removal).
 3. Where websites do not provide direct contact details, seek advice on removal options through the MIS Filtering Service, ph: 1800 680 445 or the Regional Technology Manager.
 4. Request the MIS Administrator to immediately 'block' the website at the college level and seek departmental 'blocking' of the website in question through the MIS Filtering Service.
 5. Where sites have an existing 'block' in place, and access to the site is required for investigation purposes, request the MIS Administrator to 'unblock' the website through the MIS Filtering Service
 6. Report any incident involving staff or student misconduct and those matters involving threats or incidents that are life threatening in nature (including threats made via website content), to Internal Audit, via email: is.auditops@deta.qld.gov.au or ph: 3237 0685

ICT Acceptable Use Agreement

Legitimate use of the network and Yarrabilba State Secondary College laptops/ITC devices include the following:

- Researching activities that relate to learning activities as part of the Yarrabilba SSC curriculum
- The use of email for exchanging appropriate information and engaging in collaborative projects related to curriculum requirements
- The design and development of digital products related to curriculum learning activities
- The use of Yarrabilba SSC's digital library: eBooks, digital audiobooks, digital textbooks and database programs

Unacceptable use of Yarrabilba State Secondary College's laptops, network and resources include:

- Use of any of ICT to act or access, in a manner that is not respectful and/ or is disruptive. This may include text / images / audio that are used in a negative manner, is inappropriate, offensive or antisocial
- Theft, physical or virtual damage to equipment, network, software or files
- Introduction of any software to the network or possession of software that could be considered compromising or an impediment to the network and data
- Violating copyright laws by installing software onto your laptop for which you are unable to provide a license
- Use of passwords of others or allowing others to use your password
- Disrespect of other's privacy and intellectual property as well as the trespass into other's folders, work or files
- Using any means to avoid scrutiny by teachers of work, data, software and / or equipment
- Visits to non-curriculum sites and/or the download of non-curriculum data and/or playing games on the college network
- Unauthorised access of equipment, physical and/or virtual spaces

Network administrators may review files and communications to maintain the integrity and ensure that users are using the network responsibly. Disciplinary action may include the removal of the student from any 1 to 1 laptop programs, detentions, suspensions or exclusion.

Preventing and responding to bullying

Yarrabilba State Secondary College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Yarrabilba State Secondary College has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



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 the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Yarrabilba State Secondary College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 Yarrabilba State Secondary College 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 Yarrabilba State Secondary College 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.

Anti-Racism Policy

Yarrabilba State Secondary College will work in partnership with parents and the community to allow students to live in, and contribute to society as responsible, independent children, young people and self-sufficient adults who care about others and their environment. Racism is destructive. It devalues people by failing to recognize their identity. It destroys community unity and creates divisions in society. It is the opposite of the democratic principle of equality and the right of all people to be treated fairly. Racism is a way of thinking that gives expression to myths about other racial and ethnic groups that devalues those groups and makes them feel inferior. It is continued by deeply rooted historical, social, cultural and power inequalities in society. (Human Rights and Equal Opportunity Commission, 1998).

Racism has its roots in the belief that some people are superior because they belong to a particular race, ethnic or national group. The concept of race is a social structure, not a scientific one. Racism is the expression of negative attitudes towards differences in customs, language, accent, values, religion, physical appearance and ways of living and viewing the world. The aim of the Anti-Racism Policy of Yarrabilba State Secondary College is to promote an environment free of Racism.

Complaints are dealt with thoroughly and confidentially. Yarrabilba State Secondary College follows the Queensland Government Mandatory Procedures when dealing with incidents of racism.

Responding to Incidents of Racism

All incidents involving Racial Harassment are referred immediately to a Dean of Students. Students access information about racial harassment and its effect on those to whom it is directed through: Discussions with a range of staff at Yarrabilba State Secondary College to assist with understanding knowledge around:

- Defining and recognising Racism
- Understanding the use of power over others
- Discussing the social construct of race
- Understanding the role of violence
- Understanding appropriate/acceptable behaviours
- Understanding Legislation, policy and procedures

When a complaint is made the student/s named in the report are informed of their rights:

- They are informed of the complaint
- They are able to respond to the complaint
- They are treated fairly and impartially by a Dean of Students.

The staff of Yarrabilba State Secondary College model appropriate behaviour at all times and aware of policy and legislation.

Yarrabilba State Secondary College - 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:

Classroom Teacher

Deans of Students – Mrs Philippa King, Mrs Tash Wendt (07) 5549 8777



Cyber Bullying

Cyberbullying is treated at Yarrabilba State Secondary College 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Philippa King and Tash Wendt, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Yarrabilba State Secondary College 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 Dean of Students, Philippa King and Tash Wendt.

Yarrabilba State Secondary College - 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](#).

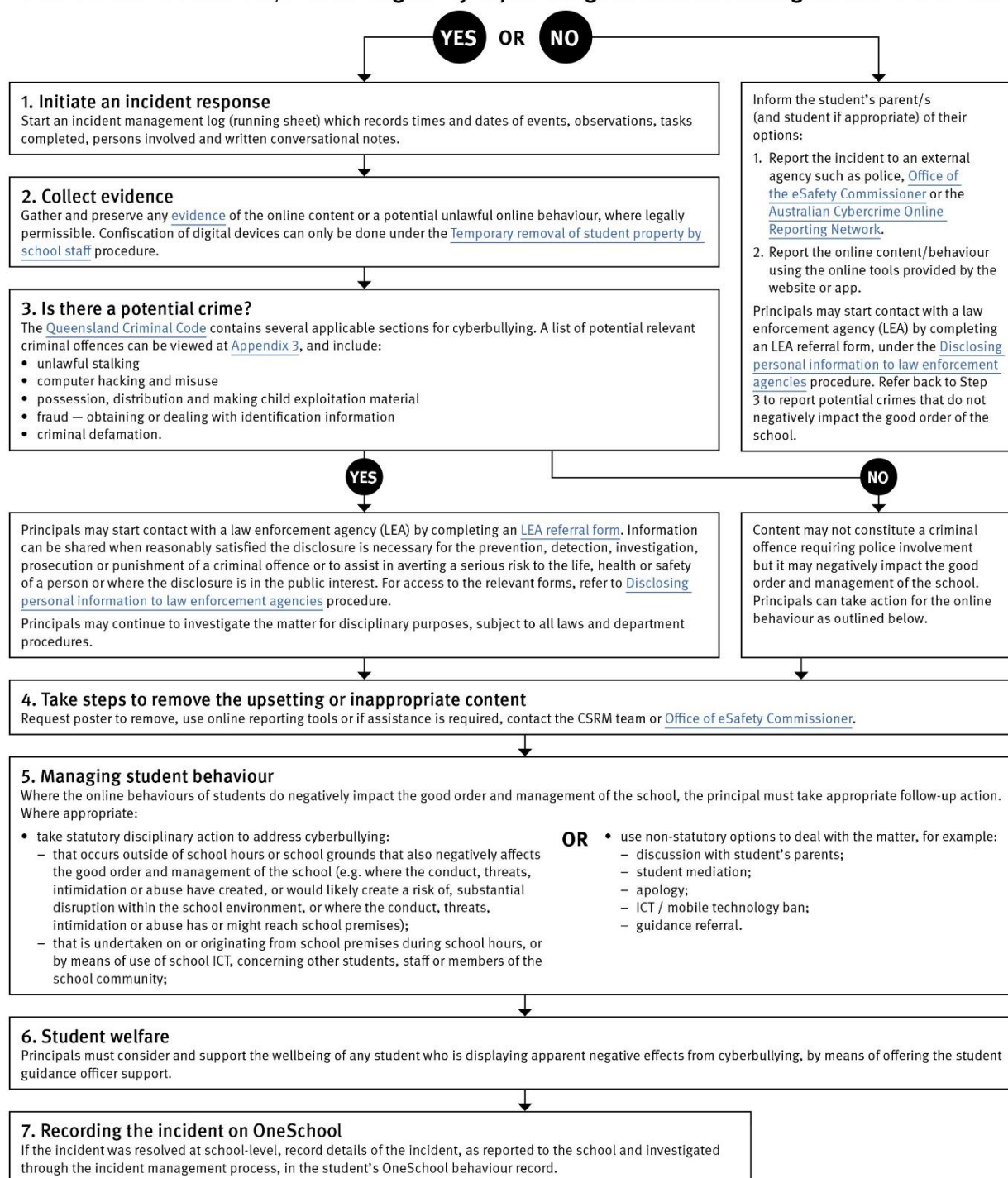
Explicit images

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 (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Cyber Safety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Yarrabilba State Secondary College 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 Yarrabilba State Secondary College 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.

Yarrabilba State Secondary College – Anti-Bullying Policy

The Anti-Bullying Policy provides a clear outline of the way our community at Yarrabilba State Secondary College works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Yarrabilba State Secondary College – Anti Bullying Policy

We agree to work together to improve the quality of relationships in our community at Yarrabilba State Secondary College. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected. At Yarrabilba State Secondary College, students are asked to sign an Anti-Bullying Pledge upon enrolment. By signing this document, students are agreeing to the following conditions;

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Appropriate Use of Social Media

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

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

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

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

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

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

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

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Yarrabilba State Secondary College 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.

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.