



Yangan State School

Student Code of Conduct

2024-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

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

The Yangan State School 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.

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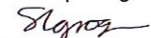
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Endorsement

Principal Name:
Steven Grogan

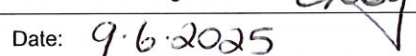
Principal Signature:



Date: 24/01/2025

P/C President: Elizabeth Loy

P/C President Signature:



Date: 9.6.2025

Contents

Contents

Purpose	2
Contact Information	2
Endorsement	2
Contents	3
Principal's Foreword	5
Learning and Behaviour Statement	6
Multi-Tiered Systems of Support.....	6
Student Wellbeing and Support Network	8
Whole School Approach to Discipline	9
Mission statement	9
Our vision	9
How?	9
What?	9
Consideration of Individual Circumstances.....	15
Differentiated and Explicit Teaching.....	16
Focused Teaching.....	17
Intensive Teaching	17
Legislative Delegations	18
Delegations.....	18
Disciplinary Consequences	19
Differentiated	20
Focussed	21
Intensive.....	21
School Disciplinary Absences.....	22
School Policies	24
Temporary removal of student property	24
Use of mobile phones and other devices by students.....	26

Key drivers of this policy:.....	26
Preventing and responding to bullying	27
Appropriate use of social media	35
Restrictive Practices	37
Critical Incidents	38
Leaving School During the Day	40
Uniform Expectations	40

Principal's Foreword

Introduction

At Yangan State School, we are proud of our long-standing tradition of delivering high-quality education to students across the beautiful Southern Downs region of Queensland. Our success is built on strong, respectful relationships between students, staff, families and the wider community. These positive connections are at the heart of everything we do to support student growth and achievement.

Our three core values guide our approach to learning and behaviour every day:

- **Caring** – We care for ourselves, others and our environment.
- **Improving** – We strive to improve through effort, reflection and resilience.
- **Contributing** – We actively contribute to our school and local community.

We also hold clear expectations around student behaviour. At Yangan, all students are explicitly taught how to:

- **Be Responsible**
- **Be Respectful**
- **Be Safe**

These values and expectations form the foundation of our 2025 Student Code of Conduct. This document is designed to guide students in becoming confident, considerate and capable individuals. We believe the most important skills our students can develop are strong communication, emotional intelligence and positive interpersonal relationships—skills that will serve them well now and into the future.

At Yangan State School, we take an educational approach to behaviour. We understand that behaviour is learned, and we view mistakes as opportunities to grow. Our Code of Conduct outlines how we teach and model the behaviours we expect, and how we work with students to help them learn from their experiences.

The document also includes:

- Our school's policies on the use of mobile phones and technology;
- Procedures around the removal of student property;
- Strategies for preventing and responding to bullying;
- Clear steps that staff take to support and guide student behaviour;
- The consequences that may be applied when behaviour expectations are not met, including suspension or exclusion where necessary.

We extend our sincere thanks to the students, staff, families and broader Yangan community for their role in shaping this Code of Conduct. It reflects our shared commitment to a safe, respectful and supportive learning environment for all.

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary</p>

according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

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

- 3 Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

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

Student Wellbeing and Support Network

At Yangan State School, we are committed to creating a safe, supportive and inclusive learning environment where all students feel valued and empowered to succeed. We recognise that student wellbeing is closely linked to academic success and lifelong learning, so we take a proactive and preventative approach to supporting the social, emotional and mental health needs of every student. Our wellbeing and support network includes a range of programs and services designed to equip students with the skills to build positive relationships, manage challenges and contribute meaningfully to their community:

- **Friendology (URSTRONG)** – A whole-school friendship program that teaches students how to build, maintain and repair respectful relationships. This program promotes emotional intelligence and helps students navigate friendship issues in a healthy way.
- **Positive Behaviour for Learning (PBL)** – Our behaviour framework focuses on the consistent teaching and reinforcement of our school expectations: **Be Safe, Be Respectful and Be Responsible**. These expectations are embedded across all learning environments to support a calm, inclusive and predictable school culture.
- **Respect Program** – As part of the Department of Education's Respect program, students learn about the importance of respectful relationships, gender equality and social responsibility. This program supports the development of safe, inclusive and non-violent environments where all students feel respected and valued.
- **Student Support Services** – Our dedicated staff, including the Guidance Officer, Guidance Officer and Wellbeing Teacher, classroom teachers and principal, collaborate to provide personalised support to students and families. Whether through classroom support or individual plans, our goal is to ensure every student is known, safe and supported.
- **Student Leadership and Voice** – Through opportunities like the **Student Council (SC)**, school captain and sport captain roles, students are empowered to have a voice in school decisions and lead positive change in our school community.
- **Community and Transition Support** – We actively engage with external agencies and community services to provide wraparound support. This includes assistance for new families, access to regional health and wellbeing services, and partnerships with local organisations.

By working together—staff, students, families and the wider community—we are building a culture of care, respect and resilience at Yangan State School. Our network of wellbeing supports helps ensure every student feels connected, confident and capable of achieving their best.

Whole School Approach to Discipline

Mission statement

Our purpose is to provide all students with worthwhile opportunities to become highly motivated and competent learners. At Yangan State School we have a very strong focus on academic, physical and social development. Individual responsibility towards learning is actively fostered which lays the foundation for lifelong learning. We aim to provide a learning environment that is responsive and embraces a futures perspective through the development of programs that will equip our students, parents, staff and community for the demands and rigours of a changing world.

Our vision

Our school aspires to securing success for all our students by:

- caring for one another
- improving our performances
- contributing to our school community.

[Our vision \(PDF, 952KB\)](#) outlines **how we will teach our students to be life-long learners, empowered children that are contributing, caring and improving citizens.**

How?

- High expectations
- Real-life learning
- High quality teaching
- Explicit pedagogies
- Collaboration
- Modelling
- Sharing
- Guiding
- Goal setting

What?

- Community engagement
- Encouraging problem solvers
- Valuing diversity
- Celebrating
- Differentiating
- Reading improvement
- Tracking progress
- Building resilience
- Supporting
- Rewards and incentives
- Assessment
- Curriculum

Yangan State School has a whole-school approach to discipline, used in all classrooms and programs offered through the school, including sporting activities and excursions.

We use an evidence-based framework to:

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

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

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

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

Behaviour 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 three positive expectations in place for students, being Safe, Responsible and Respectful.

Yangan State School – Whole School Behaviour Matrix

	All Areas	Toilets	Playground Areas/ Oval/Big Shed	All Classroom Settings	Eating Area	Bus Room/ Excursions/Camps
Be Responsible	<ul style="list-style-type: none"> - I am a positive role model for others - I am a problem solver - I encourage others - I take care of belongings - I challenge myself to improve myself and learning - I am on time - I do my best - I use the High 5 to solve my problems - I am organised for all activities 	<ul style="list-style-type: none"> - I use toilet paper, soap and paper towel appropriately - I leave the toilet area straight away after use 	<ul style="list-style-type: none"> - I care for all equipment in the playground - I return borrowed equipment - I play fairly 	<ul style="list-style-type: none"> - I return from the toilet straight away - I ask for help 	<ul style="list-style-type: none"> - I take and pack my lunchbox away - I put all my rubbish in the bin 	<ul style="list-style-type: none"> - I stay with the group at all times
Be Respectful	<ul style="list-style-type: none"> - I follow adult directions immediately - I use polite language - I use my manners - I wear full school uniform - I encourage and support others - I listen to others - I take turns - I am honest - I treat others how I want to be treated 	<ul style="list-style-type: none"> - I give others their privacy - I leave the toilet clean 	<ul style="list-style-type: none"> - I include others - I share equipment - I care for my school environment 	<ul style="list-style-type: none"> - I care for property - I raise my hand and wait to speak - I return borrowed equipment - I ask permission to use others' equipment 	<ul style="list-style-type: none"> - I ask for permission to move from the area 	<ul style="list-style-type: none"> - I return books appropriately - I sit quietly - Bus duty routine
Be Safe	<ul style="list-style-type: none"> - I keep hands, feet, body parts and objects to myself - I stay in the appropriate areas - I use equipment appropriately - I report unsafe situations - I only bring necessary items to school 	<ul style="list-style-type: none"> - I wash my hands - I use toilets appropriately 	<ul style="list-style-type: none"> - I use equipment as intended - I play school approved games - I am sun safe - I walk on the concrete - I stay in school grounds 	<ul style="list-style-type: none"> - I move appropriately in the classroom - I use furniture appropriately - I ask permission to leave the classroom - I am only in the classroom when the teacher is present 	<ul style="list-style-type: none"> - I sit while eating in the appropriate area - I only eat my own food - I use my own drink bottle 	<ul style="list-style-type: none"> - I listen to and follow the bus driver's instructions - I wear my seatbelt - I stay seated while the bus is moving - I listen to and answer a roll call

Students

Below are examples of what these 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 Yangan State School.

Be Safe

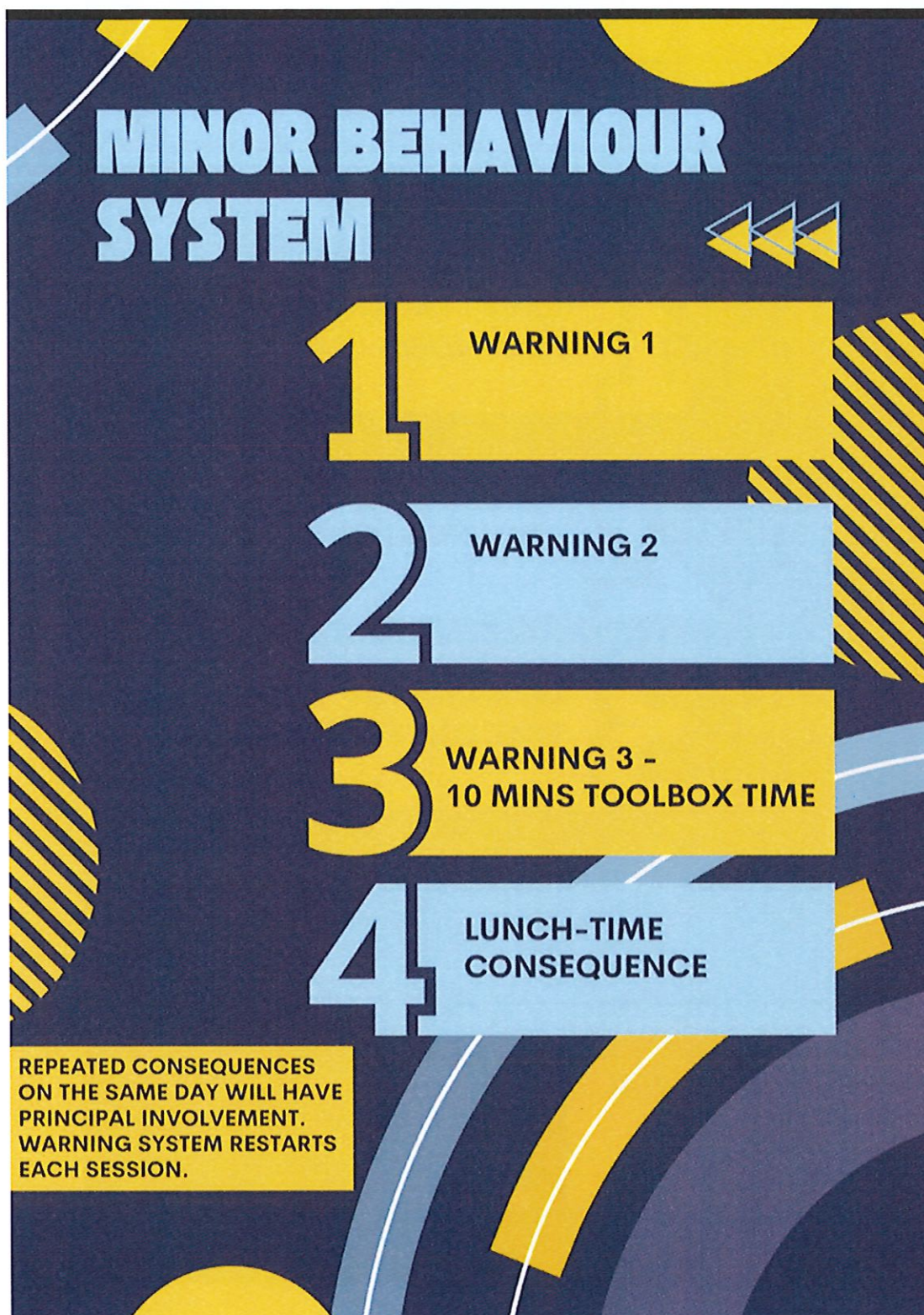
- ✓ I keep hands, feet, body parts and objects to myself
- ✓ I stay in the appropriate areas
- ✓ I use equipment appropriately
- ✓ I report unsafe situations
- ✓ I only bring permitted items to school
- ✓ I move appropriately in the classroom
- ✓ I use furniture appropriately
- ✓ I ask permission to leave the classroom
- ✓ I am only in the classroom when the teacher is present

Be Responsible

- ✓ I am a positive role model for others
- ✓ I am a problem solver
- ✓ I encourage others
- ✓ I ask for help
- ✓ I take care of belongings
- ✓ I challenge myself to improve and learn
- ✓ I am on time
- ✓ I do my best
- ✓ I use the Friendology Program
- ✓ I am organised for all activities
- ✓ I return to class straight away

Be Respectful

- ✓ I follow adult directions immediately
- ✓ I use polite language, tone and volume
- ✓ I use my manners
- ✓ I wear the correct school uniform
- ✓ I encourage and support others
- ✓ I listen to others
- ✓ I take turns
- ✓ I am honest
- ✓ I am kind on purpose
- ✓ I care for property
- ✓ I raise my hand and wait to speak
- ✓ I return borrowed equipment
- ✓ I ask permission to use others' equipment



PLAYGROUND BEHAVIOUR SYSTEM



1

**EXPECTATION
REMINDER**

2

**WARNING 2 - 5
MINUTE REFLECTION**

3

**WARNING 3 -
TIME OUT FROM BREAK**

**REPEATED CONSEQUENCES
ON THE SAME DAY WILL
HAVE PRINCIPAL
INVOLVEMENT.**

Parents and staff

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

Be Respectful *What we expect to see from you*

You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child.

You are respectful in your conversations at home about school staff.

You drop off and collect your child from the designated area at school.

You respect the obligation of staff to maintain student and family privacy.

You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.

You take a positive, solution-focused approach to resolving complaints.

You respect school, student and staff privacy in your online communications.

You help your child to see the strengths and benefits in diversity and difference in their classmates.

What you can expect from us

We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.

We will model positive behaviours for all students.

We will give clear guidance about a designated area for parents to drop off and collect students.

We will maintain confidentiality about information relating to your child and family.

We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

We will nominate a contact person for you to work with to resolve a school-related complaint.

We will act quickly to address school related social media issues that affect staff, students or families.

We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of 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.

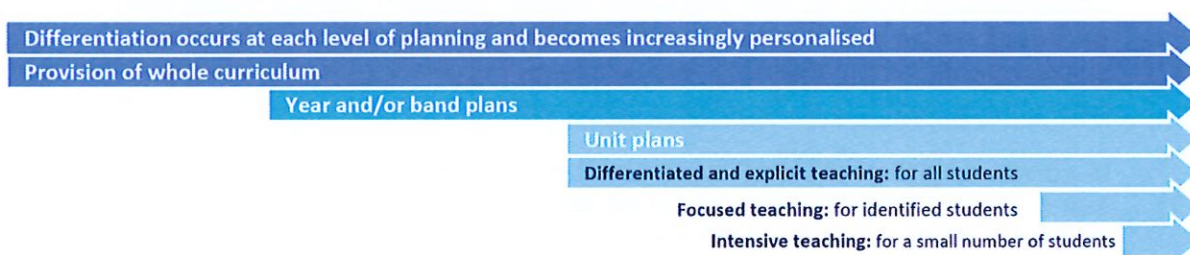
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Yangan 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 Yangan 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.



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 Yangan State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Yangan State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

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.

Legislative Delegations

In this section of the Yangan State School Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Yangan 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. The following table and flowchart clearly outline the definitions of "Minor" and "Major" behaviour at our school. It also demonstrates the steps used to give the students the opportunity to correct misbehaviour and the associated consequences of the continued misbehaviour.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- 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:

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

School Disciplinary Absences

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

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

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

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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 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 Yangan State School and will be removed if found in a student's possession:

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

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

** 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 Staff at Yangan State School:

- do not require the student's consent to search school property such as desks or computers 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;
- require 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;
- may, however, in emergency circumstances where it is necessary, 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);
- require consent from the student or parent to search the person of a student (e.g. pockets or bags). 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 Yangan State School

Ensure 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 Yangan State School 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 school staff that the property is available for collection.

Students of Yangan 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 Yangan State School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;

Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Key drivers of this policy:

- **SAFETY** - The physical, digital and emotional safety of all students (This includes safety from images, distribution of images, illegally taken images, cyber bullying, 'keyboard warrior' behaviour etc)
- **LEARNING** - Maximising learning time, undistracted by mobile phone communication by self or peers
- **SELF REGULATION** - Preparing students for the level of self-regulation required in post school pathways or employment.

Definition: Mobile phones for the purposes of this policy includes mobile phones, portable music players, smart watches, internet enabled devices and air buds/earphones.

Student rights:

- are to use a phone and above technology outside of school, while its supervision is the responsibility of the parent, and responsible use is the expectation they place on their child.
- that on the journey to and from school and are encouraged to use this technology responsibly.

Policy: While we understand that some families may consider mobile phones appropriate for the journey to and from school, the school position is that mobile phones should not be brought into the school unless there is a **MEDICAL** exemption. Students with acute medical needs (e.g., diabetes) who need to keep it on their person, must provide medical documentation. This arrangement will be approved by the Principal or delegate.

Expectations for Storage:

Where students need to bring a phone to school, they will be expected to take their phone to the office before school for storage in and collection after school.

Consequences:

If a student is found to have a mobile phone, switched on or not, during the Phone Free Time, they will be instructed to take the device to the office for collection after school. Yangan State School supports the appropriate use of technology in learning and for safety. This policy will be enforced to prevent any materials that may be considered embarrassing, harassing, illegal, violent, acts of bullying, sexually inappropriate, racist and/or a matter that is capable of bringing the school into public disrepute and/or causing personal harm. Students who breach this policy may receive consequences in line with the Student Code of Conduct.

Preventing and responding to bullying

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

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

Yangan State School has a **Student council**, with diverse representatives from each year level meeting regularly with the school 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 Yangan State School 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 Yangan 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 Yangan 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.

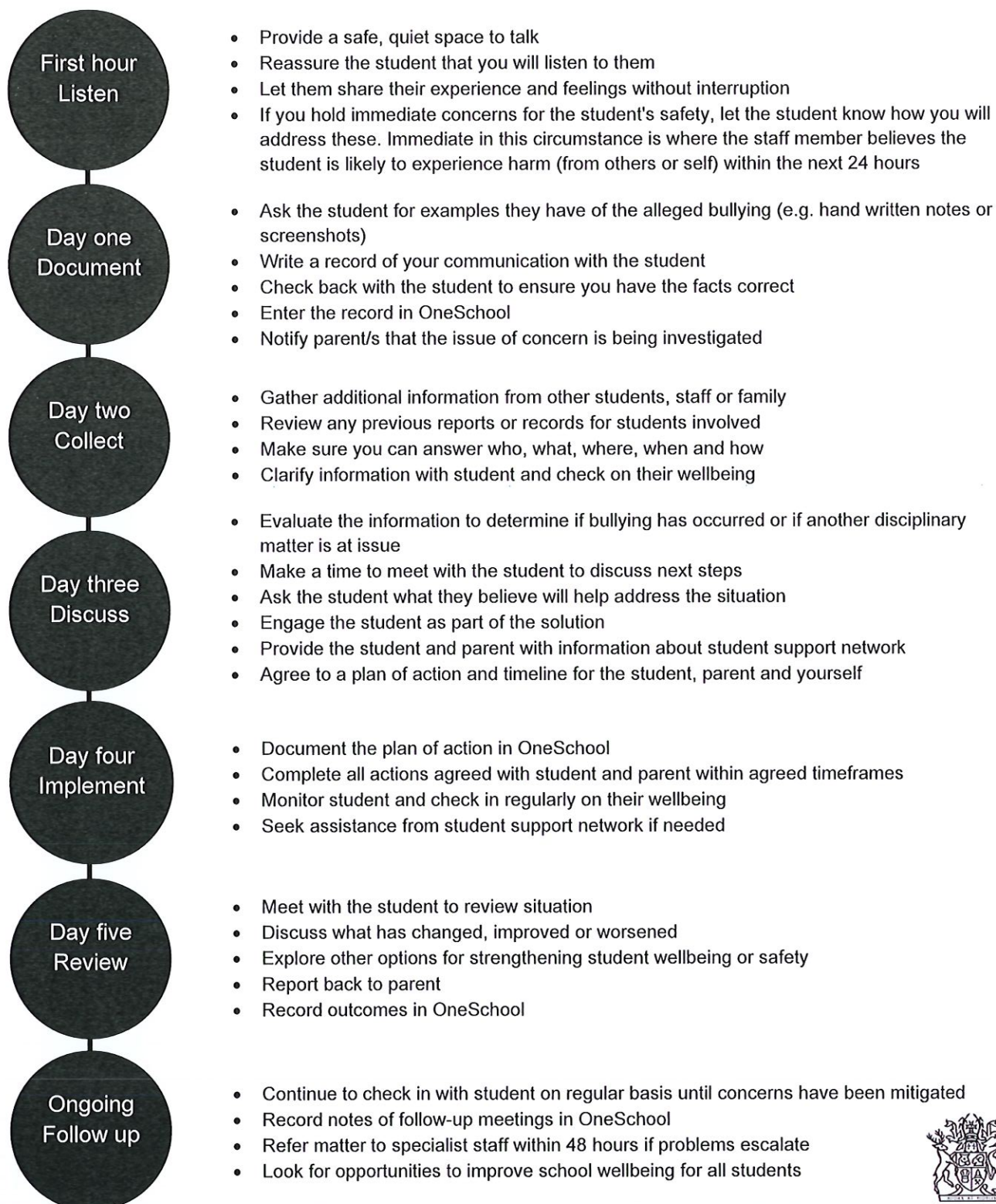
Yangan State School - Bullying response flowchart for teachers

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

Principal – Steven Grogan



Cyberbullying

Cyberbullying is treated at Yangan 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.

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 Malcolm Smith, 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 Yangan 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.

Yangan 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](#).

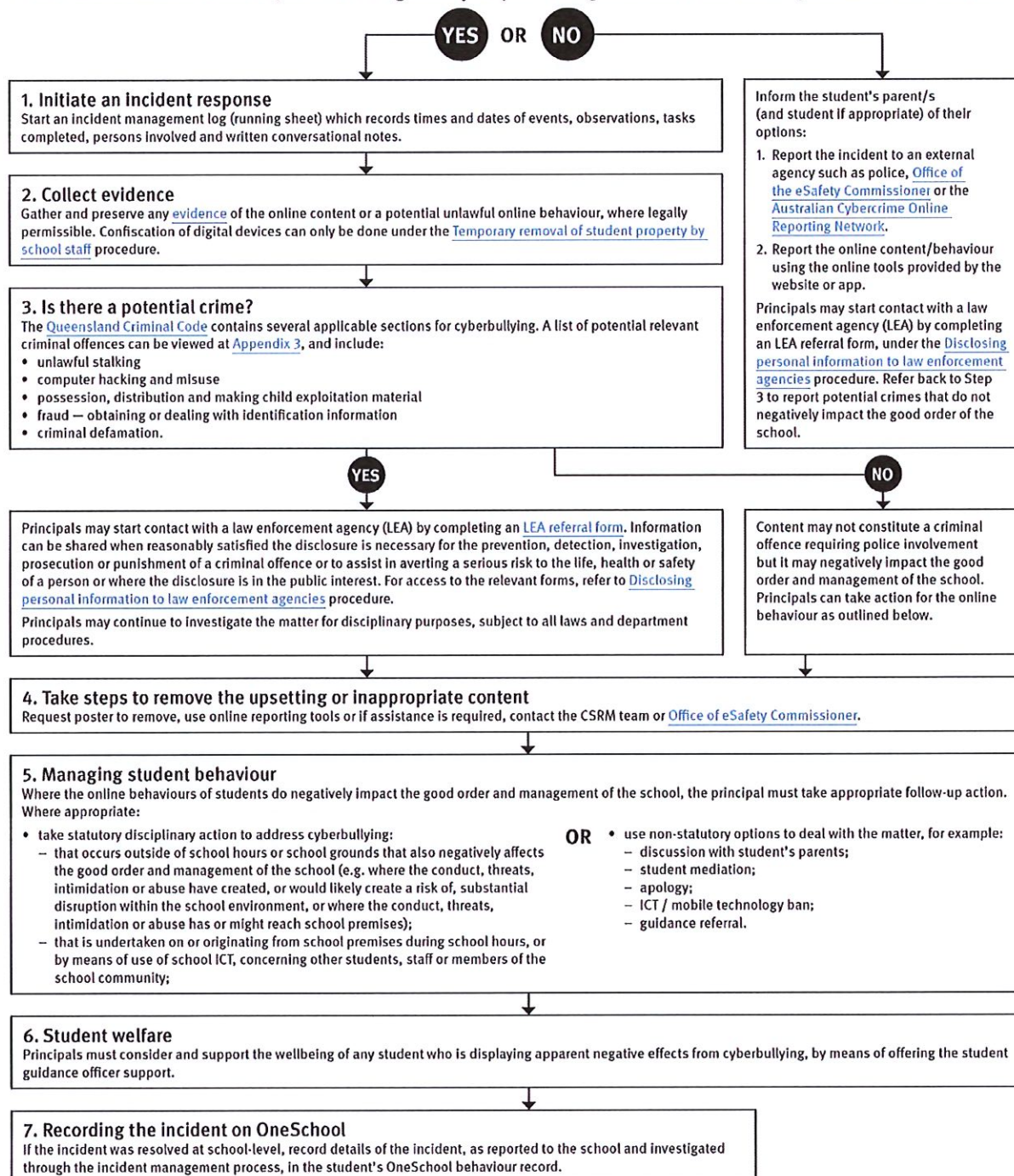
Explicit images

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 (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?



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Yangan 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 Yangan 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Yangan State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Yangan State School 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.

Yangan State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Yangan State School. 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.

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* (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 Yangan 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

The Crisis Plan is invoked when there is high level, challenging, potentially dangerous behaviour exhibited by any student:

- The First Responder contacts the office via the internal phone system noting the issue and support required. A member of the leadership team will be prioritised. An incident form is completed and provided to the attending leadership team member.

If individual is acting dangerously in a classroom:

- The whole class exits the room through the door that offers the greatest level of safety if this is appropriate. They assemble quietly with a neighbouring teacher's supervision in a predetermined area. The neighbouring teacher contacts the office noting issue and support required.
- The classroom teacher is to remain in the room with the student (or outside the classroom maintaining sight of student if unsafe for teacher to remain in the room), maintaining a safe distance until assistance arrives.
- Clear away any possible weapons or potentially dangerous items, if safe to do so.

If individual is acting dangerously in an outside area:

- Contact Office to commence lockdown procedure.
- Enact lockdown procedure

After the threat has passed The student will be taken to the office (or other suitable quiet space) for debriefing. The class needs to debrief as well. Teachers will discuss with their class what happened before they go for the next break and how they need to react when the student comes back. Teachers will debrief with a Leadership Team member if they require this. The debriefing process may include – help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decisive moments during the sequence of events, evaluate decisions made, and identify acceptable options for future situations. If the student is sent home, the parents/caregivers are to collect him/her from the office area (or other suitable space). A re-entry meeting with the student, parents/caregivers, teacher and Principal will be organised before the student re-enters the classroom. The meeting focus is to reconnect the student with school staff and remind the student of the 3 Be expectations.

Leaving School During the Day

In order to maximise school curriculum time, parents/caregivers are encouraged to arrange all appointments for students outside of school hours. In order to comply with the school's duty of care to students exiting the school during school hours, all students:

- Leaving the school grounds must be signed out of the school by a parent/caregiver at the Office.
- Students are not permitted to sign out of the school unless a parent/caregiver (or another adult nominated by the parent in writing) is present.
- When returning to school, the student must be signed back into the school by a parent/caregiver at the Office.

Uniform Expectations

A dress code provides guidance to the school community on the agreed uniform and standards for student personal presentation. The purpose of a dress code is to promote a sense of identity and pride; help strengthen school community cohesion; enhance student safety, health and wellbeing; and prepare students for the expectations of some workplaces. It is an expectation, endorsed by resolution of the P&C that students wear the school uniform daily. Parent co-operation is sought in ensuring students are correctly attired. The school uniform is required daily and is an expectation for school trips and nominated school functions.

It is school policy that enclosed shoes be worn for all occasions. Where full school uniform is required, students not in full uniform may not be permitted to attend out-of-school activities.

Jewellery or other adornment is not to be worn to school except a modest wristwatch, small plain sleepers or studs. Medical information jewellery is permitted. Jewellery needs to be removed for most sports and is the responsibility of the student.

Nail polish or make up is not to be worn. Students out of uniform are expected to wear a similar replacement garment and bring a note from the parent or guardian explaining the circumstances for each day they are out of uniform. This note is to be presented to the Class teacher before school. Students may be required to wear a loaned uniform item or items for the day.

If a uniform item worn provides an issue for exposure or modesty, the student will be required to wear a loaned uniform item or items for the day.

Students without a hat will be directed to play in undercover locations.

Persistent refusal to comply with the school's dress standards and explicitly stated instructions will result in the student being issued with consequences according to the Student Code of Conduct. If families are under difficult circumstances that make accessing uniforms a challenge, please see the principal as the P&C may be able to offer some options.