



Yungaburra 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

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Endorsement

Principal Name:	Mrs Jo McDougall
Principal Signature:	
Date:	16 th May 2024
P&C President Name:	Mrs Sharon Brown
P&C President Signature:	
Date:	16 th May 2024

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Purpose

Yungaburra State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, families and visitors where students have opportunities to engaged in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Yungaburra 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 managing student behaviour.

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

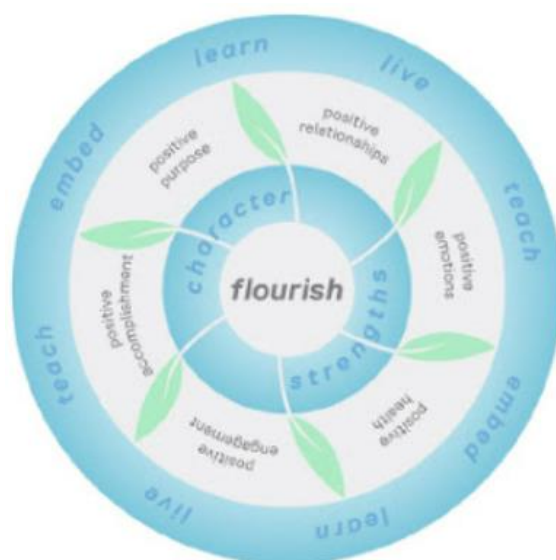
Whole School Approach to Learning and Behaviour

At Yungaburra State School, we believe that social-emotional learning and wellbeing are as important as academic learning in a child's development. Positive wellbeing is indeed a pre-cursor to positive academic progress. We also believe that our external actions and behaviours are a reflection of who we are and what we believe; both of which are underpinned by our core values. Our school core values are: Kindness, Respect and Learning.

It is our vision that our school community, including children, staff and families, is flourishing. In its simplest definition, this means "doing well and being well".

Positive education is the philosophy that when positive psychology is embedded within excellent teaching practices, we can help children to flourish, not only at school, but into their futures. Geelong Grammar School, where Positive Education was born, defines Positive Education as "engaging wholeheartedly with pro-active practices which strengthen community wellbeing". At Yungaburra SS, we use the Positive Education Enhanced Curriculum (PEEC) along with Mind Up! which teaches children about how their brain works.

PEEC is built on years of experience with Positive Education at Geelong Grammar School (GGS) and is designed in consultation with world-renowned researchers in the field of positive psychology. It is a curriculum designed to support teachers, and to add value to their practice and experience in delivering Positive Education. In explicit lessons, students are taught the key concepts of wellbeing so they can live healthy and fulfilling lives.



The Positive Education Model above shows the layers, where "flourish" is at the core. The model can be thought of as a roadmap of what people want for themselves, their children and their community. Good health, frequent positive emotions, supportive relationships, a sense of purpose and meaning, and moments of complete immersion and absorption – a life where a person uses their character strengths that support the 'self' and others.

PEEC is underpinned by six tenets: Positive Accomplishment, Positive Purpose, Positive Relationship, Positive Emotions and Positive Health. The table below summarises the topics covered underneath each of these tenets:

Positive Relationships	Positive Emotions	Positive Health	Positive Engagement	Positive Accomplishment	Positive Purpose
Empathy and Compassion	Emotional Intelligence	Mind-Body Connection	Creativity	Decision Making	Caregiving
Forgiveness	Gratitude	Physical Wellbeing	Curiosity and Interest	Goal Orientation	Character Development
Leadership and Teamwork	Positivity	Self-Knowledge	Flow	Grit and Persistence	Core Values
Kindness and Connections	Self-Control	Resilience	Motivation	Mindsets	Sense of Meaning

Our Student Code of Conduct reflects our community's core values of:

- Kindness
- Respect; and
- Learning

Our school expectations have been agreed upon and endorsed by our school community. Our values, principles and expectations are aligned with the expected standards of the Department of Education's Student Code of Conduct and to the requirements of the Australian Curriculum.

It is our belief that wellbeing should be at the heart of education at Yungaburra State School.

Important principles that guide our work under the Positive Education Framework include:

- Appropriate behaviour needs to be explicitly taught and reinforced.
- Acknowledging students meeting our expectations is a crucial factor in reinforcing their use of positive and prosocial behaviours.
- For some students, extra support will be required in both teaching and reinforcing such behaviours.

Yungaburra State School offers interventions to support the teaching and reinforcing of appropriate behaviour at different levels. These include:

- Differentiated and Explicit Teaching – for all students
- Focused Teaching – for students requiring extra support
- Intensive Teaching – for a small number of students displaying challenging and/or persistent inappropriate behaviour.

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

Positive Behaviour Expectations

Universal Behaviour Expectations

The first step in supporting high standards of expected behaviour, is communicating those expectations to **all** students. At Yungaburra State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating clear behavioural expectations is a universal support designed to prevent problem behaviours and encourage appropriate behaviour.

Behaviour expectations have been developed for each school setting aligned to our school core values of kindness, respect and learning. This matrix is used to support classes to individually develop their explicit class expectations.

	ALL AREAS	TEACHING AREAS	UNDERCOVER AREAS	PLAYGROUND & OVALS	TOILET AREAS	BEFORE AND AFTER SCHOOL
KINDNESS	<ul style="list-style-type: none"> ✓ We work quietly and acknowledge others right to learn ✓ We listen to all staff ✓ We are sensitive to all opinions, cultures and beliefs. ✓ We wait our turn and use polite language ✓ We keep hands, feet and objects to ourselves ✓ We show our manners to everyone by saying 'thankyou' and 'please.' ✓ We speak politely to others. 	<ul style="list-style-type: none"> ✓ We are honest ✓ We talk in turns and show whole body listening. ✓ We are good communicators and we listen to others and think about how they feel. ✓ We celebrate people's achievements ✓ We are courteous and polite in all online communications. 	<ul style="list-style-type: none"> ✓ We play safely, take turns, use respectful language and include others ✓ We speak kindly to others ✓ We apologise if we accidentally bump/hurt someone ✓ We encourage others. 	<ul style="list-style-type: none"> ✓ We play safely, take turns, use respectful language and include others ✓ We speak kindly to others ✓ We apologise if we accidentally bump/hurt someone ✓ We encourage others. 	<ul style="list-style-type: none"> ✓ We keep the area clean for others ✓ We use a quiet voice 	<ul style="list-style-type: none"> ✓ We use manners (please, thank you) ✓ We use appropriate language, voice, tone, volume. ✓ We wait in the tuckshop area if we are at school before 8:35am ✓ We are kind to parents and community in our school.
RESPECT	<ul style="list-style-type: none"> ✓ We follow staff instructions straight away ✓ We use polite language ✓ We look after property: mine, others', school's ✓ We put rubbish in the bin. ✓ We use equipment for the intended purpose ✓ We ask permission to leave ✓ We respect others' personal space and property ✓ We clean up after ourselves. 	<ul style="list-style-type: none"> ✓ We enter and exit the room in an orderly way ✓ We walk when inside ✓ We respect others' right to learn (appropriate volume; hand up; etc) ✓ We keep the classroom tidy ✓ We respect others' right to use online resources free from interference or bullying ✓ With regards to computers, we: <ul style="list-style-type: none"> o use computers correctly o know that phones/Pods belong in the office 	<ul style="list-style-type: none"> ✓ We only play with handballs, the equipment provided or quiet games and activities ✓ We walk ✓ We follow instructions from the staff member on duty ✓ We put our rubbish in the bin ✓ We sit at the tables and chairs ✓ We see a staff member before going in an out of bounds area ✓ We pack up and return any equipment at the end of play. 	<ul style="list-style-type: none"> ✓ We participate in school approved games and follow the rules of the game ✓ We stay in our play area ✓ We are sun safe and wear a hat and shoes ✓ We care are for the environment ✓ We follow instructions from the staff member on duty ✓ We pack up and return any equipment at the end of play. 	<ul style="list-style-type: none"> ✓ We flush when finished ✓ We allow others privacy ✓ We wash our hands ✓ We respect others' space and privacy. 	<ul style="list-style-type: none"> ✓ We leave the school promptly after school. ✓ We are in the correct areas only ✓ We use our own bike/scooter only ✓ We go straight to the bus line if catching the bus and have our names marked on the roll ✓ We walk bikes/scooters in school grounds ✓ When we wear our uniform in the community, our behaviour reflects our school values.

We have a Positive Learning Mindset LEARNING	<ul style="list-style-type: none"> ✓ We follow instructions ✓ We model appropriate behaviours ✓ We are in the right place at the right time and are ready to learn. 	<ul style="list-style-type: none"> ✓ We are organised – we have the right materials ready ✓ We stay on task and complete assigned tasks. ✓ We take responsibility for our learning ✓ We show and develop resilience by continuing to have a go ✓ We take an active role in classroom activities ✓ We keep work spaces tidy ✓ We actively participate ✓ We participate in the use of approved online sites and educational games 	<ul style="list-style-type: none"> ✓ We learn the rules of the area/game ✓ We are problem solvers – we use the High-5 ✓ We respond quickly when the bell rings: toilet, drink and line up on time. 	<ul style="list-style-type: none"> ✓ We learn the rules of the area/game ✓ We are problem solvers - we use the High-5 ✓ We respond quickly when the bell rings: toilet, drink and line up on time. 	<ul style="list-style-type: none"> ✓ We use the toilet areas for their intended purpose ✓ We use the toilet at break time ✓ We let an adult know if we see a problem. 	<ul style="list-style-type: none"> ✓ We use road safety rules.
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These expectations are communicated to students via several strategies, including:

- Positive Education lessons conducted via classroom teachers
- Signage displayed in relevant areas of the school
- Reinforcement of expectations at school parade and by active supervision of staff during classroom and non-classroom activities

Yungaburra State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Staff meet each term to review Positive Education.
- Review school and cohort behaviour data regularly (5 weekly school and weekly for individuals).
- Teachers are provided with explicit Positive Education and Respect Me lessons and focussed social emotional learning for each term.
- Teachers explicitly teach Positive Education in their classes.
- The school core values are revisited at each parade.
- The current Positive Education focus is communicated to the wider community via the school newsletter.
- Teachers have a bank of resources to support the explicit teaching and integration of expected learning behaviours.
- Students are provided with opportunities throughout every school day to practise and receive feedback on their use of social and behavioural skills taught in the Positive Education lesson.
- As a part of our school indication and enrolment process, new staff and families are informed of Positive Education and our Student Code of Conduct.
- Multi-tiered systems of support are in place to remove barriers and make necessary adjustments to support students to demonstrate our core values and expected behaviours.

Parents and staff

At Yungaburra State School, we maintain that when parents enrol their children into our school they enter into a partnership with the school. The partnership is based upon shared responsibility, mutual respect and an understanding that a safe and supportive environment exists at our school.

At Yungaburra State School we expect that **students** will:

- “Learn” – the six tenets of Positive Psychology through explicit Positive Education Lessons.
- “Live” – demonstrate the core values; kindness, respect and learning in their daily interactions and take responsibility for their own learning and behaviour choices.
- “Teach” – by sharing their learning with others through peer interactions.
- “Embed” – the school’s core values in everyday school community life, across all contexts.

At Yungaburra State School we expect that **parents/carers** will:

- “Learn” – the six key tenets of Positive Psychology
- “Live” – model our core values; kindness, respect and learning in all interactions.
- “Teach” – by affirming and reinforcing the school’s core values at home.
- “Embed” – the school’s core values in everyday school community life, across all contexts.

At Yungaburra State School we expect that **staff** will:

- “Learn” – the six key tenets of Positive Psychology
- “Live” – model our core values; kindness, respect and learning in all interactions
- “Teach” – the school’s identified core values and the six key tenets of Positive Psychology through explicit teaching and learning in all aspects of our school.
- “Embed” – the school’s core values in everyday school community life, across all contexts.

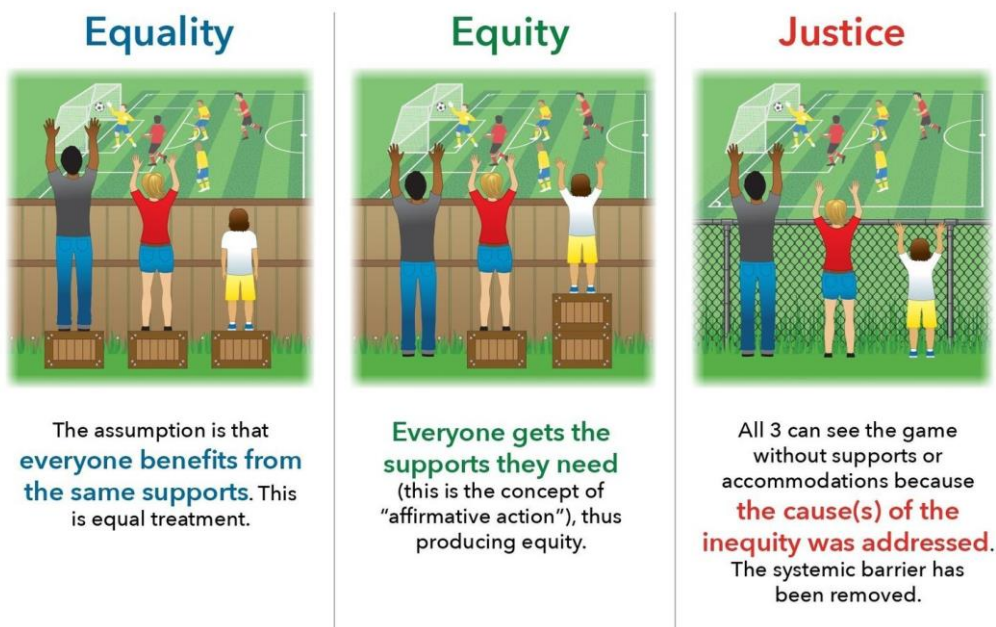
The table below explains the Positive Education expectations for parents and families when visiting our school and the standards we commit to as staff.

Core Value	What we expect to see from you	What you can expect from us	What this looks like in our school
Kindness	<ul style="list-style-type: none"> You help your child to see the strengths and benefits in diversity and difference in their classmates. You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist. You embrace opportunities to provide positive feedback to members of the school community. 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 make an appointment with the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent. You make an appointment to speak with the class teacher to discuss any matters relating to your child. You are respectful in your conversations at home about school staff. 	<ul style="list-style-type: none"> We will promote every child's individuality and build a cohesive, inclusive classroom and school culture. We will check in with you about your child's needs or any support your family may require. We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure. 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 work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents. 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 ensure positive behaviours are role modelled for all students. 	<ul style="list-style-type: none"> Everyone feeling valued and welcomed regardless of their individual needs. Accepting that support is coming from a place of care and concern. Not everyone will receive the same... they will receive what they need. We will not discuss other students or families with you and you will not discuss other students or families with others. We accept the diverse experiences, values and cultures we all bring to the Yungaburra State School community. We are guided by and adhere to the Department of Education Code of Conducts for staff, parents and community. We respect each others time.
Respect	<ul style="list-style-type: none"> You support your child to meet the learning and behavioural expectations at school. You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff. You share relevant information about your child's learning, social and behavioural needs with school staff. You take a positive, solution-focused approach to resolving complaints. You respect school, student and staff privacy in your online communications. You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. 	<ul style="list-style-type: none"> We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress. We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events. We will share relevant information with you about your child's learning, social and behavioural progress at school. We will nominate a contact person for you to work with to resolve a school related complaint. We will act quickly to address social media issues that affect staff, students or families. We will create a safe, supportive and inclusive environment for every student. 	<ul style="list-style-type: none"> We will work together as partners in your child's education. We all have a collective responsibility to stay informed by openly communicating. We will acknowledge that there may be times you are unhappy about ... at the school and that we will work together to resolve issues. We do not use social media in a way that negatively impacts individuals or the school. Everyone is welcome, belongs and is included at Yungaburra State School.
Learning	<ul style="list-style-type: none"> You support your child to meet the learning and behavioural expectations at school. You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff. You share relevant information about your child's learning, social and behavioural needs with school staff. You take a positive, solution-focused approach to resolving complaints. You respect school, student and staff privacy in your online communications. You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. 	<ul style="list-style-type: none"> We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress. We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events. We will share relevant information with you about your child's learning, social and behavioural progress at school. We will nominate a contact person for you to work with to resolve a school related complaint. We will act quickly to address social media issues that affect staff, students or families. We will create a safe, supportive and inclusive environment for every student. 	<ul style="list-style-type: none"> We will work together as partners in your child's education. We all have a collective responsibility to stay informed by openly communicating. We will acknowledge that there may be times you are unhappy about ... at the school and that we will work together to resolve issues. We do not use social media in a way that negatively impacts individuals or the school. Everyone is welcome, belongs and is included at Yungaburra State School.

Consideration of Individual Circumstances

Staff at Yungaburra 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 consequence.

In considering the individual circumstances of each student, we ask our families to 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 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 consequence 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 (see definition on page 23), 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.

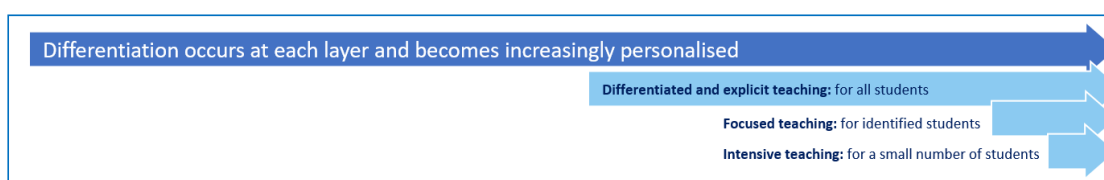
If you have concerns about the impact of the behaviour of another student at the school on your child, or the way our staff have responded to their behaviour, please make an appointment with the class teacher in the first instance or principal for continued concerns to discuss the matter.

Differentiated and Explicit Teaching

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

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



These three layers map directly to the tiered approach discussed earlier in the Whole School Approach to Learning and Behaviour section. For example, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is short term, 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 our school core values of kindness, respect and learning (as shown on pages 6 & 7), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to unpack exactly what each of the expectations look, sound and feel like in their classroom. Collaboratively developed class expectations are on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Some 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 Yungaburra State School to provide focused teaching. Focused teaching is aligned to the school core values, the personal and social capabilities continuum, individual student needs. 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.

Yungaburra State School has a range of Student Support staff available to help arrange and deliver focused teaching to students who need more support to meet expectations. Support includes: Teachers, team coordinators, Support Teacher: Literacy and Numeracy, Head of Special Education Services, Head of Curriculum, Principal, Guidance Officer, visiting advisory teachers, Senior Guidance Officer, School Chaplain, School Adopt-a-Cop.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Vocational Partnerships Group (VPG)

In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- PEEC – Positive Education Enhanced Curriculum
- Personal and Social Capability Continua
- Mind Up
- Bounce Back
- Restorative Practices
- Respect Me Program
- Zones of Regulation

For more information about these programs, please speak with the Head of Department – Curriculum, or the Principal.

Intensive Teaching

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

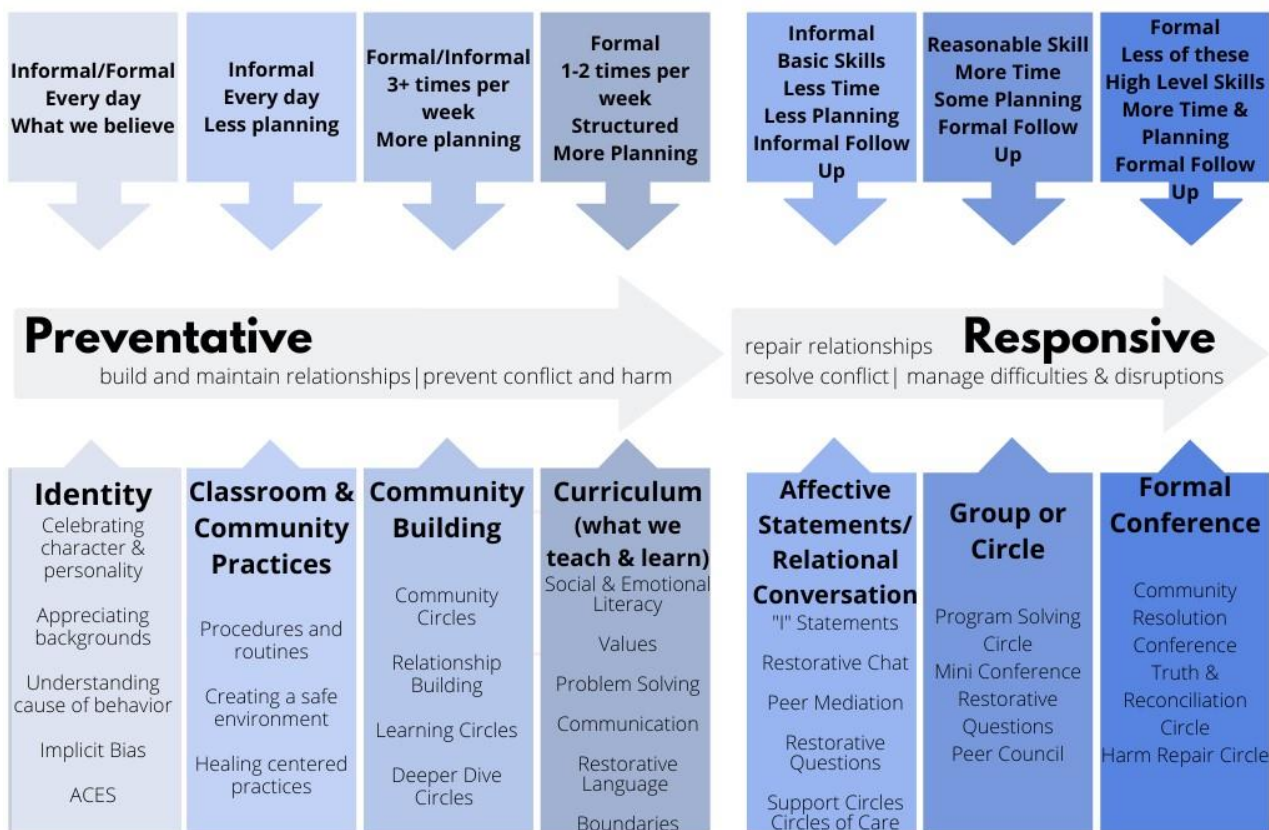
Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Restorative Practices

At Yungaburra State School we are committed to taking a restorative approach to support students to resolve conflict, understand the impact of their choices and give a voice to those impacted by the actions of others.



Restorative Schools & Communities



Adapted from Wachtel and McCold, 2001

Consequences

The consequences model used at Yungaburra 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 and reminders of the expectations may be used by teachers to respond to low-level or minor behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Some students may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, and reminders of the expectations, they continue to display low-level inappropriate behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and the teacher may contact families to discuss the concerns and consider a referral to the Student Learning and Wellbeing Team for further support and intervention.

For a small number of students, 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 or themselves, and no other alternative strategy is considered sufficient to deal with the behaviour.

The differentiated responses to 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.

Positive Consequences

Class teacher provides in-class positive consequences for students demonstrating the school core values. This may include:

- Non-verbal gesture (thumbs up, smile)
- Positive explicit verbal feedback
- Extrinsic encourager (stamp, sticker)
- Individual reward systems (sticker/stamp/ hole punch charts)
- Class reward system
- Class shout out
- Phone call or email home
- Principal acknowledgement

- Choice of seating
- ICT privileges
- Choice of fun activity/class game
- Positive postcard home

Supportive Consequences

Class teacher provides in-class or in-school support for low-level or minor inappropriate behaviour. This may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Additional practising of routines
- 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”)
- Proximity
- Tactical ignoring of inappropriate behaviour not impacting others
- Reminders of incentives or class goals
- 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
- Private discussion with student about expected behaviour

Corrective Consequences

Class teacher provides in-class or in-school consequences for low-level or minor inappropriate behaviour. This may include:

- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Revised seating plan and relocation of student/s
- Redirection
- Individual/group discussion
- Restorative Practices
 - Restorative chat
 - Restorative conference
 - Class conference
- Time In – completing tasks not completed in the lesson during own time
- Time Out – time away in the classroom to reset and reflect on choices
- Buddy Class – removal from the classroom into an alternative class
- Logical consequences matched to the behaviour (e.g. complete work not done in class at play time, clean up a mess that was made, loss of ICT privileges)
- Complete a reflection sheet or behaviour expectation matrix
- Phone call or email home
- Lunchtime play plan

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
- Behavioural Improvement Plan
- Counselling and guidance support
- Self-monitoring plan
- Check In Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Learning and Wellbeing Team for team based problem solving
- Stakeholder meeting with families and external agencies

School leadership team work in consultation with Student Learning and Wellbeing Team to address persistent or ongoing serious behaviour. This may include:

- Functional Behaviour Assessment based individual behaviour support plan
- Complex case management and review
- Stakeholder meeting with families 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 Yungaburra 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 continually repeated or is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Families 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.

Re-entry following suspension

Students who are suspended from Yungaburra State School may be invited to attend a re-entry meeting on the day of or prior to their scheduled return to school. The main purpose of this meeting is to welcome the student, with their family, 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 consequence 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 family 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 family.

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

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the family 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 family for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

- The condition, nature or value of the property
- The circumstances in which the property was removed
- The safety of the student from whom the property was removed, other students or staff members
- The good order and management 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 Yungaburra 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, bullet casings)
- 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. 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).

Toys

Personal toys/sporting equipment are not be brought to school. This is to avoid them being broken, lost, friendship issues arising, or being stolen. Any toys that find their way to school or are required to be brought in for a purpose, will be given to the teacher and put away to collect at the end of the school day or when required. Staff cannot assume responsibility for any loss or breakage.

Responsibilities

State school staff at Yungaburra State School:

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

Parents of students at Yungaburra State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Yungaburra State School Student Code of Conduct (refer to page 21)
 - 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 Yungaburra 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 Yungaburra State School Code of Conduct (refer to page 21)
 - 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;
- if appropriate to do so, collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. At Yungaburra State School, students bringing a mobile phone to school must hand it in at the school office upon arrival. The device will be stored securely in the school office until it is picked up by the student again at 3pm. The school does not take responsibility for phones not handed in to the office. If a phone is required for a specific or medical purpose, this will be through parent consultation with the Principal.

Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. These devices must not be used to take photos or record audio of any students or staff members. Misuse of smartwatches may result in their removal under the *temporary removal of student property* procedure.

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

Responsibilities

The responsibilities for students using digital devices at school or during school activities, are outlined below. For more information, refer to the Yungaburra State School BYOD Student Charter and Yungaburra State School BYOD Policy.

Appropriate/acceptable use/behaviour by a student engaged in online learning:

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

- use digital devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a digital device
- seek teacher's approval where they wish to use a digital device under special circumstances.

Inappropriate/unacceptable use/behaviour by a student engaged in online learning:

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

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

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

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

Safe, Responsible, and Respectful Online

Students of Yungaburra State School:

If you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for working in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules:

1. Follow appropriate protocols when engaged in online sessions with teachers and other students as outlined in the schools ICT responsible use procedure.
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and always use appropriate spoken and written language.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera.
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular cleaning of emails.

Preventing and responding to bullying

Yungaburra State School uses the Positive Education Enhanced Curriculum and Respectful Relationships Curriculum 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.

Yungaburra State School has a **Student Council** with representatives from each year level from year three to six, 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 Council Meetings 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 Council is contributing to the promotion of our school core values of kindness, respect and learning. The Student Council act as the voice for students in their respective classes and areas to provide direct feedback about the school culture, what is working well, and current concerns related to social conflicts and bullying behaviours. At Yungaburra 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.

There are three types of bully behaviour:

- Verbal bullying, which includes name calling or insulting someone about their physical characteristics;
- Physical bullying, which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings;
- Social bullying, which includes consistently excluding another person or sharing information, images or other digital content that will have a harmful effect on the other person.

**** It is important to note that behaviours such as these that occur once, or are part of a conflict between individuals (no matter how inappropriate) is not bullying.**

Bullying may be related to:

- race, religion, gender or culture;
- disability;
- physical appearance or health conditions;
- sexual orientation;

- sexist or sexual language;
- children acting as carers, or children in care;
- social status

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 Yungaburra State School our staff will work with you to respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions that Yungaburra 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.

Yungaburra State School - Bullying response flowchart for teachers

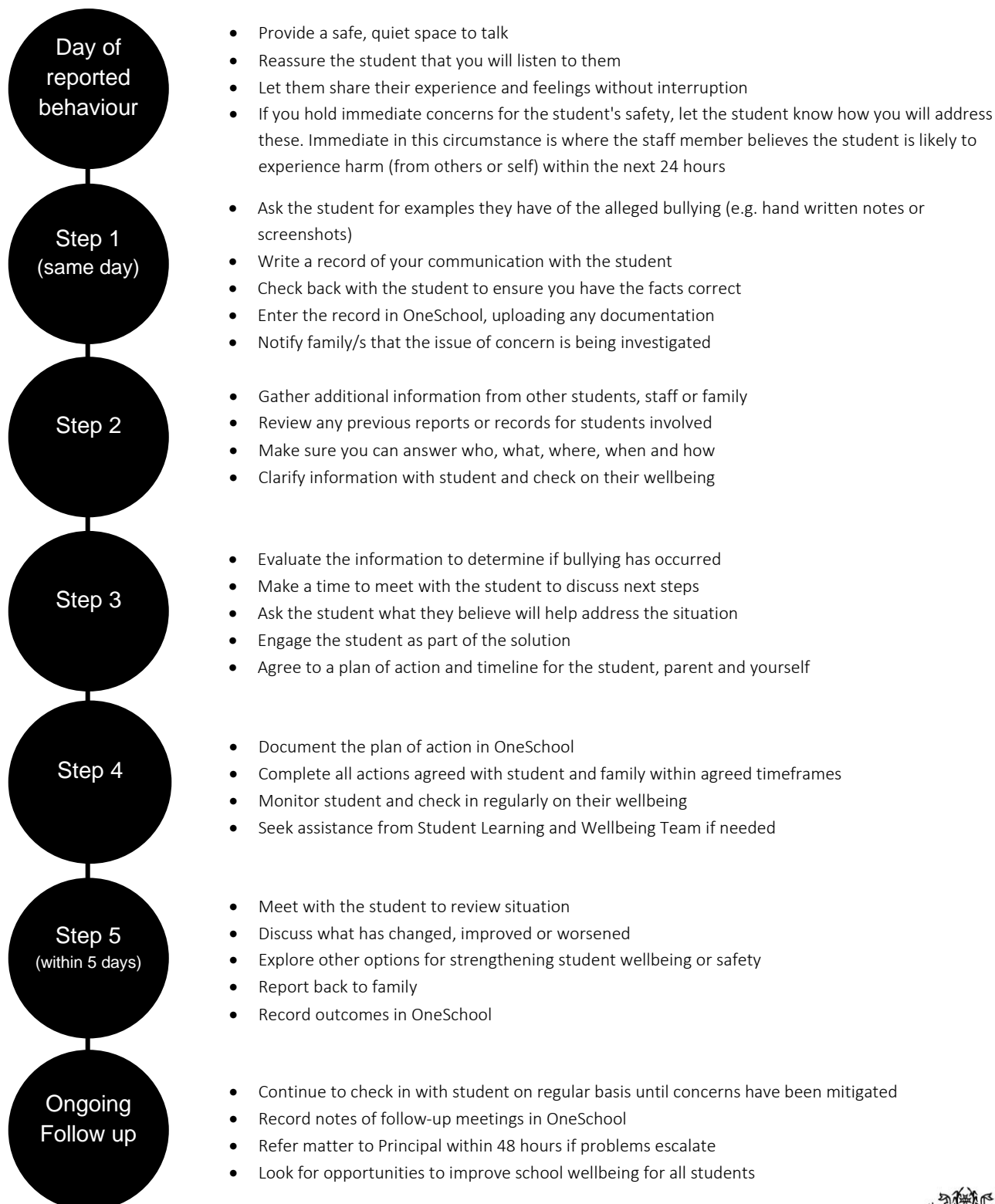
Please note these steps/timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and families to report bullying:

Prep to Year 6 – Class teacher

The Principal – Ph: 4089 7333 (principal@yungaburrass.eq.edu.au)

The HOD-C – Ph: 4089 7333



Cyberbullying

Cyberbullying is treated at Yungaburra 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.

Parents have a responsibility to ensure they are actively monitoring their child's online behaviours.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Principal or Head of Department - Curriculum 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 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](https://www.esafety.gov.au/) (<https://www.esafety.gov.au/>) or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. 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 or the Head of Department – Curriculum.

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](#).

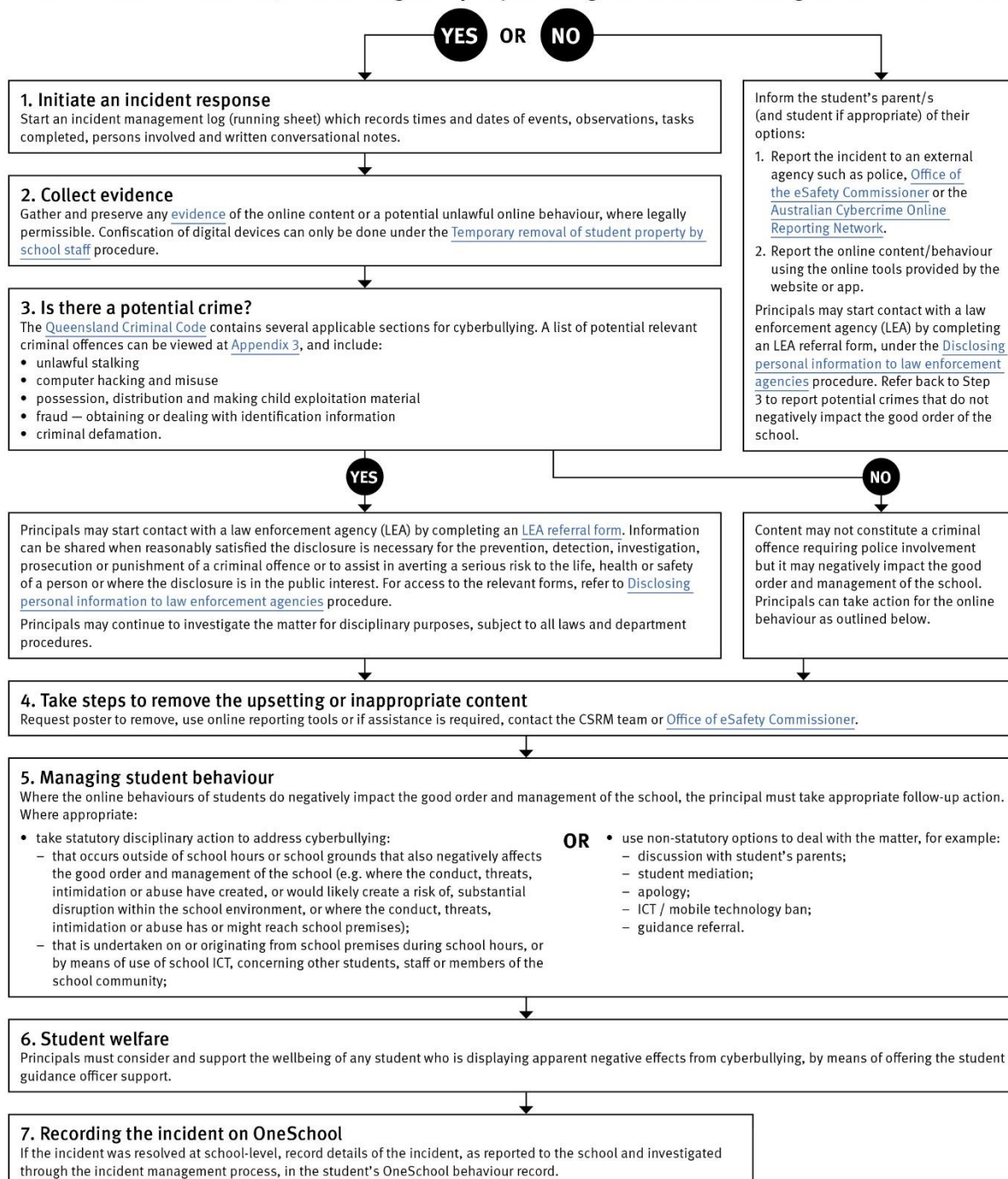
Explicit images

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 \(https://www.qld.gov.au/education/schools/health/cybersafety/cybersafety-qss\)](https://www.qld.gov.au/education/schools/health/cybersafety/cybersafety-qss) 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.

Student Intervention and Support Services

Yungaburra 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 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 Yungaburra State School are familiar with the response expectations to reports of bullying, and will act 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 consequences 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 serious consequences such as suspension or exclusion from school.

Yungaburra State School – Anti-Bullying Compact

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

Yungaburra State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Yungaburra 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.
- ** It is important to note that behaviours such as these that occur once, or are part of a conflict between individuals (no matter how inappropriate) is not bullying.**

Student's signature (if applicable):

Parent's signature:

School representative signature:

Date:



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 families 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?

Family 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 Yungaburra 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 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 families 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 apply consequences; 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