



Yorkeys Knob State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Annette Frumento
Principal Signature:	
Date:	07-10-2020
P/C President and-or School Council Chair Name:	Sarah Patterson
P/C President and-or School Council Chair Signature:	Belinda Finnigan
Date:	21-10-2020

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Purpose

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

The Yorkeys Knob State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline; where all students are able to experience success and staff enjoy a safe workplace.

The Student Code of Student 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.

Principal's Foreword

Yorkeys Knob State School has a long and proud tradition of providing high quality education to student from across the remote north west of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of the students.

Yorkeys Knob State School has four core values, Be Safe, Be respectful, Be a Learner, Be Strong.

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

Yorkeys Knob State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. This document details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

School Captains' Statement

On behalf of the student body at Yorkeys Knob State School, we endorse the Student Code of Conduct for 2020.

We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk to us so we may approach the administration team directly.

School Captain: _____

Date: _____

School Captain: _____

Date: _____

Consultation and Data review

Yorkeys Knob State School developed this plan in collaboration with our school community in 2020. Consultation occurred in 2020 with the staff, students parents and the P &C.

The Student Code of conduct was endorsed by the Principal, the President of the P&C and Regional Executive as required in legislation.

The Yorkeys Knob State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

All areas of Yorkeys Knob State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Yorkeys Knob State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have a clear and consistent expectations and understandings of their role and rights and responsibilities.

Our School community has identified the following school rules to teach and promote our high standards of Student Conduct:

- Be Safe
- Be Respectful
- Be a Learner
- Be Strong

Our school rules, codes of conduct for parent, volunteers and visitors have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Processes

Yorkeys Knob State School Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Yorkeys Knob State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at the school. Communicating behavioural expectations is a form of behaviour support- a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School wide Expectation Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	All Settings	Teaching Areas	Walkways	Covered Play Areas	Playground & Oval areas	Excursions
Be Safe	<p>Follow directions promptly.</p> <p>Keep hands and feet to self.</p> <p>Look out for each other and report any problems- Inappropriate behaviours to teachers.</p>	<p>Enter in an orderly manner.</p> <p>Walk</p> <p>Use equipment/facilities properly.</p> <p>Gain permission to leave</p>	<p>Walk</p> <p>Look out for others.</p>	<p>Walk</p> <p>Line up patiently.</p> <p>Stay sitting while you eat.</p>	<p>Join in school approved games</p> <p>Play in correct areas.</p> <p>Use equipment for intended purpose.</p> <p>Wear hats and shoes.</p>	<p>Walk</p> <p>Stay with your group.</p> <p>Gain permission to leave the group.</p> <p>Stay with your partner as instructed.</p>
Be a Learner	<p>Complete all learning activities to the best of your ability.</p> <p>Be a good listener.</p> <p>Be prepared by having the right equipment.</p> <p>Be on task and attempt all learning activities.</p>	<p>Be in the right place at the right time.</p> <p>Use inside/classroom voices.</p> <p>Gain the teacher's attention in a polite way.</p>	<p>Walk quietly- so there can continue learning in classrooms.</p>	<p>Wait your turn patiently at the office window.</p> <p>Place rubbish in bins.</p> <p>Eat in the correct area.</p>	<p>Learn the rules for games.</p> <p>Take turns.</p> <p>Include others.</p>	<p>At all times, use the same respectful behaviours that are required in the school setting.</p>
Be Respectful	<p>Follow directions promptly.</p> <p>Allow others to learn.</p> <p>Use appropriate manners.</p> <p>Model the right behaviours to help other learn.</p>	<p>Provide help to others in the classroom.</p> <p>Ask questions appropriately if you are not sure.</p> <p>Inform teachers of any problems</p>	<p>Model the safe way of moving around the school.</p> <p>Look out for others and be mindful of others' personal space.</p>	<p>Learn the routines.</p> <p>Play appropriate games in the covered area.</p>	<p>Help others to learn the rules of games.</p> <p>Return to class promptly.</p> <p>Play within the rules.</p>	<p>Learn the routines.</p> <p>Model the right behaviour to help others learn.</p>



	<p>Assist Teachers and other students at all times.</p> <p>Look after you own property and that of others.</p>	- Inappropriate behaviour.				
Be Strong	<p>Doing the right thing even in difficult circumstances.</p> <p>Getting on with the job despite obstacles.</p> <p>Remaining calm.</p> <p>Challenging ourselves to do what needs to be done.</p> <p>Taking personal responsibility for own behaviour and being respectful when we are given consequences.</p>	<p>Focussing on the learning.</p> <p>Completing learning tasks to the best of our ability.</p>	<p>Accepting that accidents happen and not blaming others.</p>	<p>Accepting and following the rules of a game.</p> <p>Acknowledging when we have done the wrong thing and accepting the consequence respectfully.</p> <p>Finding an activity to occupy ourselves.</p>	<p>Accepting and following the rules of a game.</p> <p>Finding an activity to occupy ourselves.</p> <p>Acknowledging when we have done the wrong thing and accepting the consequence respectfully.</p>	<p>Acknowledging when we have done the wrong thing and accepting the consequence respectfully.</p>

These expectations are communicated to students via a number of strategies, including:

- Behavioural instructions conducted by the classroom teacher on a daily bases.
- Reinforcement of these expectations at School Assemblies, during active supervision by staff in the classroom and non-classroom activities.

Consideration of Individual Circumstances

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

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

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

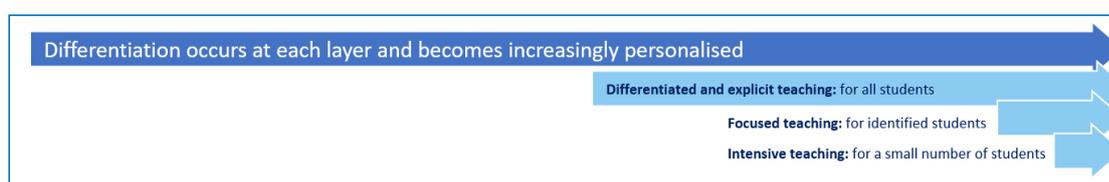
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



In the Student Code of Conduct, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised support for students.

Every classroom in our school uses the behaviour Expectations Matrix, illustrated on the previous pages, as a basis for developing their behaviour standards. Using the matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

Explicit Teaching of Student Expectations

The following key documents and standards are to be taught by teachers in Weeks 1 and 6 of every school term:

1. School Rules and Expectations Matrix.
2. Own the Problem/Be Strong.
3. Anti-Bullying Strategy (Stop, Walk, Talk)
4. Student Cultural and Learning Expectations.
5. Bookwork Policy.
6. Standards for participation in Celebration Activities and Extra-Curricular Activities.
7. Discuss new Effort in Learning expectations and referral process.

Focused Teaching

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

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

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

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions



rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

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

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

School Disciplinary Absences

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Yorkeys Knob State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this



meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

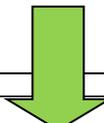
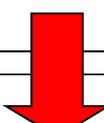
Possible agenda:

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

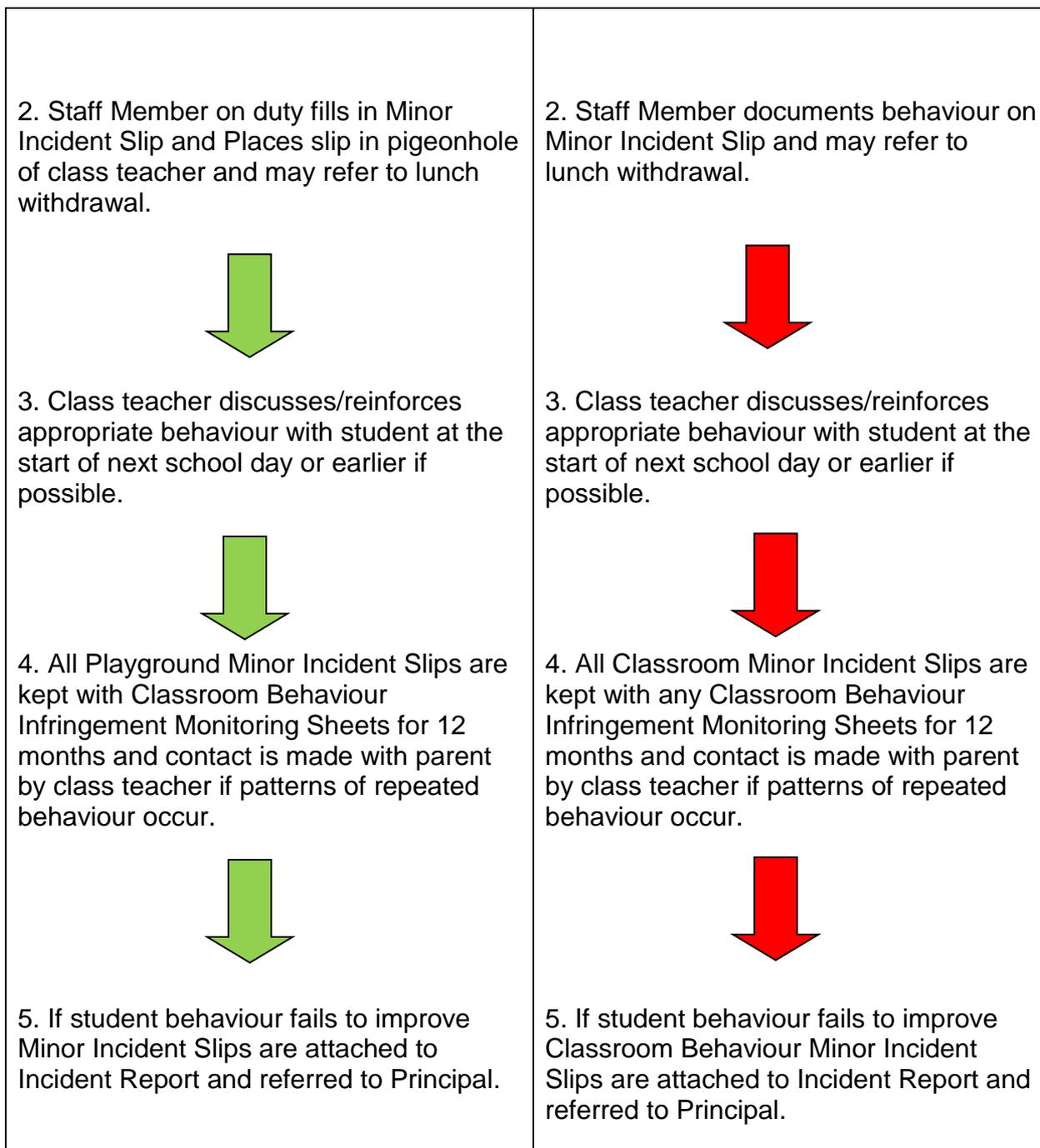
Reasonable adjustments

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

YKSS Minor Incident Flowchart

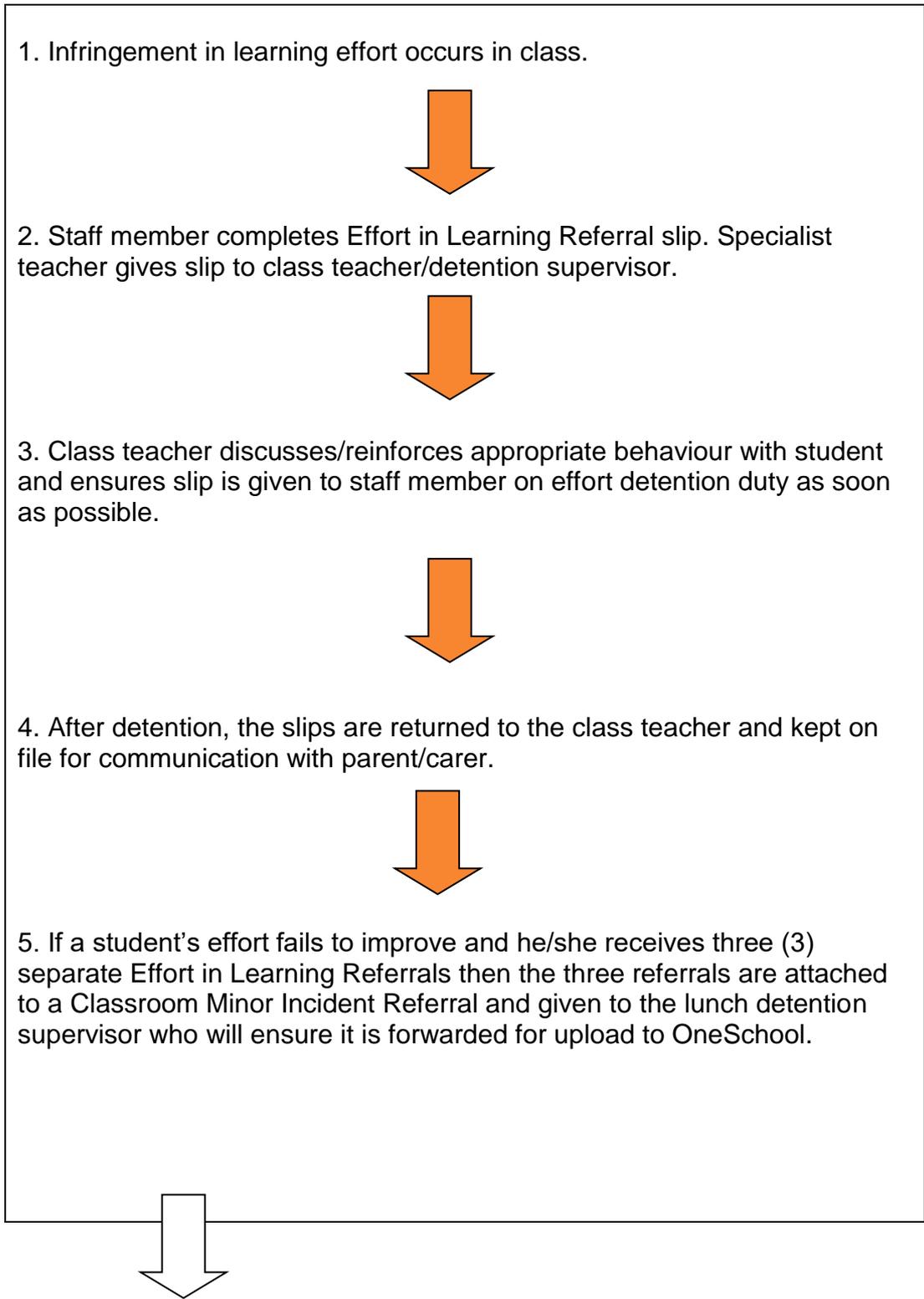
Playground Minor Incident Slip (Green)	Classroom Minor Incident Slip (Red)
1. Minor incident in playground examples - swearing, throwing objects, rough play. <div style="text-align: center; margin-top: 20px;">  </div>	1. Infringement to learning occurs in class examples - repeated calling out, refusal to follow instructions. <div style="text-align: center; margin-top: 20px;">  </div>





YKSS Effort in Learning Incident Flowchart





YKSS DETENTION PROTOCOLS

Playground Withdrawal Procedure

Misdemeanours may incur a single warning with rule restatement.

Repeated offences of a minor nature may incur withdrawal within the playground (e.g. sit down for 5 minutes, or accompany the teacher). Continual offences or more serious offences result in the student being given a green slip and the student is then given lunchtime withdrawal (detention).

Lunchtime Withdrawal

Students placed on detention eat their lunch in the area outside the library at 1:10pm. Lunchtime withdrawals occur from 1:20 p.m. until 1:45 p.m. for inappropriate behaviour displayed during the morning/middle session or afternoon session of the previous day.

Lunchtime withdrawal should be used for more serious category behaviours, 2 and 3. It can be used for repeated classroom behaviour as a red slip. Lunchtime withdrawal should be no longer than 25 minutes in duration.

Category of Behaviours

For the majority of our students, our universal systems of support will be sufficient to promote, teach and sustain the student's competencies with demonstrating the following expected (Category 1) behaviours:



CATEGORY 1 Behaviours	Supporting Personnel	Support provided
<ul style="list-style-type: none"> ▪ Allowing others to work and play without disruption ▪ Being prepared for learning ▪ Working and play safely ▪ Following teacher instructions promptly ▪ Getting on with other people ▪ Treating others with courtesy and respect 	<ul style="list-style-type: none"> ▪ teacher ▪ teacher aides ▪ student ▪ administrative staff ▪ parents ▪ broader community 	<ul style="list-style-type: none"> ▪ positive recognition for effort and success (including encouragement, rewards, certificates and commendations)

This implementation:

- Facilitates the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.
- Promotes an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.
- Fosters mutual respect.
- encourages all students to take increasing responsibility for their own behaviour and the consequences of their actions

Targeted Behaviour Support

A smaller percentage of students may require the provision of further targeted support, in view of their use of low-level (Category 2) behaviours. All behaviours are dealt with in regard to the context in which they occur (refer to section on 'Consideration of Individual Circumstances')

CATEGORY 2 Behaviours	Supporting Personnel	Support provided
<ul style="list-style-type: none"> ▪ Back chatting ▪ Teasing ▪ Off-task classroom behaviours including inappropriate calling out or talking ▪ Inappropriate movement in class ▪ Being late from breaks ▪ Disrespect for property ▪ Not being prepared for lessons ▪ Lack of manners ▪ Unsatisfactory homework ▪ Unsafe behaviours ▪ Possession of personal technology devices 	<ul style="list-style-type: none"> ▪ teacher ▪ teacher aide ▪ parents may be advised 	<ul style="list-style-type: none"> ▪ Review of proactive management strategies ▪ Re-teaching of expectations ▪ Keeping of anecdotal records of ongoing inappropriate behaviour ▪ informal discussion or interview with parent ▪ teacher directed task (appropriate to behaviour) ▪ logical consequence applied ▪ parents advised if behaviour persists ▪ Confiscation of device and consultation parent.

Intensive Behaviour Support

Intensive intervention, behaviour support processes and/or programs that respond to unacceptable behaviour and support continued learning engagement are facilitated by actions prescribed for categories 3 and 4 behaviours.

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CATEGORY 3 Behaviours and escalation of Category 2 behaviours	Supporting Personnel	Support provided (1 or more of the following)
<ul style="list-style-type: none"> ▪ Wilful disturbance of lessons ▪ Ongoing interference with others right to learn ▪ Bullying ▪ Fighting, spitting, biting ▪ Persistent non-compliance ▪ Minor theft or minor vandalism ▪ Leaving room without permission ▪ Inappropriate gestures or language ▪ Cyber bullying 	<ul style="list-style-type: none"> ▪ teacher ▪ teacher aide ▪ principal ▪ buddy teacher ▪ teacher mentor ▪ parents ▪ guidance officer ▪ outside agencies 	<ul style="list-style-type: none"> ▪ Revisit proactive management strategies ▪ Re-teaching of expectations ▪ Individual behaviour plan developed ▪ Formal interview with parents / carers following discussions with principal ▪ Referral to support personnel (e.g. Guidance Officer) ▪ Logical consequences which may include the use of student suspension

CATEGORY 4 Behaviours and escalation of Category 2 or 3 behaviours	Supporting Personnel	Support provided (1 or more of the following)
<ul style="list-style-type: none"> ▪ Sexual offences ▪ Drugs ▪ Vandalism (severe- destructive) ▪ Obscene language ▪ Verbal Abuse ▪ Assault ▪ Substantial theft 	<ul style="list-style-type: none"> ▪ Principal ▪ Parents carers ▪ guidance officer ▪ Regional office personnel ▪ Outside agencies such as Police and Department of Families, Youth and Community Care 	<ul style="list-style-type: none"> ▪ Revisit management strategies ▪ Re-teaching of expectations ▪ Individual behaviour plan developed or revisited ▪ Formal interview with parents / carers following discussions with principal ▪ Referral to relevant support personnel (e.g. Guidance Officer) ▪ Liaison with relevant external agencies ▪ Consequences may include: <ul style="list-style-type: none"> - suspension 1-5 days - Suspension 6-20 days - Suspension with recommendation for exclusion <p>Note: Suspension will occur if other strategies are deemed to be ineffective.</p>

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)

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

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Counselling and guidance support
- Teacher coaching and debriefing
- Stakeholder meeting with parents and external agencies

Intensive

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



- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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 Policies

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

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

Temporary removal of student property

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

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

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

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

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



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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel

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

Responsibilities

State school staff at Yorkeys Knob State School:

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

Parents of students at Yorkeys Knob State School

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

Students of Yorkeys Knob State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Yorkeys Knob State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk



- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline. Mobile phones can be brought to the school but they must be handed in at the school office prior to 8:50am and they are to be collected at 3:00pm.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. They must be handed to class teacher or office. Personal technology devices may be used before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Yorkeys Knob State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has

overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology 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 Deputy Principal or Principal.

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi's®, laptop computers, PDAs, Blackberry's®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

Use of ICT facilities and devices supplied by the School

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

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

Preventing and responding to bullying

Procedures for Preventing and Responding to Incidents of Bullying (including Cyber Bullying)

Yorkeys Knob State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- Ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Yorkeys Knob State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- Young carers or children in care.

At Yorkeys Knob State School bullying has the following definition

“Bullying is a systematic and repeated abuse of power”. In general bullying may be defined as:

- dominating or hurting someone
- unfair action by the perpetrator(s) and an imbalance of power
- A lack of adequate defence by the target and feelings of oppression and humiliation.

Prevention

At Yorkeys Knob State School we endorse a three stage process that encourages students to use a variety of strategies to deal with bullying. The three step process is outlined below.

1. “Stop” use a firm hand signal, eye contact and a clear voice.
2. “Walk” away. Remove yourself from the area and vicinity of the person/s
3. “Talk” Find an adult to talk to.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Yorkeys Knob State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Cyberbullying

Cyberbullying is treated at Yorkeys Knob 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.

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

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

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations