



Yugumbir State School

Student Code of Conduct

2025

Updated Annually

Equity and Excellence:

***A progressive, high performing education system
realising the potential of every student.***

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


***Queensland Department of Education
State Schools Improvement Strategy 2022 – 2026***

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Endorsement

Principal Name:	Daniel Bishop
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Principal Signature:	
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Date:	21/03/2025
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Contents

Purpose	4
Principal's Foreword	5
P&C Statement of Support	5
School Captains' Statement	6
Consultation	6
Data Overview	6
Attendance	6
School Disciplinary Absences	7
OneSchool	7
Learning and Behaviour Statement	8
Multi-tiered Systems of Support	12
Consideration of Individual Circumstances	14
Student Wellbeing	14
Student Support Network	16
Whole School Approach to Discipline	17
Positive Culture for Learning Expectations	17
Differentiated Explicit Teaching	18
Quality First Teaching	19
Early Intervention	25
Intensive Support	25
Legislative Delegations	26
Disciplinary Consequences	27
Responding to low-level behaviours and minor / major behaviours	27
Differentiated Response – Tier One	31
Focused Response – Tier Two	31
Intensive Response – Tier Three	31
School Disciplinary Absences	32
Possible Consequences	33
School Policies	34
Temporary Removal of Student Property	34
Use of Mobile Phones and Other Devices by Students	36
Preventing and Responding to Bullying	38
Cyberbullying	42
Appropriate Use of Social Media	44
Attendance	45
Restorative Practices	49
Critical Incidents	50
Conclusion	51

Purpose

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

The Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

At Yugumbir State School, we believe every individual has the right to work and learn in a safe and supportive environment. A Positive Culture for Learning framework provides a whole school approach to student acknowledgement and discipline and aligns with our vision and mission statement:

School Vision

Caring Hearts-Enquiring Minds-Enriching Lives

School Mission Statement

Yugumbir State School creates a nurturing, challenging and creative learning environment where children thrive and achieve their potential through a differentiated and rigorous curriculum, in partnership with parents and caregivers.

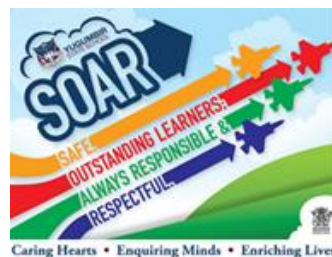
We have developed positive, preventative, proactive systems to explicitly teach and support appropriate behaviour and create positive environments for all school members. Students and staff are asked to **SOAR** every day, and students are acknowledged through our Pilot Points system for following the school expectation that we are all:

SAFE

OUTSTANDING LEARNERS

ALWAYS RESPONSIBLE

RESPECTFUL



This **Student Code of Conduct** supports our school motto of Each to Succeed. It is through the facilitation of high standards of behaviour that the teaching and learning in our school can be effective and the true potential of our school community can be realised.

The National Definition of Bullying for Australian Schools

Bullying is the 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.

It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen 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). Bullying of any form or for any reason can have 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.

Such occurrences may still be serious and require intervention or management, however they do not (as single incidents) meet the threshold of a behaviour that can be described as bullying.

Principal's Foreword

Yugumbir State School has a long and proud tradition of providing high quality education to students from across Heritage Park, Regents Park, Browns Plains and the surrounding community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. We value and promote strong partnerships between students, parents, staff and community members. Yugumbir State School reflects a highly committed learning community, providing an inclusive learning environment that supports **Equity and Excellence**. We are a high achieving and vibrant school with an outstanding reputation for success. Our motto, "Each to Succeed" reflects our belief that strong, positive and respectful relationships between all members of our school are the foundation for ensuring that every student is improving and achieving.

Yugumbir State School operates under the four core values of Safe, Outstanding Learners who are Always Responsible and Respectful.

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

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

The Yugumbir Student Code of Conduct provides a clear expectation of what we expect from our students and how we will support them to meet those expectations.

P&C Statement of Support

As President of the Yugumbir State School P&C Committee, I am proud to support the school's Student Code of Conduct. The inclusive, transparent consultation process has ensured that parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Yugumbir State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Yugumbir State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Yugumbir State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents and caregivers who wish to discuss the Yugumbir State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Yugumbir State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, and appropriately supported to meet their individual, social and learning needs.

Student Leaders Statement

Students in roles as school captains or leaders can present the student body view of the Student Code of Conduct, the consultation and support for the expectations and approach taken by the staff to provide a safe, supportive and disciplined learning environment for all on site.

Student Leaders at Yugumbir State School:

- fulfil an active and supportive role in student management across the school,
- act as role models for all students,
- represent the school on formal occasions, and
- assist all students to uphold the Yugumbir SOAR (Safe, Outstanding Learners, Always Responsible and Respectful) school-wide expectations.

The Yugumbir State School Student Leadership Model:

- promotes the needs and interests of students,
- enhances the role of students,
- recognises the positive role students play in the development of a supportive school environment, and
- provides opportunities for students to be involved in school decision-making.

Consultation

The introduction of the Student Code of Conduct prompted a school-wide review of the programs, systems and processes at Yugumbir State School to ensure alignment to legislation and policies.

This Student Code of Conduct has been developed by a working party from across the school community, with feedback sought from the Leadership Team, the PCL (Positive Culture for Learning) team, Staff and the P&C Executive.

Review Statement

- Yugumbir State School is committed to engaging with the Positive Behaviour for Learning (PBL) framework, delivered through our Positive Culture for Learning (PCL) framework and processes.
- The Yugumbir State School Student Code of Conduct will undergo annual review and updates to reflect changing circumstances.
- The school's PCL team will take responsibility for ongoing management and review of school processes and practices around the management of student behaviour, including the on-going review of this document.

Data Overview

This section reports on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

Attendance

School absenteeism and truancy can impact significantly on students' learning and wellbeing. Research shows that in Queensland, higher student attendance is associated, on average, with higher student achievement. Additionally, attending school every day helps children to build social and emotional skills such as communication, teamwork and resilience.

Historically, Yugumbir State School has recorded the following yearly attendance rates:

2017	2018	2019	2020	2021	2022	2023	2024
93.1%	92.5%	91.2%	89.7%	90.1%	87.1%	89.6%	89.7%

Yugumbir State School's 2023 Attendance target is 91% (present + medical certificate-approved) which aligns to the state expectations.

School Disciplinary Absences

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions and exclusions are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the number of students recommended for each type of school disciplinary absence over the past seven years.

Type of school disciplinary absence	2018	2019	2020	2021	2022	2023	2024
Short Suspensions (1-10 days)	93	176	72	130	93	133	143
Long suspensions (11-20 days)	1	0	0	3	3	3	2
Charge-related suspension	0	0	0	0	0	0	0
Exclusions	0	0	0	1	1	0	0

OneSchool

OneSchool is the Queensland Education Department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

OneSchool supports teachers, administrators and students with:

- student management
- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis.

Yugumbir State School has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

Information security

The Queensland Government manages personal information in line with the Information Privacy Act 2009.

The student data in OneSchool can only be accessed by the school principal, teachers and other authorised departmental staff. To access OneSchool, authorised users must first login and be authenticated by the department's network. As part of the access, a two-factor authentication processes and various security measures and encryption protocols are employed.

Recording Incidents

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

Parents and caregivers can request access to their child's OneSchool record held by the school by submitting a written request to the principal. Parents and caregivers can also request to have records amended.

Some documents such as school reports and timetables may already be available. Please check our website before submitting a written request: www.yugumbirss.eq.edu.au

Principals will respond to your request within 10 school days of receipt. Charges may apply if you request access to records that do not contain your personal information (or of the person on whose behalf you have made the request).

For more information about accessing your child's OneSchool records, please visit:

<https://www.qld.gov.au/education/schools/information/contact/accessing>

Learning and Behaviour Statement

Yugumbir State School is committed to providing a safe, respectful and disciplined learning environment for students and staff that fosters quality learning experiences that are engaging and supportive of their life long wellbeing.

Teaching and learning at Yugumbir State School is heavily influenced by the work of leading international education researcher, Dr Lyn Sharratt. A collaborative learning culture is developed in each classroom through co-constructed Learning Walls including explicit Learning Intentions and Success Criteria. This learning culture is further enhanced by close monitoring of and response to the assessment data of each student in the school.

Our school learning culture is guided by a set of shared beliefs and understandings among all staff:

- a) All students can achieve high standards given the right time and support.
- b) All teachers can teach to high standards given the right assistance.
- c) High expectations and early intervention are essential.
- d) Teachers need to be able to articulate what they do and why they teach the way they do.

All teachers and leadership members acknowledge a shared responsibility and accountability for the success of each student. School staff work on finding ways to assist every student to learn. They provide feedback for students and use differentiated instruction.

All areas within Yugumbir State School are learning and teaching environments. We consider effective behaviour management to be a positive opportunity for valuable learning and development of all individuals, as well as a means of fostering optimal outcomes and success of all education programs.

The school wide PCL framework is a system that teaches positive behaviour, prevents problem behaviour and guides responses to problem behaviour. A positive and productive teaching and learning environment is established through all members of the school community following, modelling and promoting our school expectations. Students and staff are asked to **SOAR** every day by following the school expectation that we are all

SAFE, OUTSTANDING LEARNERS, ALWAYS RESPONSIBLE and RESPECTFUL

These behaviour expectations are communicated to all students, staff members, families and friends of the Yugumbir State School Community.

Positive Behaviour for Learning (PBL) is an evidence-based framework used to:

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

At Yugumbir State School we have developed our PCL framework, aligned to PBL underpinnings and matched to our school culture and community expectations.

We emphasise the importance of directly teaching, modelling and positively reinforcing the behaviours we want all students to demonstrate at school. Communicating and teaching behavioural expectations is a form of universal behaviour support – an effective strategy designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. The Schoolwide Settings and Expectations matrix included later in this document outlines the agreed expectations of all students, staff, families and visitors at Yugumbir State School.

The development of the Yugumbir State School Student Code of Conduct is an opportunity to explain our PCL framework to parents and students and gain their support to implement and a consistent, positive approach to teaching behaviour. The language and expectations of **SAFE, OUTSTANDING LEARNERS, ALWAYS RESPONSIBLE** and **RESPECTFUL** can be used in any environment or context, including the home setting of students.

INCLUSION STATEMENT

Yugumbir State School is committed to inclusive schooling and teaching practices. This involves best practice to maximise the outcomes for all students through the effective identification and reduction of barriers to learning. We are committed to supporting all students with suitable adjustments and provisions within the curriculum that will ensure meaningful engagement within the school community, whilst enabling each student to work and achieve at the appropriate level. We believe in setting high, yet achievable expectations, as well as valuing and celebrating diversity in others and ourselves. Teaching practices are evidence-based and focus on success in all Learning Areas for every student.

The Yugumbir Learning Engagement Team supports an engaging, supportive and safe learning environment. Classroom, specialist Engagement Teachers and Teacher Aides work as a collaborative team, assisting each individual student to improve himself or herself academically, socially and emotionally. We will always highlight students' individual strengths, encouraging and enabling them to develop social skills to improve communication. We aim to prepare each individual for active citizenship in school and the wider community.

The Queensland Government is committed to providing safe, supportive, inclusive and disciplined learning environments that provide educational opportunities for all Queensland students. The department endorses a whole-school approach to improving student learning, and places emphasis on **Equity and Excellence**.

All Queensland State schools are required to adhere to the *Disability Discrimination Act 1992 (DDA)*, the *Disability Standards for Education 2005 (DSE)* and the *EQ Inclusion Policy*. Schools and teachers are therefore legally obligated to make reasonable adjustments to ensure students with disability are able to participate in education on the same basis as students without disability.

As a result, Yugumbir State School must ensure that all facets of the educational environment and experience are inclusive and accessible to all learners and do not result in additional hardship or exclusion for any student. Engagement Teachers are utilised as specialist support and co-teachers, and classroom teacher aides are utilised to support and meet this obligation.

Purpose

This policy sets out the Department of Education's (the department's) commitment to continue to work towards a more inclusive state education system and the principles, which will guide that work.

Policy statement

The department commits to continuing our journey towards a more inclusive education system at policy and regional levels, and as part of our everyday practice in schools, educational settings and classrooms.

Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

What we mean by inclusive education:

All students benefit, academically and socially, when provided with a high-quality education.



INCLUSION: Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life and is supported by culture, policies and every day practices.

Inclusive education differs from other approaches and practices in significant ways:



Integration: Students are placed in schools or educational settings with their similar-aged peers but adjustments are not made to meet their individual needs. This limits their ability to fully access or participate in learning. Integration is not necessarily a step towards inclusion.



Segregation: Students learn in separate environments, designed or used to respond to their particular needs or impairment, in isolation from other students.



Exclusion: Students are unable to access any form of education.

The Queensland Education Department's commitment to inclusive education:

We have high expectations of all students, recognising that, with the right support, all students can succeed.

Our commitment means that children and young people across Queensland, from all social, cultural, community and family backgrounds, and of all identities and all abilities can:

- attend their local state school and education centre and be welcomed
- access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers
- learn in a safe and supportive environment, free from bullying, discrimination or harassment
- achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

The department will continue to offer parents the choice of enrolling their child, who meets set criteria, in highly individualised programs including special schools and academies.

Requirements

This policy requires the department and all state schools to comply with the Education (General Provisions) Act 2006 (Qld) and state and commonwealth discrimination laws.

As different student groups experience different barriers to inclusion, the department will continue to implement strategies and policies, and support practices that address the unique needs of:

- Aboriginal and Torres Strait Islander students
- Students from culturally and linguistically diverse backgrounds
- Students who identify as LGBTIQ
- Students living in out-of-home care
- Students from rural and remote communities
- Students with disability
- Gifted and talented students.

Principles

The department's work towards a more inclusive state education system is guided by nine principles adapted from the United Nations' nine core features for inclusive education (United Nations 2016, pp.4 to 6).

 <p>A system-wide approach</p> <p>Inclusive education is implemented systemically, based on evidence, across the department including in schools and other educational settings. We promote and develop policies, programs and practices to remove barriers and promote inclusive education across the department and within local school communities.</p>	 <p>Whole of school</p> <p>Every member of the school community, including teachers, support staff, volunteers, families and students work collaboratively to ensure students can access and participate in all aspects of school life. Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.</p>	 <p>Respecting and valuing diversity</p> <p>All students and families feel, and are, welcome, respected, included and safe at our state schools. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.</p>
 <p>Accessible learning environments</p> <p>Our schools, educational settings and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.</p>	 <p>Monitoring and evaluation</p> <p>Monitoring progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels — at the school, regional and system levels to ensure the department is continuing on its journey and to build on good practice.</p>	 <p>Committed leaders</p> <p>Leaders at all levels within the department, across regions and local school communities, commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.</p>
 <p>Collaboration with students, families and the community</p> <p>We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.</p>	 <p>Confident, skilled and capable workforce</p> <p>Our school leaders, teachers, departmental staff, support staff and volunteers build on their expertise to implement inclusive education practices. Good practice, based on evidence, is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported.</p>	 <p>Effective transitions</p> <p>The transition from early childhood and care settings to school and from school to work, training and higher education are significant milestones in students' lives. Schools continue to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in a learner's education.</p>

Yugumbir 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. Our Yugumbir State School PCL Support Framework outlines our MTSS:

Tier 1 Quality First Teaching

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and PCL expectations. This involves:

- embedding use of ESCM and PBL Positive Relationships strategies across all settings and with all staff
- teaching behaviours in the setting in which they will be used, including our Focus of the Fortnight which is determined using behaviour data, and our Zones of Regulation fortnightly focus determined by our ZoR strategic planning. These foci are delivered consistently across whole of school.
- revisiting previous foci throughout the school year as required with year-level, whole class, small group or individual students, so skills and strategies are developed and practiced to give our students best opportunity to regulate their behaviours and engage in their learning
- providing frequent acknowledgements across all school settings
- being consistent when addressing challenging behaviours, while taking developmental norms and behavioural function into account
- ensuring early and ongoing communication with parents
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline to ensure our Tier 1 processes remain current and effective

Tier 2 Early Intervention

Tier 2 supports build on the processes provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to whole classes and small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of PCL expectations. The types of interventions offered at this level will vary according to the needs of our 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 are delivered within classroom processes and are easy to sustain.
- Variations within each intervention are limited.
- Interventions have a good chance of being effective as they are evidence-based interventions that are matched to student needs.

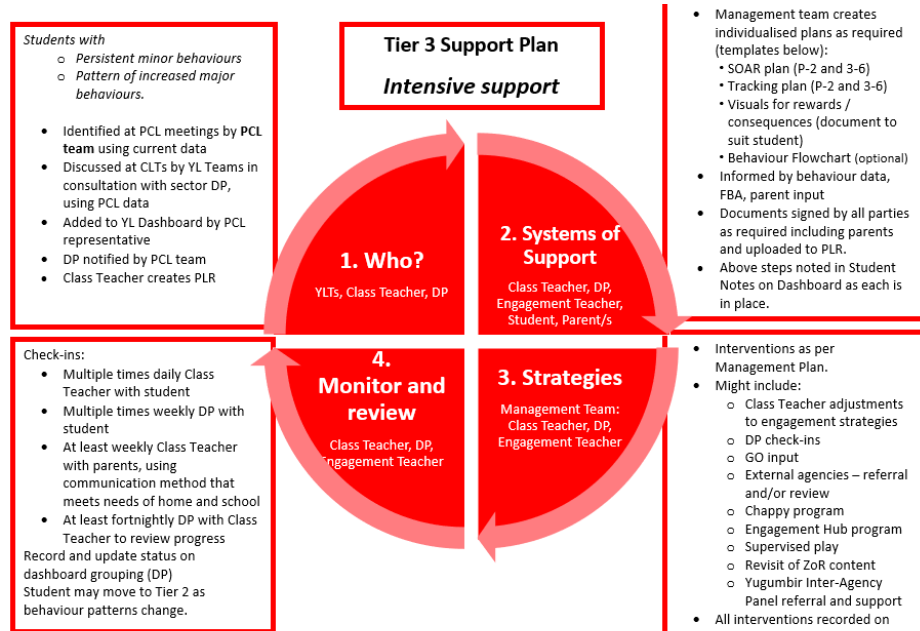
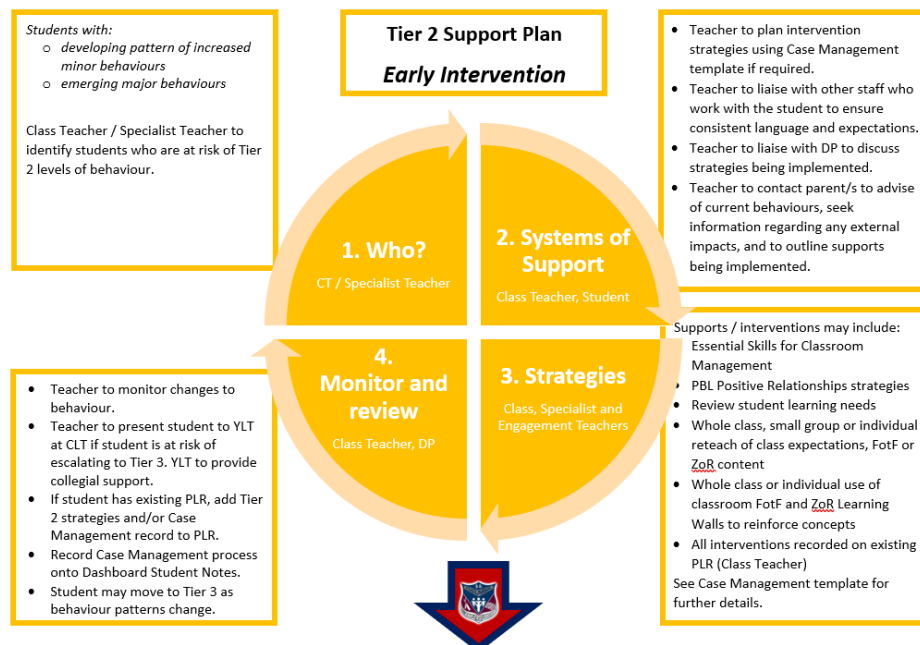
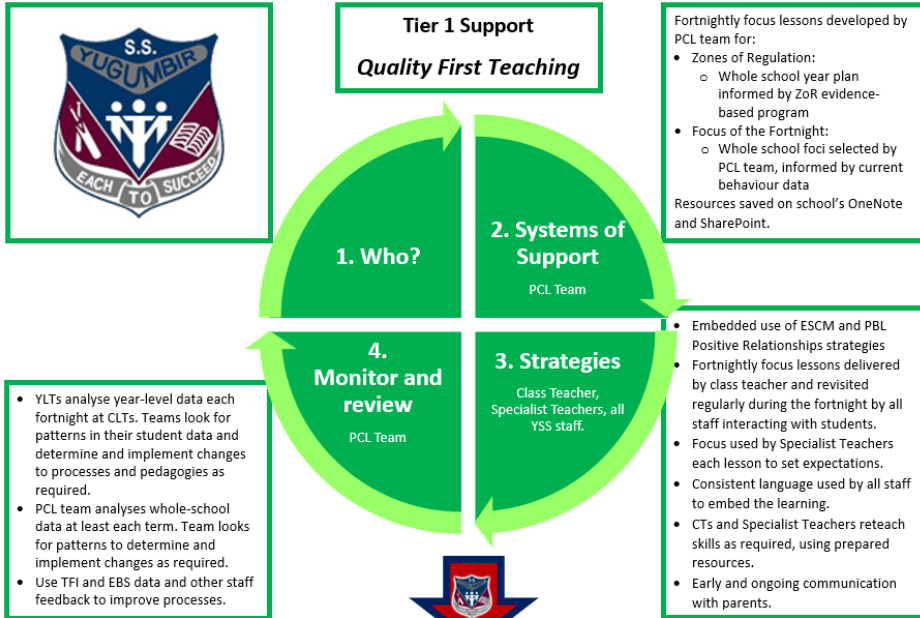
If the school data indicates more than 15% of students require early intervention supports, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Tier 3 Intensive Support

Tier 3 supports continue to build on the processes provided at Tiers 1 and 2, and are individualised to each student to enable the Management Team to identify what is needed for the student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their Functional Behaviour Analysis) and should include strategies to:

- PREVENT problem behaviour,
- TEACH the student an acceptable replacement behaviour,
- REINFORCE the student's use of the replacement behaviour, and
- 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, collaboration, 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.



Consideration of Individual Circumstances

Staff members at Yugumbir State School take into consideration 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 an individualised approach is key to the success of each individual student. This means that there cannot be a 'one size fits all' approach to discipline. Some students need additional support to interpret or understand our school expectations. 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.

By law, it is Yugumbir State School's responsibility to respect and protect the privacy of our students. This means that we will not disclose or discuss information about other students, including details of consequences issues, with individuals other than the students' listed parents or carers. 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.

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

Yugumbir State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into consideration information relevant to the students' age, gender, disability, cultural background, socio-economic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision-making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student.

Student Wellbeing

Yugumbir State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. Across the years of primary schooling, we provide age-appropriate education on a range of Health topics including:

- Respectful relationships: establishing and maintaining respectful relationships, including others, resolving conflict, communication skills, challenging issues in friendship, developing respect and empathy, emotions, cultural understanding,
- Personal identity including strengths, weaknesses, emotional responses, similarities and differences, diversity, culture, impact of positive social interaction on,
- Personal safety and wellbeing and resources to support safety
- Physical growth and development
- Dealing with transitions eg, transitioning from primary school to high school
- Health and hygiene practices
- Health messages and advertising
- Physical activity to promote health
- Nutrition
- Bullying behaviours (including cyberbullying), strategies to reduce bullying and seeking help
- Cybersafety and on-line protocols

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Yugumbir State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Yugumbir State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

Yugumbir State School maintains a minimum of one adrenaline auto-injector (Junior and Regular) and asthma reliever/puffer with disposable spacers, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Yugumbir State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Yugumbir State School staff who notice suicide warning signs in a student should seek help immediately from the Principal, Deputy Principal, school Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Yugumbir State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Yugumbir State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Yugumbir State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Yugumbir State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, students are supported by

- Principal
- Deputy Principals
 - Prep
 - Year 1-2
 - Year 3-4
 - Year 5-6
- Guidance Officers
- Chaplain
- Parents

External support is also available to students and families through the following, but not limited to government and community agencies such as:

- Disability Services Queensland
- Family and Child Connect FACC
- Intensive Family Support IFS
- The Benevolent Society
- Wesley Mission – Counselling Services
- Child and Youth Mental Health CYMHS
- Evolve
- Department of Communities – (Child Safety Services and Intensive Family Support).
- Queensland Police Service
- Local Council
- Disability Services Qld
- Aboriginal Torres Strait Islander Health Children Health Services ATSICHS
- Government Health services
- Education Queensland Regional Support Staff.
- Lighthouse Charity
- Beyond Blue Support Services
- Parent line
- Kids Helpline

Partnerships with external agencies ensure our students and families are able to access a range of support and intervention to foster optimal outcomes for all:

- | | |
|---|---|
| <ul style="list-style-type: none">• YMCA OSHC• Deadly Choices• Good Start• The Fathering Project• Backflips Against Bullying• YMCA | <ul style="list-style-type: none">• Life Education• Resilience Project• ATSICHS• Bravehearts• Bully Zero• Lifeline |
|---|---|

All parents and carers are invited to contact the Yugumbir Support Staff via email:

Wellbeing@yugumbirss.eq.edu.au if they have questions or concerns about supporting their student's wellbeing at home or if they would like further information about external support services available to families and students.

Whole School Approach to Discipline

Yugumbir State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school including sporting activities, extra-curricula activities and excursions. At Yugumbir, we call our PBL approach PCL, a Positive Culture for Learning.

PCL is an evidence-based framework used 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 Yugumbir 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 language and expectations of PCL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success must be 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 or PCL are encouraged to speak with the class teacher or make an appointment to meet with a member of the school's leadership team.

PCL 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 demonstrate our **SOAR** expectations.

At Yugumbir State School, we believe every individual has the right to work and learn in a safe and supportive environment. A Positive Culture for Learning framework provides a whole school approach to student acknowledgement and discipline and aligns with our expectation:

Equity and Excellence: realising the potential of every student.

We have developed positive, preventative, proactive systems to explicitly teach and support appropriate behaviour and create positive environments for all school members. Students are acknowledged through class rewards systems and Pilot Points for following the school expectations of

SAFE, OUTSTANDING LEARNERS, ALWAYS RESPONSIBLE and **RESPECTFUL**

The school expectations and values are taught explicitly across the school each term through specific PCL lessons. Effective interventions are used for inappropriate behaviour through a clear and consistent consequence system.

The whole school PCL framework involves three tiers of intervention:

- **TIER ONE** interventions are universal and are taught and provided to all students at Yugumbir State School.
- **TIER TWO** interventions are targeted supports or students with at risk behaviours. **(Target: less than 15% of students)**
- **TIER THREE** interventions are intensive, highly individualised supports for students with challenging behaviours. **(Target: less than 5% of students)**

A whole school approach to PCL creates positive, safe and supportive learning environments resulting in:

- Increased academic instruction for students.
- Improved social climate of the school.
- Increased number of students demonstrating positive behaviours.
- Support for students, teachers and parents matched to their needs.
- Systems that support that an instructional approach.
- Consistent delivery of effective programs and practices.

At Yugumbir State School we teach and expect students to:

- Be **SAFE**
- Be **OUTSTANDING LEARNERS**
- Be **ALWAYS RESPONSIBLE**
- Be **RESPECTFUL**

At Yugumbir State School we expect staff to:

- Explicitly teach expected behaviours and routines.
 - Focus of the Fortnight
 - Zones of Regulation
- Incorporate Essential Skills for Classroom Management strategies into all daily interactions with students.
- Incorporate PCL Positive Relationships strategies into all daily interactions with students.
- Establish effective instructional environments.
- Follow schoolwide routines for acknowledgment and consequences systems.
- Provide students with acknowledgment or feedback regarding school expectations.

At Yugumbir State School we expect parents to:

- Encourage students to demonstrate school expectations.
- Model and follow all school expectations.
- Celebrate success and support feedback to be successful.

Differentiated, Explicit Teaching

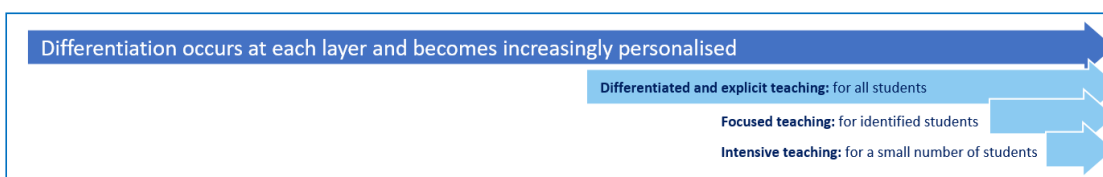
Yugumbir State School is a positive and disciplined learning environment that provides differentiated teaching and learning opportunities to respond to the learning needs of all students. This approach includes teaching expected behaviours and providing opportunities for students to practise these behaviours. Through the whole school teaching and learning framework, all staff reinforce expected behaviours, provide feedback and correction, and provide multiple opportunities for practise.

Decisions about differentiation in the classroom environment are informed by various data sets including academic data, behaviour data, effort data and whole school behaviour data. This approach enables staff to purposefully plan a variety of ways to engage and teach students, thus, fostering optimal success and positive learning outcomes for all.

There are three specific levels to PBL Multi-Tiered Systems of Support:



- **Tier 1 Universal Prevention** – to create a positive learning environment for all students
- **Tier 2 Targeted Interventions** – to improve social-emotional and self-regulation skills for students who need additional support
- **Tier 3 Individualised Intensive Supports** - for students who have experienced academic and behavioural difficulties over an extended period of time.

These are illustrated in the diagram below. This model is the same as that used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. Tier 1 outlines Quality First Teaching - differentiated and explicit teaching for all students, Tier 2 outlines Early Intervention for identified students and Tier 3 outlines Intensive Support for a small number of students. Each layer provides progressively more personalised supports for students.

Tier 1 Quality First Teaching: Strategies, Supports and Non-Negotiables.

 Yugumbir State School PCL Non-Negotiables	 Yugumbir State School PCL Signature Practices
<ul style="list-style-type: none"> ✘ Unconditional positive regard <i>Students feeling safe, supported and included.</i> ✘ Effective pedagogy and engaging curriculum <i>Students engaged in their learning.</i> ✘ SOAR visual, ZoR visual displayed in classrooms <i>Regularly accessed and discussed.</i> ✘ Frequent, explicit acknowledgements <i>5:1 ratio of positive to negative acknowledgements.</i> ✘ Explicit teaching of Focus of the Fortnight <i>Fortnightly FotF and ZoR foci delivered with integrity and consistency Fortnightly foci revisited as required</i> ✘ Consistent use of YSS Behaviour Flowchart <i>Including Parent Contact and Recording processes.</i> ✘ Consistent rewards system across Year Level <i>Documented and shared with DP / Line Manager</i> ✘ Weekly issue of Pilot Points 	<ul style="list-style-type: none"> ✘ SOAR Expectations: <i>Safe Outstanding Learner Always Responsible Respectful</i> ✘ Zones of Regulation ✘ High Five ✘ Classroom PBL Flower for Positive Relationships ✘ Essential Skills for Classroom Management

SOAR Expectations:

Every teaching space in our school uses the PCL SOAR visual as a basis for developing explicit expectations for students. The SOAR visual is on display in every classroom, and is used to consolidate expectations throughout the year and revisited regularly to address any new or emerging issues.

Our SOAR expectations are expanded on our Behaviour Matrix. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and in the wider school environment.

Each fortnight, a SOAR expectation is selected from our Behaviour Matrix to be our Focus of the Fortnight. This expectation is displayed and taught explicitly and consistently across whole of school, and the learning is consolidated during the fortnight with every staff member using consistent language and expectations. The Focus of the Fortnight is selected by analysing current behaviour data.



Yugumbir State School Behaviour Matrix

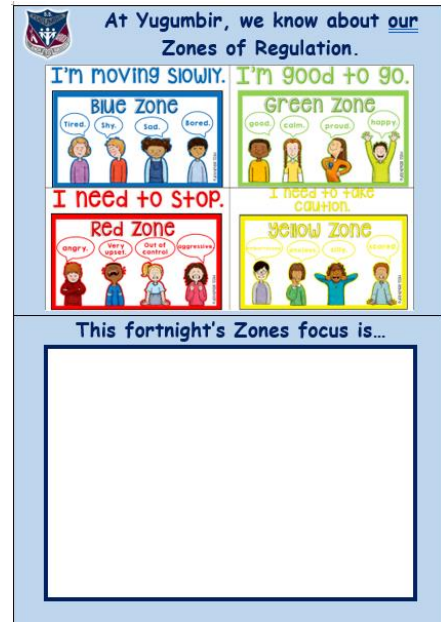
	Safe	Outstanding Learner	Always Responsible	Respectful
All Settings	Keep hands, feet, objects and body to yourself Walk your wheels (bikes, scooters etc) Move safely in all school spaces	Be an active listener Lead by example Always do my best Follow instructions promptly Stop, think and make the link Have a growth mindset	Follow instructions promptly Take care of your things and those of others Right place, right time, right person Do the High 5 Be sustainable - recycle and reuse Positive choices lead to positive outcomes Accept consequences, your choices belong to you Take a stand and lend a hand	Give respect to all to earn respect from all Wear your correct school uniform with pride Use appropriate language, volume and tone Consider others Use positive words Treat others as you want to be treated Encourage others Respect personal space
Classroom	Classrooms are for walking Sit safely Use equipment safely	Be on time, organised and ready to learn Ask questions to clarify Take a risk – have a go Actively participate	Keep your workplace tidy Have your equipment ready Be an independent learner	Follow your classroom rules Listen to others Allow teachers to teach and students to learn Respect all school staff equally
Toilets	Get in, get out, don't muck about Wash your hands Use my correct toilet block		Get in, get out, don't muck about Use the toilet at appropriate times Use correct toilet block Leave food outside Be water wise Report concerns	Respect everyone's space and privacy in the toilet Be quiet and considerate Respect the school property and ensure the space is ready for others to use after you
Transition	Move safely as you transition at school Stay on the pathways Be aware of what is happening around you	Be on time, organised and ready to learn When the bell starts to ring, we pack up and move	Move quietly and sensibly around the school Wait quietly in designated area	Stay to the left-hand side of the path Wait your turn
Play Areas	Use equipment correctly Be sun smart – always wear a hat! Appropriate play in appropriate areas		Appropriate games at appropriate times Follow expectations in each play area Play by the rules of the game	Take turns Share play spaces Be considerate and inclusive
Eating Areas	Eat only your own food Clean hands, healthy body		Follow instructions Wait to be released to play Leave your eating area clean Store lunchboxes correctly Have a healthy lunch	Be respectful of other people's eating space Listen to and follow the directions of ALL teachers and teacher aides who are supervising your space Use your manners when you are eating
Community	Stay with your class or group leader at all times Follow road safety rules Follow instructions promptly	Make the most of every opportunity to learn something new	Represent the school positively Appreciate and take care of the environment	Use appropriate responses to performances Acknowledge everyone's contribution Encourage and support others
eSpace	If it's personal, it's yours If it doesn't feel or look right, report it Carry, use and store my device safely Keep your information safe	Be cyber wise Use devices for learning Respect copyright laws Care for my equipment so it is ready to use next time	Take care of devices Hand all phones and smart watches to the office as soon as you arrive at school Phones in school bags until you are out the gate Capture, report and delete	Communicate online like you would to someone's face

Zones of Regulation:

Yugumbir State School has adopted The Zones of Regulation as a signature strategy to support students to make positive choices at school. It is a curriculum designed to foster self-regulation and emotional control. The Zones of Regulation is explicitly taught in all classrooms across all year levels and enables a common language to be used by all students to determine emotions, triggers and strategies to help solve problems.

Every teaching space in our school uses the PCL Zones of Regulation visual as a basis for supporting students to develop and use appropriate strategies to manage their own emotional regulation. The school's Zones of Regulation poster and Zones Focus poster are displayed in each teaching and learning space within our school.

Each fortnight, and Zone of Regulation focus lesson is delivered consistently across whole of school. Our Zones of Regulation whole school planning is used to schedule this explicit teaching, ensuring consistent language and expectations in classrooms, specialist learning areas and play spaces.



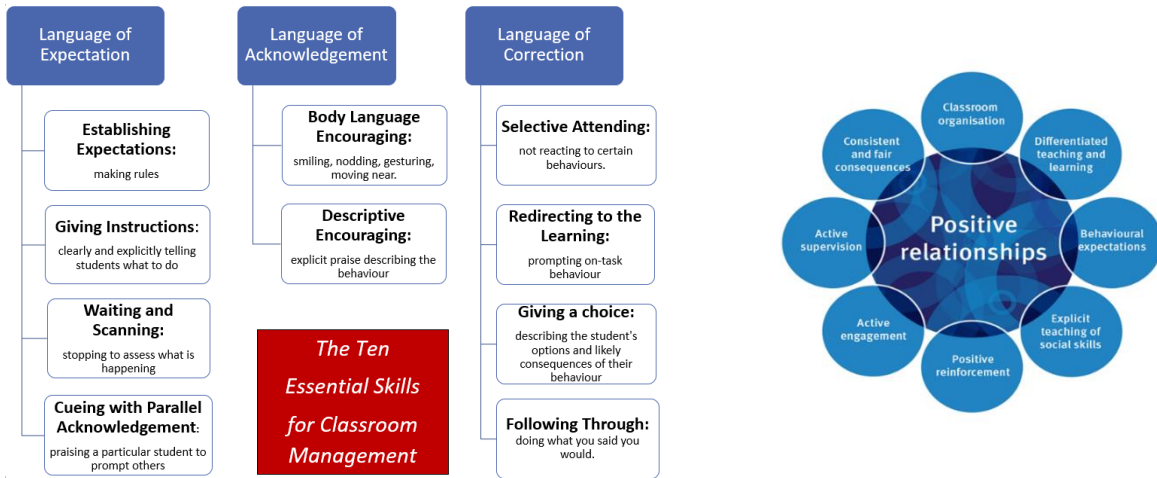
High 5:

Yugumbir State School used the High 5 strategy to support students to solve problems independently in the first instance, and to seek support when required. The High 5 is explicitly taught in all classrooms across all year levels and enables a common language to be used by all students and staff to manage and solve problems.



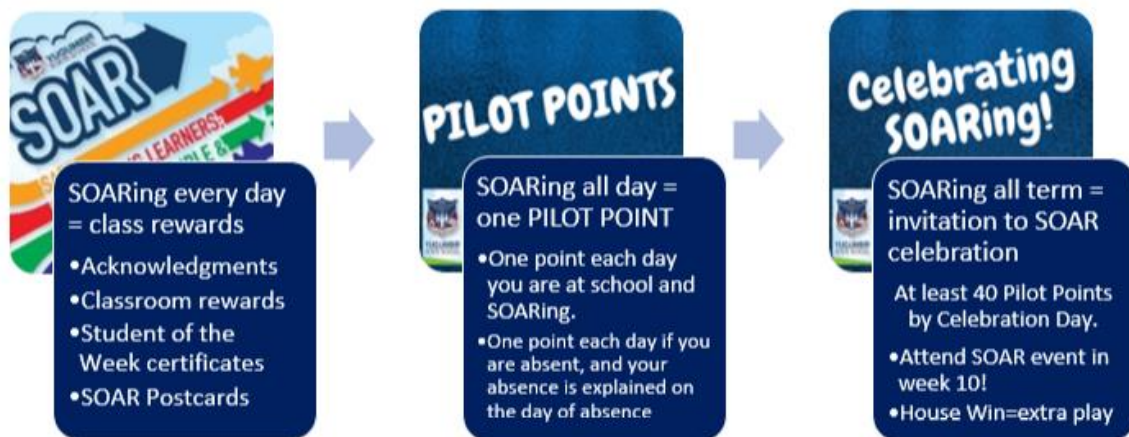
PBL Positive Relationships strategies and Essential Skills for Classroom Management:

At Yugumbir State School the PBL Positive Relationships strategies and Essential Skills for Classroom Management strategies are incorporated into all daily interactions with students.



Reinforcing Expected School Behaviour

At Yugumbir State School, the teaching and learning of expected behaviour is supported through reinforcement which provides students with feedback for engaging in expected school behaviour at a high standard.



SOARing every day:

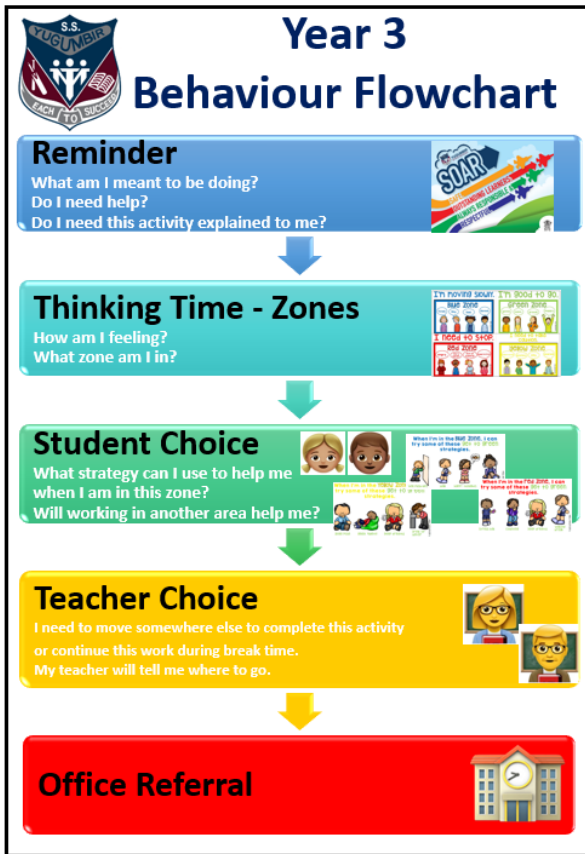
- Frequent, authentic acknowledgements in all settings and from all staff
- Consistent classroom acknowledgements and rewards
- Student of the Week Certificates – at least one per class each week, presented at assembly
- SOAR postcards – at least one per class each week, posted to the student's home address
- Sharing achievements with our community via Facebook, classroom and foyer displays etc.

Positive reinforcements are never removed as a consequence for problem behaviour.

A Year-Level Specific Expectations chart is developed annually by each year-level team, to be an age-appropriate resource to reinforce expected behaviours. It provides students with instant and visible feedback on their behaviour.

The expectations chart is matched with a Year-Level Specific Rewards Menu. This ensures consistency of expectations and processes across year-levels.

An example of each document is below:



YUGUMBIR STATE SCHOOL SOARING in Year 4	
	Wear slippers in class (BYO)
	Shoes off in class
	VIP desk
	First Choice Sports Equipment
	Teacher Helper
	Sit at the Teacher's desk for a session
	Use the Teacher's chair for a session
	Picnic lunch with Mrs Hawkins



SOARing all day - Pilot Points Rewards System

The Pilot Points Rewards System is designed to acknowledge positive behaviour and to increase the quantity and quality of positive interactions between students and staff.

- Students receive a Pilot Point for every day they are at school and SOARing. Pilot Points are issued by Class Teachers with input from Specialist Teachers and other staff members who interact with the students each day.
- Students also receive a Pilot Point on Public Holidays or days on which attendance is not required, and on days they are absent from school if the absence has been explained by a parent on the day of absence.
- Pilot Points are recorded on the class spreadsheet, and students are aware at least weekly of their own total.
- Students aim for at least 40 Pilot Points per term, from a possible total of 50 points.

Celebrating SOARing – Pilot Points Celebrations

Students who meet Yugumbir State School expectations (identified by earning 40 or more Pilot Points per term) are rewarded as follows:

- Students who earn at least 40 Pilot Points each term are invited to attend the year-level Celebration, held in the last week of each term.
- Students earn a levelled Pilot Wings certificate at each attended celebration – Bronze for their first in the year, Silver for their second, Gold for their third and Diamond if they attend all four celebrations in the school year.
- Pilot Points are also totalled by House, with students from the winning house earning bonus playtime on the last day of the term.
- Pilot Points are reset at the beginning of each term.



EMERALDS	5 777
LEOPARDS	5 971
WARRIORS	5 572
WOLVES	6 008

Yugumbir State School implements the following positive, proactive and preventative process and strategies to support student behaviour:

- Behavioural expectations and PCL and Zones of Regulation fortnightly foci are explicitly taught in classrooms, presented by student leaders at assemblies, and shared with community via Facebook.
- School-wide behaviour data is shared with staff and analysed at least fortnightly at CLTs, in The Yarn and at Staff Meetings. This data analysis informs next steps in our PCL processes.
- Comprehensive induction programs include the Yugumbir State School Student Code of Conduct and PCL processes and expectations.
- A PCL Handbook, outlining processes and non-negotiables is issued to every Teacher and Teacher Aide, and is unpacked at Staff Meetings and CLTs.
- Implementation of Support Framework processes for students who present with Tier 2 or Tier 3 level behaviours. This may include differentiated engagement strategies and personalized Behaviour Plans.

Staff are provided with a range of professional development opportunities including and not limited to:

- PCL processes and expectations
- One School data entry
- Analysis of class, year-level and school-wide behaviour data
- Essential Skills for Classroom Management, PBL Positive Relationships and Zones of Regulation
- Understanding Functions of Behaviour
- Understanding Complex Behaviour

Tier 2 Early Intervention: Strategies, Supports and Non-Negotiables.

Approximately 15% of all students in any school or classroom may require additional support or adjustments in regards to academic growth, behaviour and social and emotional regulation, 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 early intervention is provided to help them achieve success.

Early Intervention 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 achieve the intended learning and expected behaviour.

Support staff work collaboratively with class teachers at Yugumbir State School to develop and deliver early intervention. This is aligned to the PCL Expectations matrix, and student's progress is monitored by the classroom teacher, Year-Level teams and PCL team to identify those who:

- No longer require the additional support
- Require ongoing early intervention
- Require intensive teaching

Strategies may include but are not limited to:

- Review of ESCM strategies
- Review of PBL Positive Relationships strategies
- Review of student learning needs
- Whole class, small group or individual reteach of class expectations, FotF or ZoR content
- Whole class or individual use of classroom FotF and ZoR Learning Walls to reinforce concepts
- Referral to SST
- Attendance support

All interventions are recorded on the student's existing PLR by the class teacher.

Tier 3 Intensive Support: Strategies, Supports and Non-Negotiables.

Research evidence shows that even in an effective, well-functioning school there will be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive Support 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 support for a short period to embed particular behaviour skills. Other students may require intensive support 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 or challenging, 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 support will have a Personalised Learning Record created and maintained, to track supports and progress. The student's Management Team (Class Teacher, DP, Engagement Teacher, Parent/s, Student) will work collaboratively to create individualised plans as required, which may include:

- Individual, Age-Appropriate Behaviour Support Plan (Plan to SOAR)
- Individual, Age-Appropriate Behaviour Tracking Plan
- Individual, Age-Appropriate Behaviour Flowchart
- Visuals for rewards / consequences

Support strategies may include but are not limited to:

- Class Teacher adjustments to engagement strategies
- DP check-ins
- GO input
- External agency support – referral and/or review
- Chappy program
- Engagement Hub program
- Supervised play
- Revisit of ZoR content
- Yugumbir Inter-Agency Panel (YIP)

Legislative Delegations

Legislation

In this section of the Yugumbir State School Student 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 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [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 Regulation 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

Responding to low-level behaviours

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour related to the school expectations – be **SAFE, OUTSTANDING LEARNERS, ALWAYS RESPONSIBLE** and **RESPECTFUL**. Students will be redirected to change their behaviour so that it aligns with our school's expectations.

Students may be reminded or supported to use their Zones of Regulation strategies as per their individual Tool Box.

Students may be reminded of the High 5 strategies they could have implemented to solve the problem effectively.

At Yugumbir State School, staff will always use a least intrusive, preventative approach when responding to behaviour. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Strategies used to address low-level problem behaviours are aimed at decreasing time out of learning, demonstrating care and concern by the adult whilst building the relationship with students and maintaining a positive learning climate. All responses to inappropriate behaviour should be affected immediately in a calm, quiet, specific (yet brief), respectful manner. The range of strategies should move from a least to most intrusive responses.

Responding to minor and major behaviours

Determining the level of behaviour

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

- **Minor** behaviour incidents are handled by staff members at the time they occur.
- **Major** behaviour incidents are referred directly to the school Administration team – Principal or Deputy Principal.

Minor behaviours are those that:

- do not have malicious intent
- do not risk the safety of self or others
- do not violate the rights of others in any serious way
- can be teacher-managed, and solved using support, redirection or warning

Major behaviours are those that are:

- ongoing
- have malicious intent
- put self or others at risk
- are a deliberate action that detrimentally impacts others
- require involvement of specialist support staff or Leadership Team to be solved

Staff use the table below to provide consistency when identifying behaviours and determining the appropriate response:



All staff expected to explicitly teach and consistently refer to our signature practices in learning and social environments:

- PBL Classroom Flower, ESCM
- SOAR language
- Focus of the Fortnight
- Zones of Regulation language and strategies
- High Five language and strategies





Behaviours requiring redirection: Teacher/TA-managed. Can be managed on the spot.		Minor Behaviours: Teacher/TA-Managed. Requires support, redirection or warning. No malicious intent or risk to safety of self or others.	Major Behaviours: Leadership Team-managed Ongoing, has malicious intent, puts self or others at risk or is a deliberate action that detrimentally impacts others.
Yugumbir State School: Behaviour definitions, processes and responsibilities. Education Queensland: Behaviour categories and definitions.	Teacher / TA: Manage behaviour. Teacher judgement regarding recording / communication.	Teacher / TA: OneSchool behaviour (refer DP and/or Engagement Staff). Teacher: Contact parent if behaviour is ongoing or being monitored by teacher and parent.	Teacher / TA: OneSchool behaviour (refer DP and/or Engagement Staff). Leadership Team: Behaviour follow-up, actions and contact with parent / carer.
	Unkind, unfair or otherwise unacceptable comments and language. Copying work during class activities.	Inappropriate, non-malicious language / gestures incl teasing, put-downs, swearing not directed at an individual Copying work during class activities for academic advantage.	Intentional verbal statements directed at others (eg swearing at staff or students) Copying work for academic advantage during assessment tasks. Using internet resources without permission.
Abusive language. Student delivers verbal messages that may include swearing, name-calling, or use of words in an inappropriate way.			
Academic misconduct. Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing / receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.			
Bomb Threat / False Alarm. Student delivers a message of possible explosive materials being on campus, near campus and/or pending explosion.			
Bullying. Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm. Bullying can occur in person or online (cyberbullying). Bullying may be obvious or hidden.			
Defiance. Student refuses to follow directions given by school staff.			
Disrespect. Student intentionally delivers socially rude or dismissive messages to adults or students.			
Disruption. Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour.			
Dress code. Student wears clothing that is not within the dress code guidelines defined by the school.			
Refusal to complete class or playground tasks at first request.			
Unkind comments towards students; non-verbal messages towards staff (eg eye-roll, muttering).			
Unintentional behaviours that interrupt learning, that can be addressed with adult support.			
Students without access to uniform items due to family situation to be offered school support.			
Minor defiant act (eg back-chatting, refusal to complete task, refusal to engage with adult when asked).			
Rude or dismissive messages directed at staff or students (eg put-downs, sledging). Violating privacy in toilets.			
Behaviour that causes learning to be interrupted (eg tapping, calling out, talking, leaving seat). Student may ignore initial redirection.			
Non-compliance after reminder (including wearing items inappropriately), where student has access to uniform items.			
Persistent non-compliance with dress code. Inappropriate clothing for setting – eg inappropriate slogan on school bag.			

<p>Falsifying documents. Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.</p> <p>Fighting. Student is involved in mutual participation in an incident involving physical violence.</p>		<p>Behaviours including pushing, shirt pulling with intent to intimidate.</p>	<p>Signing permission note as a parent. Intentionally making changes to another student's work.</p>
<p>Harassment. Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</p>		<p>Unintentional or one-off use of inappropriate language (eg inappropriate words from home used for everyday purpose).</p>	<p>Behaviours including punching, kicking, dropping, tackling with intent to harm. Intentional use of language (non-verbal, verbal or written) to deliver hurtful or harmful messages to another, based upon identity characteristics.</p>
<p>Physical aggression. Student intentionally engages in actions involving physical contact with others where injury may occur (eg hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching etc). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.</p>		<p>Using hands, feet, body or object to annoy another (eg poking, touching others). Rough play – impulsive, 'power with'. Physical intimidation (eg stepping at or running at another student).</p>	<p>Using hands, feet, body or object to purposefully and intentionally harm another. Deliberate, 'power over', intent to harm or to incite others to join aggressive behaviours. Aggressive actions towards adults.</p>
<p>Property misuse causing risk to others. Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</p>	<p>Misuse of an item due to not following school processes, that may cause risk to others if behaviour is repeated.</p>	<p>Reactionary or unintentional use of an item for something other than its intended purpose, causing risk of minor damage or injury.</p>	<p>Intentional use of an item for something other than its intended purpose, causing risk of damage or injury.</p>
<p>Property damage. Student participates in an activity that results in destruction, damage or disfigurements of property.</p>	<p>Unintentional damage. Intentional damage to own property (no impact to others).</p>	<p>Unintentional damage to property (including school- and student-owned devices) due to not following school processes.</p>	<p>Intentional damage to property (including school- and student-owned devices) caused by deliberate acts.</p>
<p>Substance misconduct involving tobacco and other legal substances. Student is in possession of, has supplied or is using tobacco, alcohol, or other prohibited substances or implements.</p>		<p>Having knowledge of, but not reporting, substance misconduct. Misuse of own medication (eg taking own paracetamol supplied by parent)</p>	<p>Possession/use/sharing: substance or apparatus (eg tobacco, vape) Taking another person's medication.</p>
<p>Substance misconduct involving illegal substances. Student is in possession of, has supplied or is using illegal drugs / substances / imitations or implements.</p>			<p>All incidents constitute major behaviour.</p>
<p>Technology violation. Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</p>	<p>Unintentional possession of unaccepted devices at school (eg new smart watch).</p>	<p>Refusal to hand devices in to office at beginning of school day. Misuse of ICT that is not unsafe eg unsanctioned activity / wrong time. Taking photos or videos of consenting others at school.</p>	<p>Purposeful misuse of devices that is unsafe or impacts others. eg accessing inappropriate sites, using another's log-in. Taking or sharing photos or videos of others without their consent.</p>
<p>Theft. Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.</p>	<p>Short-term use of low-value items belonging to others in classroom setting.</p>	<p>Repeated use of items belonging to others in classroom setting; use of item for short-term with intent to return (eg sports).</p>	<p>Intentional theft of items belonging to others incl student, staff and school property.</p>
<p>Use/possession of combustibles. Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (eg matches, lighters, firecrackers, petrol, lighter fluid, aerosols).</p>	<p>Possession of aerosol for personal care (eg deodorant).</p>	<p>Repeated possession of aerosol intended for personal care (eg deodorant).</p>	<p>All other items and incidents constitute major behaviour.</p>
<p>Use / possession of weapons. Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.</p>			<p>All incidents constitute major behaviour.</p>
<p>Other – charge-related suspension. Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</p>			<p>Principal use only. All incidents constitute major behaviour.</p>

Determining actions to manage the behaviour

Once the staff member has determined if the behaviour is a minor or a major behaviour, the Behaviour Flowchart is accessed to determine actions to respond to the behaviour:

 Yugumbir State School Behaviour Flowchart 				
All staff expected to explicitly teach and consistently refer to our signature practices in learning and social environments:				
PBL Classroom Flower, Essential Skills for Classroom Management		SOAR Expectations		Zones of Regulation Language
Lang of Expectation: <ul style="list-style-type: none"> Establish expectations Give clear instructions Wait and Scan Cue with parallel acknowledgement NO SURPRISES	Lang of Acknowledgement <ul style="list-style-type: none"> Body language encouraging Descriptive encouraging ACKNOWLEDGE THE GOOD	Lang of Correction: <ul style="list-style-type: none"> Selective attending Redirecting to the learning Give a choice Follow through CONSISTENCY OVER SEVERITY	<ul style="list-style-type: none"> Safe Outstanding Learners Always Responsible Respectful Frequent, authentic acknowledgement. Explicit teaching of Focus of the Fortnight.	<ul style="list-style-type: none"> Blue: 'I'm moving slowly' Green: 'I am good to go' Yellow: 'I need to take caution' Red: 'I need to stop' Explicit teaching of and frequent referral to zones, strategies and students' own strategies / tool kits.
High Five Language <ul style="list-style-type: none"> Ignore Talk Friendly Walk Away Talk Firmly Report 				

Yugumbir State School Behaviour Flowchart.				
Level of behaviour:	Meeting Yugumbir expectations	Behaviours requiring redirection	Minor behaviours	Major behaviours
Managed by:	Teacher / Teacher Aide-managed	Teacher / Teacher Aide-managed	Teacher / Teacher Aide-managed	Leadership Team-managed
Definition:	Behaviours that meet Yugumbir SOAR expectations. Students are: Safe, Outstanding Learners; Always Responsible, Respectful.	Any behaviour that can be managed on the spot by following school-embedded processes and signature practices (above).	Any behaviour that requires support, redirection or warning, and does not have malicious intent or risk the safety of others.	Any behaviour that is ongoing, has malicious intent, puts self or others at risk or is a deliberate action that detrimentally impacts others.
Behaviour examples: See <i>Minor / Major table for details and examples.</i>	<ul style="list-style-type: none"> Right place, right time, right person. Active engagement in learning. Safe, respectful interactions. 	<ul style="list-style-type: none"> Inappropriate behaviours that may begin to impact on learning or play of others. 	<i>See Minor / Major table for details.</i> <ul style="list-style-type: none"> Persistent actions that cause disruption to learning and/or play. 	<i>See Minor / Major table for details.</i> <ul style="list-style-type: none"> Unsafe behaviours that may cause harm or persistent disruptive behaviour that causes teaching and learning to stop.
Actions and consequences:	Teacher / Teacher Aide: <ul style="list-style-type: none"> Use PBL Classroom 'flower' strategies Use ESCM Lang of Expectation and Lang of Acknowledgement. (Ratio 3:1 - five positive comments to every negative) Share student success with other teachers, admin, parents / carers (using green card process) Award class rewards, coupons, SoTW certificates, Postcards. Student earns weekly Pilot Points towards attendance at SOARing Celebration. Student earns right to represent YSS at Cluster / District events. 	Teacher / Teacher Aide: <p>SEE YSS TOOLKIT</p> <ul style="list-style-type: none"> Use ESCM Lang of Correction. Reteach expectations (use PBL Classroom Flower, FotF, Duty Cards, play spaces PowerPoints) Assist to problem solve by teaching strategies – High Five / Zones of Regulation. Follow CT processes for redirection and support (eg sensory supports, time out in classroom / calm corner or playground) Give choice to reengage (modify content, process, product, environment). Use logical consequences (matching the behaviour) and restorative actions. 	Teacher / Teacher Aide: <p>SEE YSS TOOLKIT</p> <ul style="list-style-type: none"> Use ESCM Lang of Correction. Use Zones of Regulation visuals and strategies. Redirect to appropriate behaviour. Give choice and allow take-up time. Check in with the student to assess whether they are ready to re-engage. Give warning of consequence and allow take up time. Follow through with Logical Consequence, Time Out Space or Restorative Action. If unable to record the incident immediately, contact CT by phone or with 'Advice' slip to let them know the incident has occurred and that you will record it on One School ASAP. 	Teacher / Teacher Aide: <ul style="list-style-type: none"> Ensure safety of all; Evacuate the room/space if necessary; CALL FOR ASSISTANCE IF REQUIRED. Complete office referral slip if unable to immediately record on One School. Take a photo of the yellow slip to assist you recording the incident on One School ASAP Send the yellow slip to the office. Leadership Team (HOSE / DP / P) <ul style="list-style-type: none"> Investigate and determine consequences: restorative action, reflection room, remove from setting, suspension. Inform parent / carer of incident and consequences. Inform CT of any consequence (e.g. restorative action, remove from setting, reflection room, suspension) Follow through with consequences including re-entry meeting and Behaviour Improvement Plan after suspension. Leadership Team to consider: <ul style="list-style-type: none"> Support from Chaplain / GO / SST Attendance / Behaviour plan Referral to outside agencies eg FaCC
One School Recording and home contact:	Teacher responsibility: One School Positive Behaviour (PBL Category) recorded for <ul style="list-style-type: none"> Student of the Week Postcard Major class reward Attendance at SOAR Celebration event 	Recording / communication not required if issue is small and managed by teacher. Teacher judgement re whether recording / contact is required.	Teacher / TA responsibility: <ul style="list-style-type: none"> One School minor behaviour (refer CT, DP and/or Engagement staff) Teacher to contact parent if behaviour is regular / repeated or being monitored by teacher and parent. 	Teacher / TA responsibility: <ul style="list-style-type: none"> One School major behaviour - the behaviour that resulted in the referral. (refer CT, DP and/or Engagement staff) Leadership Team responsibility: <ul style="list-style-type: none"> One School admin follow-up record and contact parent / carer.

Differentiated Response – Tier 1

Class teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviours. This may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. visuals, hand gestures)
- Whole class explicit teaching 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 ignoring the student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Whole class rewards
- Reminders of rewards and class expectations
- Redirection
- Low voice and tone for individual instructions
- Take-up time for student/s to process instruction/s
- Break-down of tasks into smaller chunks
- Positive choice of task order (e.g. “Which one do you want to start with?”)
- Student prompts to take a break or time away in class
- Modelling of appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Supported discussion with student about expected behaviour
- Reminder to student of expectations using SOAR visual
- Support for student to use processes using Year-Level Behaviour Flowchart
- Support for student to use own preferred strategies using ZoR visual and Student Tool Box

Focused Response – Tier 2

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

- Supported review of SOAR expectations
- Supported review of student’s preferred regulation strategies and Tool Box
- Targeted skills teaching in small group
- Individual Plan to SOAR
- Reflection time with staff member
- Check-in strategy
- Reset Day
- Counselling and guidance support
- Referral to Student Support Team for collegial approach to problem solving
- Teacher mentoring and support
- Functional Behaviour Assessment
- Stakeholder meeting with parents and external agencies

Intensive Response – Tier 3

The school leadership team works in consultation with the Tier Three support team 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).

The decision to suspend or exclude will be in accordance to the guidelines and procedures in Education Queensland's policy for suspension and exclusion under Section 285 of the Education (General Provisions) Act 2006. Prior to taking this action, the Principal will confer with the Deputy Principal, Head of Department – Student Services, members of the Students Services team, the classroom teacher and relevant Regional Office staff to ensure that consideration has been to the student's individual circumstances.

Suspension or exclusion of any student from Yugumbir State School is a consequence that is used only as a last resort or as natural/logical consequence for high level, unsafe behaviours. The following behaviours will not be tolerated by the school and the student in most circumstances will result in a suspension:

- Serious physical violence
- Serious persistent bullying
- Abusive/aggressive behaviour towards staff
- Bringing prohibited items to school.
- Any conduct that could bring a criminal charge.

Students on a suspension will be provided work to complete.

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

Parent attendance at a re-entry meeting is expected so that the school team can work with home-based supports to create a supportive network for the student and ensure that parents/carers are informed about the strategies that are being used.

The invitation to attend the re-entry meeting will be communicated via the suspension letter sent home via email. Re-entry meetings are short, taking less than 15 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.

The structure of the re-entry meeting should follow a set agenda. 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
- Begin to create SOAR plan and tracking document (to be completed with Class Teacher)
- 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

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 members of the Student Services Team and regional staff, is important as these stakeholders offer valuable advice to ensure a successful outcome to the re-entry meeting.

Possible Consequences

Students who behave inappropriately and do not meet the school expectations will be given an appropriate consequence. The consequence choice will be guided by the Yugumbir Behaviour Flowchart and Minor / Major Behaviours resource. The following consequences may be given to a student at Yugumbir State School.

Tier 1 supports and consequences may include but are not limited to:

- ESCM responses such as selective attending, redirection to the learning, giving a choice, following through
- Year-Level Flowchart responses such as thinking time, student choice, teacher choice, removal from classroom
- Adjustment to learning environment or curriculum delivery
- Student / Staff conversation including planning for an apology or restorative actions.
- Class teacher tracking of behaviour / engagement
- Communication with Parent / Carer

Tier 2 supports and consequences may include but are not limited to:

- Time out of play to complete unfinished work or reflect on behaviour with teacher support
- Check-out process prior to a learning session or play period to prepare student for a successful session
- Check-in process after a learning session or play period to acknowledge success and review strategies that were not effective
- Structured play – directed play area, play activities or play partners
- Supported play – student is supported by staff during play breaks to develop social skills and appropriate interactions
- Communication with Parent / Carer, committing to shared processes to support the student

Tier 3 supports and consequences may include but are not limited to:

- Removal from classroom or play space for a prescribed period for reflection and restorative actions supported by DP or other support staff.
- Adjustment to regular processes for a prescribed period – eg adjusted play spaces, eating area or wait space
- Request for early pick-up to allow reset time
- Suspension
- Managed Attendance Plan
- Tier 3 Support Processes actioned as per YSS PCL Support Framework

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and Responding to Bullying
- Appropriate use of Social Media
- Attendance Policy

Temporary removal of student property

Purpose of this policy

The safety of the Yugumbir State School Community is our number one priority at all times. Our school expects that students act in a safe and responsible manner. By being safe, students recognise the importance of the health and wellbeing of self and others and by being responsible, students make good choices.

Yugumbir State School takes the possession of items that risk the safety, wellbeing and good order of our school seriously. In some cases, temporary removal of prohibited items may be required. This policy outlines the processes, conditions and responsibilities of stakeholders pertaining to the temporary removal of student property.

What items are prohibited and will be removed?

CLASS A	CLASS B
<p>Class A items are prohibited at Yugumbir State School and will likely result in significant consequences and potential involvement from the Queensland Police Service:</p> <ul style="list-style-type: none"> • Illegal items or weapons • Potentially dangerous items • Drugs (including tobacco) and paraphernalia • Alcohol • Explosives (for example sparklers, flares) • Flammable solids or liquids (for example matches and lighters) • Poisons (for example weed killer, insecticides) • Inappropriate or offensive material (for example racial literature, pornography, extremist propaganda) 	<p>Class B items are not permitted at Yugumbir State School. These items may pose a risk to the health and safety of all students, be a distraction to learning or be seen as an attractive item by other students. Class B items include, but are not limited to:</p> <ul style="list-style-type: none"> • Aerosol deodorants or cans (including spray paint) • Imitation guns or weapons • Chewing gum • Some items of jewellery – see Student Dress Code • Some items of clothing such as bandannas – see <i>Student Dress Code</i> • Electronic Devices – see <i>Use of mobile phones and other devices by students</i> • Collectable items such as trading cards • High value jewellery • High value cash

The school will notify parents of the temporary removal of student property.

How long will prohibited items be kept?

A reasonable time to temporarily remove property may be guided by:

- 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

Class A items will be kept until such time that investigations pertaining to the item have concluded. Class A items can be collected by a parent or caregiver once advised by School Administration, unless the item is handed to the Queensland Police Service.

Class B items will be kept by staff until parent contact has been established and collection of the item has been negotiated.

Medication

- Only medication prescribed by a health practitioner will be administered by school staff
- Schools require medical authorisation to administer any medication to students (including over the counter items such as paracetamol)

Student responsibilities

All students must understand and enact the roles and responsibilities outlined in this policy.

Students at Yugumbir State School have a responsibility to ensure that they do not bring property onto the school grounds (or other setting used by school such as camp or sporting venues) that:

- Is listed above as prohibited
- Is illegal
- Puts the safety and wellbeing of others at risk
- Does not preserve a caring, safe, supportive or productive learning environment
- Does not maintain and foster mutual respect

Staff responsibilities

All staff must understand and enact the roles and responsibilities outlined in this policy.

Staff at Yugumbir State School have a responsibility to ensure that:

- Prohibited items are temporarily removed from a student and delivered to Student Administration, labelled and stored appropriately.
- Student permission is attained when it is deemed necessary to conduct a bag search (in the presence of a DP or higher). Where a student declines they may be detained with the property until parents/carers or police arrive.
- Student permission is attained when it is deemed necessary to further examine personal items such as a mobile phone, unless in emergency situation such as access to health information.
- Student permission is attained when it is deemed necessary to search the person (for example pockets and shoes). If consent is not offered, the police may be called.

Please note that staff do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school.

Parent / caregiver and community responsibilities

Parent engagement is a meaningful relationship between the parent/carer and teachers with the goal of better learning and wellbeing outcomes for the student. All parents/carers and the community have a responsibility to engage with and support their child's adherence to school policy documents.

Suggestions for how parents can support the school and their child's adherence to this policy include:

- Reinforcing the relevant school expectations: "Be Safe" and "Be Responsible" and their support of the school's stance on prohibited items.



- Discussing the list of prohibited items with their child and identifying any personal or household items that fit these categories.
- Monitoring what their child brings to school by implementing home routines, including packing and unpacking their bag with the assistance of a responsible person.
- Talking with the school administration should further support or assistance be required.

Use of mobile phones and other devices by students

Purpose of this policy

An increasing number of parents/guardians wish to provide their children with mobile phones or wearable devices with messaging, Internet and Bluetooth capabilities for safety, security and/or emergency. While we recognise that the use of technology is important, the risks and benefits from its use need to be managed.

Mobile phones and other devices can present a distraction to students in the classroom and can deter students from social interaction and physical activity during lunchtimes. These devices and their software can also provide a gateway for cyberbullying.

Yugumbir State School enforces this policy to ensure that the rights of all students and staff are respected as well as ensuring a safe and supportive environment. This policy details the conditions under which these devices are permitted at Yugumbir State School.

This policy applies to students while on campus as well as during school excursions, camps and extra-curricular activities.

Technologies at school

The safety of students at Yugumbir State School is our first priority. Students should not be dropped off at school prior to 8.20am. From this time, adequate supervision is provided in designated areas. In the case of an emergency during the hours of 8.20am and 3:00pm, contact with parents must be through the appropriate staff member or a member of administration who will make the appropriate call to parents/carers.

For this reason, it is not necessary for students to have access to mobile phones and other devices while at school.

Mobile phones and other devices include, but are not limited to the following:

- Mobile phones
- Wearable technologies with messaging, internet or Bluetooth capabilities which includes some digital watches such as Apple Watch, headphones (unless kept in the classroom for learning) wearable fitness trackers, and tracking devices.
- iPod & iPod Touch
- Tablets including iPads
- Cameras and/or voice recording devices (whether or not integrated into a personal device)
- Portable gaming devices

Please note that this list may be updated in line with technological advances.

Yugumbir State School understands that students may be in possession of a personal mobile phone or device if they are travelling independently to and from school.

At Yugumbir State School:

- Students who choose to bring mobile phones or devices to school must have them switched off and securely stored in Student Administration during school hours. Devices are to be handed to office staff by student on arrival at school.
- No liability will be accepted by the school in the event of the loss, theft or damage of any device
- Students who require the use of a personal assistive technological device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal. Where a student has been granted an exception by the Principal, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.
- When emergencies occur, parents or carers should reach their child by calling the school's office.

Student responsibilities

It is a **requirement** for a student at Yugumbir State School to:

- Switch off their mobile phone on arrival at school and hand it to Student Administration where it will be placed in secure storage for the day.
- Report to the Student Administration from 3.00pm to collect their mobile phone / device and depart school grounds.
- Devices may not be switched on until after the student has left the school grounds.

Secure Storage

Mobile phones and other devices owned by students at Yugumbir State School are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring personal devices to school unless there is a compelling reason to do so.

Where students bring a mobile phone to school, Yugumbir State School will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so.

It is **unacceptable** for a student at Yugumbir State School to:

- Allow another student to use their personal device
- Use a mobile phone or other devices in an unlawful manner
- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- Insult, harass or attack others or use obscene or abusive language
- Use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth/AirDrop use etc.) of such material

Policy infringements

Appropriate disciplinary action will be taken against any student who breaches this policy.

- Students who are found in possession of a mobile phone or device will be instructed to place it in secure storage in Student Administration where it will remain until it can be collected at 3:00pm.
- A breach of the policy will be dealt with in line with the *Temporary Removal of Student Property Policy*, will be recorded on their profile and parents will be contacted.
- Persistent breaches of the policy will be dealt with in line with the *Student Code of Conduct* and may result in severe consequences.

Education Queensland – Relevant legislation and policy

Legislation and/or regulations

1. [Education \(General Provisions\) Act 2006 \(Qld\)](#)
Refer to: Chapter 12 Parts 4
Available at: <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>
2. [Invasion of Privacy Act 1971 \(Qld\)](#)
Refer to: Part 4
Available at: <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/I/InvasOfPrivA71.pdf>

Substantive policy

1. [The Student Code of Conduct](#)
Available at: <https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/student-code-of-conduct>

Related procedures

1. PPR – [Use of ICT Systems](#)
Available at: <https://ppr.qed.qld.gov.au/corp/ict/management/Pages/Use-of-ICT-systems.aspx>
2. PPR – [Use of Mobile Devices](#)
Available at: <https://ppr.qed.qld.gov.au/corp/ict/management/Pages/Use-of-mobile-devices.aspx>
3. [Advice for state schools on acceptable use of ICT services, facilities and devices](#)
Available at: <http://ppr.det.qld.gov.au/corp/ict/management/Procedure%20Attachments/use-of-ict-systems/advice-for-state-schools-acceptable-use.docx>

Preventing and Responding to Bullying

Purpose of this policy

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success. At Yugumbir State School, we foster healthy, confident and resilient young people who can successfully navigate a more complex world. We know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal — without one, the other will not happen.

Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student, and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive.

Our state schools must continue to provide inclusive environments that nurture the wellbeing of all students so they become resilient, lifelong learners who respond positively to their changing world and pursue their passions with confidence.

Schools can monitor their school culture and student wellbeing and engagement through:

- attendance rates
- student retention data
- learning days lost due to student disciplinary absences
- School Opinion Survey responses.

Bullying has a significant and detrimental impact on positive school culture and student wellbeing and is not tolerated at Yugumbir State School. This policy outlines the school's response to reports of bullying.

What is 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.

In addition, at Yugumbir State School we expect all members of our school community – students, teachers, parents / carers and visitors – treat others fairly, with respect and in ways which do not promote racism. It is the human right of everyone to feel a sense of belonging and have a positive experience at our school. Behaviours and comments that are sexist, racist, non-inclusive, discriminatory or stereotypical are not acceptable in our school and will be treated as harassment or 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 Yugumbir State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

High 5 Problem Solving Strategy

The *High Five* is an effective strategy to develop problem-solving strategies for students which can be used in all school setting. When used by all students across the school, the strategy can help to eradicate bullying. Students at Yugumbir State School are taught the *High Five* strategy and encouraged to use this when responding to bullying.

What is High 5?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5-step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

Do the High 5:

- Ignore
 - Pretend you didn't hear it.
 - Do not make eye contact.
 - Maintain positive body posture (calm, confident).
 - Think positive self-esteem statements.
 - Count to five in your head slowly.
 - Take deep breaths.
- Talk Friendly
 - Use a calm voice.
 - Maintain eye contact.
 - Confident body language.
 - Maintain relatively close body proximity.
 - Use "I" statements - I feel when you..... because.....
- Talk Firmly
 - Use an assertive voice, slightly raised.
 - Tell them to stop it.
 - Re-state your "I" statement. eg. I said.....
 - "I asked you to leave me alone."
 - State the consequences of their behaviour
- Walk Away
 - Stand tall, head up high.
 - Mouth closed.
 - Look confident.
 - Do not use eye contact.
 - Walk towards where you will feel safe – preferably near a teacher or other students
 - Do not look back. Walk confidently, but don't run.
- Report
 - Walk away and tell a staff member.
 - Go to a safe area near others.
 - Bystanders - support and report.
 - Report, report, report until somebody listens.



Reporting

- Students should, in most circumstances, attempt to problem-solve themselves first.
- If student is unsuccessful after doing High 5 steps, they report to a staff member as per step 5.

Immediate reporting situations

- If the issue involves threats to a student's health or safety, students must report immediately to a staff member.
- Students are not to solve problem themselves in instance in which there is a risk to health or safety.

Reporting vs Dobbing

Students need to know the difference between reporting and dobbing.

- Reporting is helpful - getting yourself or another person out of trouble.
- Dobbing is trying to get someone into trouble.

Success occurs when children can not only talk the talk but walk the walk.

Student Intervention and Support Services

Yugumbir 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 Team section earlier in this document (p18). 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 Yugumbir State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

The following flowchart explains the actions Yugumbir 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.

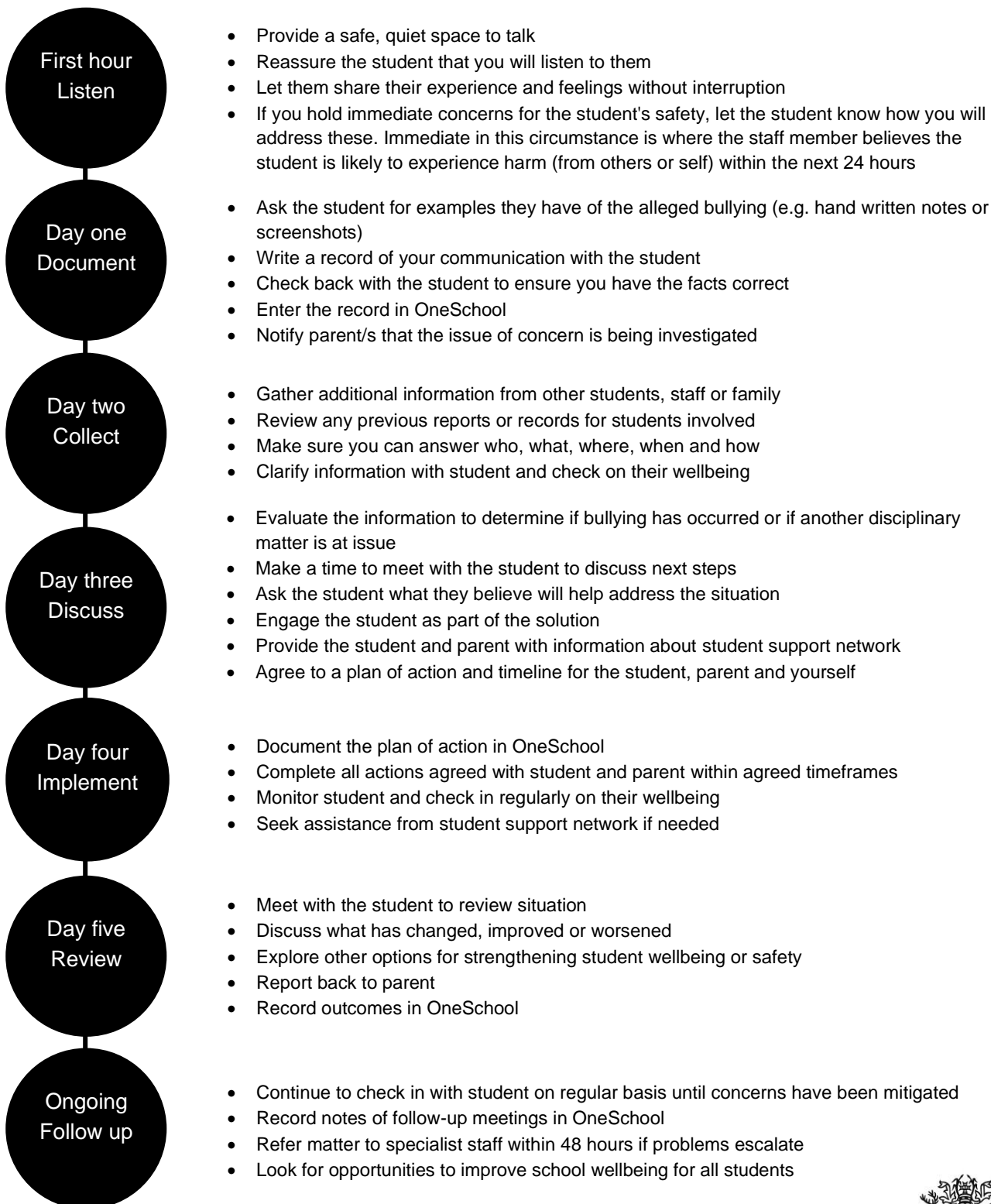
Bullying response flowchart for teachers

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 in the first instance

Deputy Principal – For unresolved matters



Cyberbullying

Cyberbullying is treated at Yugumbir 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. The Deputy Principal can also 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 Yugumbir 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 Deputy Principal.

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.

More information and resources for schools and families can be found at the following link: <https://www.qld.gov.au/education/schools/health/cybersafety/cybersafety-qss>

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](#).

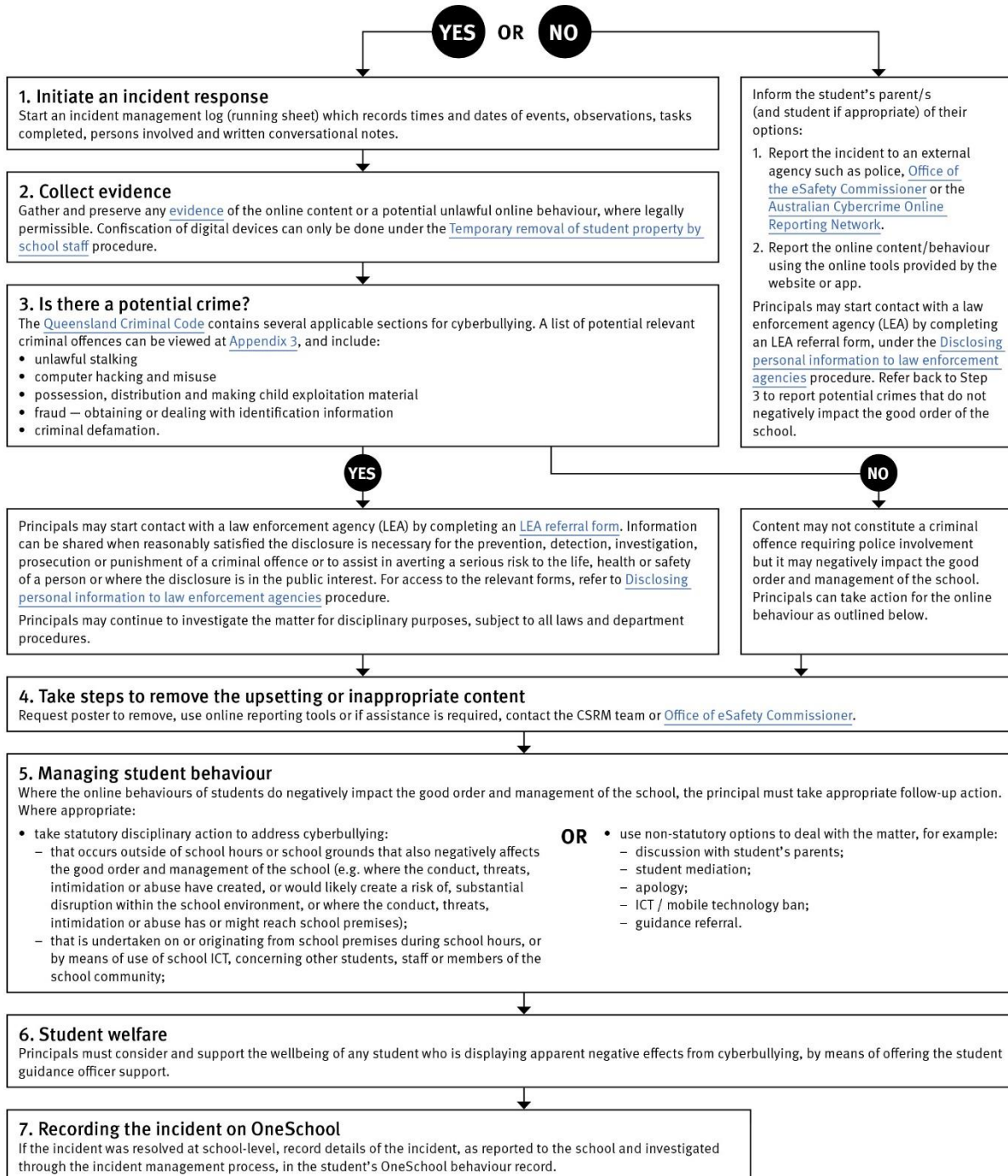
Explicit images

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?



Appropriate Use of Social Media

Purpose of this policy

The internet, mobile phones and social media provide positive opportunities for students to learn, create and socialise online. When used safely and at the appropriate age, technology can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others. This policy outlines the appropriate use of social media for all members of the Yugumbir State School community.

Using Social Media

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.

Students can ensure they are using Social Media appropriately and safely by:

- Ensuring that personal information, such as full name, address, phone number, school name, logo or location, or anyone else's personal information, is not shared.
- Thinking about what to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parent or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never engaging with, responding to or provoking another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Initially, students should take a screen capture of the concerning content before blocking the offending user and reporting the concern to the social media provider. Students should then report cyberbullying concerns to a parent and/or teacher to allow an adult to deal with the online concern.

Parents /carers play an important role in supervising and regulating their child's online activities at home and its impact on the reputation and privacy of others. Parents / carers are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Possible consequences for inappropriate online behaviour:

If inappropriate online behaviour impacts on the good order and management of Yugumbir State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Yugumbir State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. Such an incident will be a matter for parents and/or police to resolve.

Attendance Policy

See Yugumbir State School Attendance Framework.

Attendance Goal: 91%

Rationale

At Yugumbir State School, our mission is *to foster a strong and empowered community, dedicated to unlocking individual potential.* Student attendance at school is a vital to the success of students.

Every day counts!			
A day here or there might not seem like much, however...			
<i>When your child misses just...</i>	<i>That equals...</i>	<i>Which is....</i>	<i>So, from Prep to Year 12 that equals...</i>
1 day each fortnight	20 days per year	4 weeks every year	Nearly 1½ years of learning missed.
1 day a week	40 days per year	8 weeks every year	More than 2½ years of learning missed.
2 days a week	80 days per year	16 weeks every year	Over 5 years of learning missed.
3 days a week	120 days per year	24 weeks every year	Almost 8 years of learning missed.

A little bit late to school might not seem important, however...			
<i>When your child misses just...</i>	<i>That equals...</i>	<i>Which is....</i>	<i>So, from Prep to Year 12 that equals...</i>
10 minutes per day	50 minutes per week	Nearly 1½ weeks each year	Nearly ½ a year of learning missed.
20 minutes per day	1 hour 40 minutes per week	Over 2½ weeks each year	Nearly 1 year of learning missed.
Half an hour per day	Half a day per week	Four weeks each year	Almost 1½ years of learning missed.
One hour per day	One day per week	Eight weeks each year	Over 2½ years of learning missed.

Purpose of this policy

The Australian Council of Educational Research (ACER) conducted research into the impact of student attendance of student outcomes. It found that “the nature of the relationship between absence from school and achievement, across all subgroups of students, strongly suggests that every day of attendance in school contributes towards a child’s learning, and that academic outcomes are enhanced by maximising attendance in school”. Additional research shows that a low level of school attendance is associated with poor academic achievement, early school exit, obtaining fewer qualifications, subsequent unemployment and a lower level of health/ life expectancy.

At Yugumbir State School, our aim is to establish positive attendance practices in our young people, this setting them up for success now and into the future. This policy is aimed at the early identification of attendance issues and the subsequent investigation and action to increase school attendance and therefore improve student outcomes.

Roll Marking Procedures

The marking of the roll twice every day is a very important responsibility as it informs the school where students are, and which students are not arriving to school and to class on time. Rolls are marked at 9:15am and 2:00pm.

Daily School Absentee List

Yugumbir State School is committed to closely monitoring student attendance as a matter of routine. Each day attendance is monitored and a process of notifying parents is in place. This includes text messages, emails and/or phone calls.

If you receive notification of your child being absent and you believe it to be an error, please contact the school as soon as possible.

Explaining Absences

All students must provide notification from a parent/guardian when they are absent from school. Please note that for students of compulsory school age, school staff have a duty of care to establish the reasons for absence from school.

A parent/guardian can explain an absence in the following ways:

- Phone message left at school absence line on 3380 0360
- Email to [StudentAbsences@yugumbirss@eq.edu.au](mailto:StudentAbsences@yugumbirss.eq.edu.au)
- In person explanation to office staff at Student Services window
- Online report on QParents app
- Response via reply message to SOBS-generated text

Further information for parents and carers is available at:

<https://education.qld.gov.au/initiatives-and-strategies/initiatives/every-day-counts>

If your child's absence is not recorded before the commencement of the school day, a text message will be sent to the parent/guardian requesting explanation.

Any absence 10 days or more due to medical reasons requires an exemption from compulsory schooling form to be completed, this form is available from Student Administration or at this link: [Exemption form](#)

If a student is to attend a non-school representative sport, dance or cultural event the school must be notified before the date of absence using one of the methods listed above.

Acceptable Reasons

- Serious illness or medical conditions (the majority of these conditions should be accompanied by a medical certificate)
- Representative activities including sport, academic and cultural
- Serious family emergencies (these should be rare)

Non-Acceptable Reasons

- Holidays outside school holiday periods
- Non-essential activities (e.g. shopping trips, parties, functions during the school day, birthday celebrations)
- Medical appointments that can be scheduled outside of school hours

If you are unsure, contact the school on 07) 3380 0333

Students Arriving Late to School

A student is marked as late to school when they arrive after 9:15am and miss the first roll call of the day in their classroom. When a student is late to school, they:

- Sign in at Student Administration to receive a sign in slip
- Proceed to class and present their teacher with the sign in slip

Persistent Lateness

- The School Attendance Officer monitors the number of times students are late to school.
- If a student is regularly late to school, a Deputy Principal will contact parents/ guardians to explain the school concerns regarding attendance and provide notification that if the student continues to be late, a monitoring sheet may be issued.
- If student lateness continues, support staff may be contacted to liaise with the student and parents to assist the family with the issues.

Further information is available at: [Every Day Counts](#)

Strategies

At Yugumbir State School, our positive engagement strategies aim to promote 100% attendance by:

- Engaging students through a quality curriculum designed to meet their individual needs
- Providing a supportive and positive environment through learning together, with students rewarded for their high attendance by earning Pilot Points when at school and SOARing.
- Educating parents and the community. The school also provides support and counselling for parents/ carers struggling to get their students to school.
- Employing a dedicated School Attendance Office to work with a Deputy Principal to analyse data and develop strategies toward improved outcomes
- Setting whole-school achievable targets and engaging the school community in meeting those targets
- Utilising a systematic monitoring and action process with clearly defined roles, responsibilities and timelines informed by data and linked to a strong action/review.

Staff Responsibilities

Yugumbir State School has a responsibility to ensure that all students are safe and accounted at all times. Many staff are involved in the recording and tracking of attendance and behaviour at Yugumbir State School. The staff include but are not limited to: The Principal, Deputy Principals, the School Attendance Officer, the Youth Engagement Officer and the Guidance Officer. These staff all contribute to effective monitoring of student attendance and work collaboratively to implement proactive and reactive strategies necessary to achieve high attendance rates for students.

All staff at Yugumbir State School:

- are committed to promoting the key messages of **Every Day Counts**
- believe all children should be enrolled at school and attend school all day, every school day
- monitor, communicate and implement strategies to improve regular school attendance
- believe truanting can place a student in unsafe situations and impact on their future employability and life choices
- believe attendance at school is the responsibility of everyone in the community.

Restrictive Practices

School staff at Yugumbir State School need to respond to student behaviour that presents a risk of physical harm to the student 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 regulation 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 in a Personalised Learning Record. 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.

Listed below are instances where Yugumbir State School may need to employ restrictive practice for the safety and wellbeing of all involved:

- The surrounding roads pose concerns for the safety of those involved
- The height of the school's multi-level buildings and / or playgrounds poses a concern for the safety of those involved.
- The student is in possession of a prohibited item which poses a concern for the safety of those involved.
- The student poses an imminent risk of significant safety to themselves or others.

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 is 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. Request assistance if required.
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.

Risk Management Plan

- A Risk Management Plan will be created for individual students when necessary, to document relevant actions, roles and responsibilities of key staff when managing critical incidents. This plan is shared with essential staff involved with the student and is saved on OneSchool in their Personalised Learning Record.

Conclusion

Yugumbir State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents / carers need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations – are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable. In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution: discuss your complaint with the school**

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review: contact the local Regional Office**

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review: contact a review authority**

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

More information, including links to documents mentioned in the section can be found at:

<https://www.qld.gov.au/education/schools/information/contact/complaint>