



Yorkeys Knob
State School



STUDENT CODE OF CONDUCT


2023 - 2026

Equity and Excellence

Equity and Excellence: realising the potential of every student (the Education Strategy), outlines the government's vision for a progressive, high performing education system. It provides clarity for schools about priorities and expectations, and delivers a roadmap of system initiatives that will ensure sustainable improvement.

Everyone belongs at Yorkeys Knob State School



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CONTACT PERSON | Paula McGuire (Principal)

Endorsement

PRINCIPAL NAME | Paula McGuire

PRINCIPAL SIGNATURE |

DATE | 29/11/23



SCHOOL COUNCIL CHAIR NAME | Belinda Finnigan

SCHOOL COUNCIL CHAIR SIGNATURE |

DATE | 29.11.2023



P&C PRESIDENT | David Harrison

SIGNATURE |



DATE | 29.11.23

Contents

Contact Information	2
Endorsement	2
Purpose	4
Consultation & Review	4
Principal’s Foreword	5
Data Overview	5
Learning & Behaviour Statement	6
Student Wellbeing	6
Student Support.....	8
Whole School Approach to Discipline	9
Differentiated and Explicit Teaching.....	9
PBL Behaviour Expectations Matrix	11
PBL - Multitiered Systems of Support	12
Acknowledging.....	14
Positive Behaviour	14
Parent & Staff.....	14
Behaviour Expectations.....	14
Consideration Of Individual Circumstances	15
Legislative Delegations	17
Legislation	17
Delegations	17
Disciplinary Consequences	18
Differentiated Consequences	18
Consistent Responses to Problem Behaviour	19
Behaviour Categories	19
School Disciplinary Absence (SDA).....	20
School Policies	22
Uniform	22
Temporary Removal of Student Property.....	22
Mobile Phones & Other Devices	24
Preventing & Responding to Bullying	26
Appropriate Use of Social Media	31
Restrictive Practices	33
Critical Incidents	34
Conclusion	35

Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Essential to effective learning is a safe, respectful and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe

Yorkeys Knob State School (YKSS) is committed to providing a safe, respectful and disciplined learning environment for students, staff, and the wider community where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct outlines responsibilities of all members of the school community in maintaining discipline standards. This facilitates 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. Having an agreed plan ensures students, staff, parents and the community have shared expectations for behaviour which are accessible to all stakeholders. This assists Yorkeys Knob State School to create and maintain a positive and productive learning and teaching environment where all community members have clear and consistent expectations and understanding of their role in the education process.

Parents and carers agree to accept and support this document upon enrolment.

*This plan aligns with Education Queensland's **Student Discipline Procedure** and the **Positive Behaviour for Learning (PBL) Framework**.

Consultation & Review

The implementation of the Yorkeys Knob State School Code of Conduct was developed in consultation with the staff, students and community of Yorkeys Knob. It was shared with both Teaching and Non-Teaching Staff before being approved by the P&C and School Council.

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

Original date: 01/11/22

Reviewed: 22/11/23

Next Review: 2026

Principal's Foreword

Dear parents and carers,

Our Student Code of Conduct (SCOC) provides an overview of how our students are explicitly taught our school values and expected behaviours. It also outlines how we provide support to students across the school with their behaviour needs.

It provides an overview of the consequences that will be applied when students breach the expected standards of behaviour in our school which may include the use of suspension and expulsion.

Please read through the document to gain clarity on our approach to behaviour.

Kind regards,

Paula McGuire

Data Overview

Yorkeys Knob State School (YKSS) is committed to the regular review of key measures related to student discipline, safety and wellbeing. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents/caregivers and staff about school climate, attendance and School Disciplinary Absences (SDAs).

The School Opinion Survey is an annual collection of data designed to obtain the views of parents/caregivers, students and school staff about what is done well and how improvements can be made. Opinions about the school, student learning, and student wellbeing are sought annually from parents/caregivers.

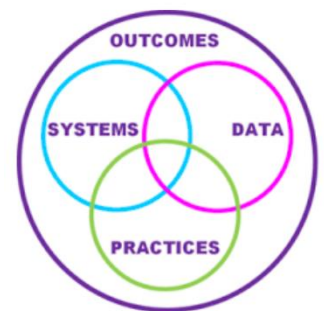
Perceptions about the school as a workplace are sought from all staff. The totality of this information is central to the school's improvement agenda.

Learning & Behaviour Statement

Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and encourage us to reflect on our own understanding of what we consider acceptable and unacceptable.

Behaviour managements is considered to be an opportunity for valuable social learning as well as a means of maximising the success of students' academic achievement. Yorkeys Knob State School seeks to reflect the values and behaviour that are acceptable in our society. It has a clear expectation that students embrace our values as their preferred way of learning and behaving.

Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL). PBL is a proactive, systems-level approach that enables schools to effectively and efficiently support students and staff behaviour. This approach uses a data and evidence-based school-wide tiered system of support which includes proactive and positive strategies for defining, teaching and supporting appropriate behaviours for all students to create safe, supportive and disciplined school environments.



Our school community has identified the following values as expectations for all school community members to follow, teach and promote:

YORKEYS KNOB
State School
EST. 1957

Yorkeys Knob State School

Everyone belongs at Yorkeys Knob State School

- We are Kind**
in our words and actions
- We are Determined**
and always do our best
- We are Mindful**
looking after the wellbeing of ourselves and others
- We are Inclusive**
of everyone in our school and community

Our values are central to the school culture and are clearly evident in artefacts in classrooms and around the school grounds.

Student Wellbeing

Yorkeys Knob State School (YKSS) 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 (GO) 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](#) is central to creating a positive school culture and embedding student wellbeing in all aspects of school life. It creates a connected learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum & Pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding of [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 teachers and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Yorkeys Knob State School, we provide age-appropriate education that reinforces public health and safety messages.

Policy & 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. Yorkeys Knob State School uses the Student Learning and Wellbeing Framework to review and guide wellbeing initiatives within the school.

POLICY	EXPECTATION
Specialised Health Needs	<p>Yorkeys Knob State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a standard of support for their health needs whilst attending school or school-based activities.</p> <p>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.</p>
Medications	<p>Yorkeys Knob State School requires parent consent and medical authorisation to administer prescribed medications to students. For students requiring medications to be administered during school hours, the school can provide further information and relevant forms.</p> <p>For students with a long-term health condition requiring medication, parents need to provide the school with an Administration of medications form signed by the prescribing health practitioner and where appropriate a Medical Action Plan (e.g. anaphylaxis, asthma, Diabetes and epilepsy) also the Consent to administer medication</p> <p>YKSS maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's First Aid Kit to provide emergency first aid medication if required.</p>
Mental Health	<p>Yorkeys Knob State School implements early intervention measures and treatments for students where there is reasonable belief that a student has mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan in OneSchool.</p> <p>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</p>

	<p>aid. In all other situations, Yorkeys Knob State School staff follow suicide intervention and advice by ensuring:</p> <ul style="list-style-type: none">• 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 <p>Yorkeys Knobs State School staff who notice suicide warnings in a student seek help immediately from the school Guidance Officer, Principal or Deputy Principal. All staff follow the student protection guidelines to support decision making when there is a suspicion of harm to a student.</p>
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Student Support

Students at Yorkeys Knob State are supported through positive acknowledgement and a system of universal, targeted and intensive behaviour support by:

- Parents and Carers
- Teachers
- Teacher Aides
- Guidance Officer
- Deputy Principal
- Principal

Support is also available through, but not limited to, the following government and community agencies:

- Department of Communities, Disability Services and Seniors
- Child and Youth Mental Health
- Queensland Health
- Department of Child Safety, Youth and Women
- Queensland Police Service
- [Family GP](#) and other medical and support referrals

*Referrals to these agencies can be done with the support of the school-based Guidance Officer, Principal or Deputy Principal.

Whole School Approach to Discipline

At Yorkeys Knob State School (YKSS), we take a positive approach to behaviour management. It 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 learn.

The school's Positive Behaviour for Learning framework ensures that necessary social skills are developed. This maximises the success of learning inside and outside of the classroom.

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
- continually support staff members to maintain consistent school and classroom improvement practices

The PBL System is organised by the 7 Essential Features of PBL:

1. Principal Leadership
2. Common Philosophy & Purpose
3. Clarifying Expected Behaviour
4. Teaching Expected Behaviour
5. Encouraging Expected Behaviour
6. Discouraging Inappropriate Behaviour
7. Ongoing Monitoring

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

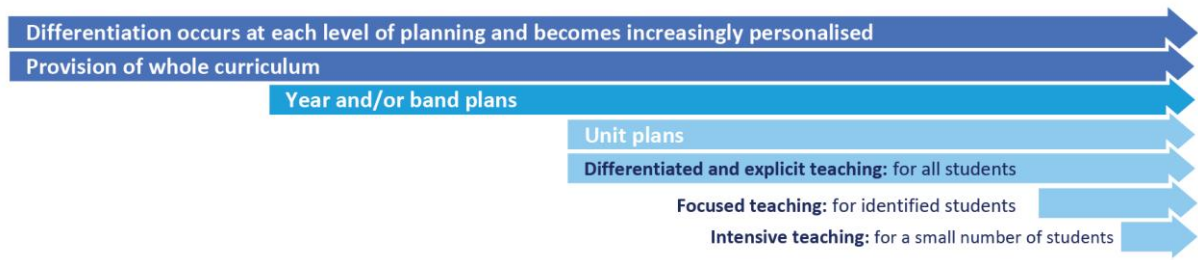
Differentiated and Explicit Teaching

Yorkeys Knob State School is a supportive 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 practice these behaviours. Teachers model and reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

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 tiers to behavioural differentiation, as illustrated in the diagram below. This model is the same

used for academic and pedagogical differentiation.

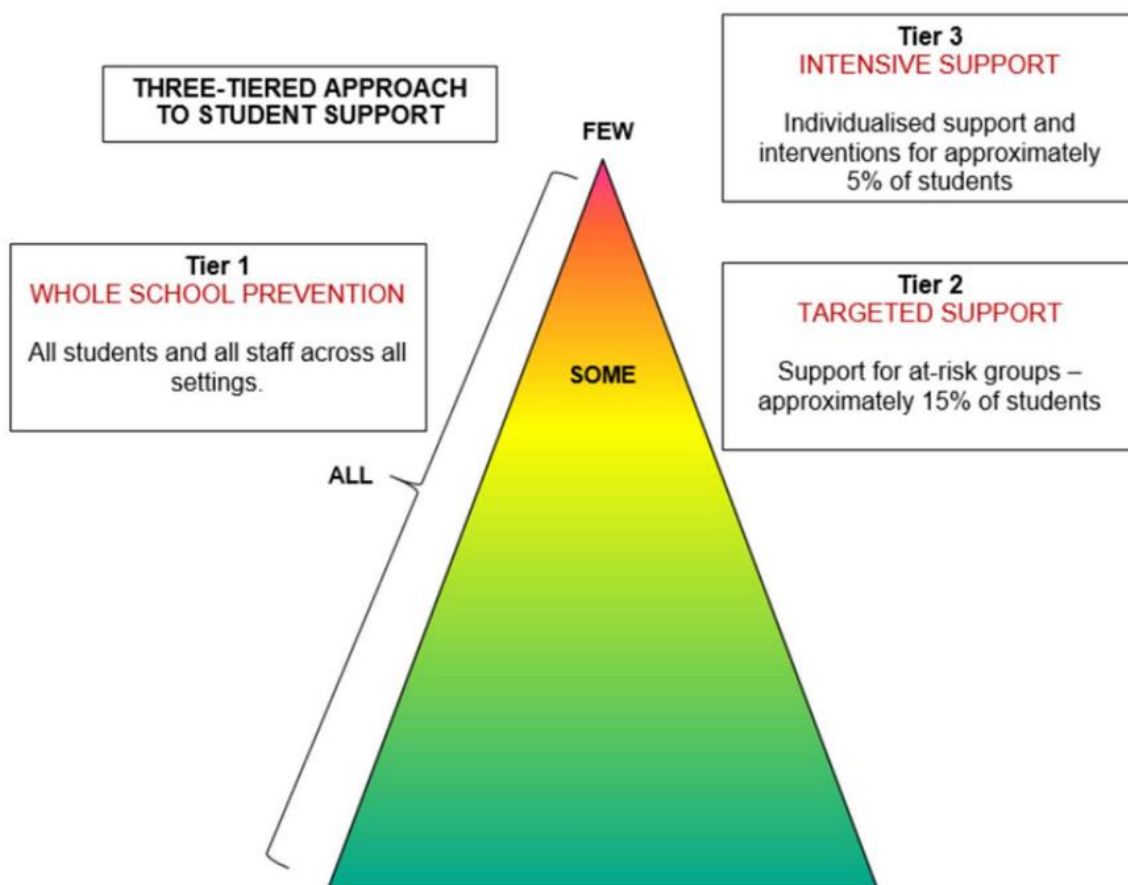


PBL Behaviour Expectations Matrix

	 <p>We are Kind in our words and actions</p>	 <p>We are Determined and always do our best</p>	 <p>We are Mindful and look after the wellbeing of ourselves and others</p>	 <p>We are Inclusive of everyone in our school and community</p>
ALL Areas	<ul style="list-style-type: none"> We always use our manners. We always help others. We treat all school property with care. We encourage and support others. We keep our school clean and tidy. We are active listeners. We always speak with respect. We care for the environment. 	<ul style="list-style-type: none"> We always try our best. We always follow instructions promptly. We use the High 5 strategies to solve problems. We develop our resilience using GEM. We always follow our school values. We always use a growth mindset. We look after our belongings. 	<ul style="list-style-type: none"> We always stay on school grounds. We always seek the help of an adult if we feel unsafe. We are always eSafe. We always use the toilets appropriately. We only bring appropriate items to school. We are honest. We use equipment for its intended purpose. We keep our hands and feet to ourselves. We follow evacuation procedures. We follow lockdown procedures. We report unsafe behaviours to adults. 	<ul style="list-style-type: none"> We accept and respect others' differences and diversity. We use appropriate names and terms. We show respect when learning about other cultures.
Learning Areas	<ul style="list-style-type: none"> We allow others to learn. We work collaboratively. We take turns and share. 	<ul style="list-style-type: none"> We are organised and on time. We accept all feedback. We attempt all learning tasks. We stay focussed and on task. We always take pride in our work. 	<ul style="list-style-type: none"> We leave a learning space only with permission. We move safely around our classrooms. We transition safely and quietly. We always line up appropriately. 	<ul style="list-style-type: none"> We accept others' opinions that might differ from our own. We understand that everyone learns differently.
Eating & Playing Areas	<ul style="list-style-type: none"> We are always good sports. We always play by the rules. 	<ul style="list-style-type: none"> We always return to class quickly when the bell rings. 	<ul style="list-style-type: none"> We use our playgrounds safely. We are always sun safe. We move safely around the school. We play games in their intended areas. We stay in our correct areas. We only play school appropriate games. We eat our own food. 	<ul style="list-style-type: none"> We include everyone during play. We use the Buddy Bench for its intended purpose.
Before & After School	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> We follow road safety rules when travelling to and from school. We follow the rules at our Stop, Drop and Go. We hand in our mobile phones. We walk our bikes/scooters to the gate. We wait quietly in supervised areas before the morning bell. 	<ul style="list-style-type: none">

*This matrix is a working document, and is subject to change at any time.

PBL - Multitiered Systems of Support



TIER 1	UNIVERSAL BEHAVIOUR SUPPORT
	<p>All Students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and school wide behaviour expectations. This is the responsibility of all staff and involves:</p> <ul style="list-style-type: none"> • Teaching behaviours in the setting in which they will be used • Maintaining a consistent response to behaviours that are not aligned to the school behaviour expectations • Explicit teaching of school behaviour expectations • Reinforcement of positive behaviours –praise, parade awards • Continually revisiting and reviewing and referring to the school behaviour expectations through individual reminders and visual cues around the school • Use of Essential Skills for Classroom Management • Co-creation of class behaviour expectations with students • Differentiation of classroom teaching of Australian Curriculum and behaviour expectations • Using mediation to resolve conflict • Seeking parental assistance via email and/or phone contact • Monitoring behaviour data and feedback from staff parents and students and responding to areas of concern
TIER 2	TARGETED BEHAVIOUR SUPPORT

	<p>Some students (10-15%) require more intense behaviour support, involving:</p> <ul style="list-style-type: none"> • more time to discuss and resolve concerns • services from a range of school-based staff available to support students to meet the required academic and behavioural standards • referral to Reflection Room • types of interventions may vary according to the individual needs of the student but will ensure: <ul style="list-style-type: none"> ✓ there is a clear connection between the skills taught in the interventions and the school-wide expectations ✓ little time is required of classroom teachers and are sustainable ✓ variations within each intervention are limited ✓ interventions are “evidence-based” ✓ interventions are matched to the student’s need • increased communication with parents/carers which may include regular feedback mechanisms and meetings • differentiation of curriculum by class teacher • support for student from education support (academic) or welfare team (wellbeing) - if determined to be appropriate • support for teacher from behaviour support staff – if determined to be appropriate • behaviour monitoring mechanisms e.g. restricted play, classroom behaviour monitoring card
TIER 3	INTENSIVE BEHAVIOUR SUPPORT
	<p>A few students (2-5%) who require the most intensive support a school can provide. These are usually delivered individually or in very small groups.</p> <p>This type of behaviour support is required for students who demonstrate repeated chronic and/or severe challenging behaviour of a frequency and intensity that may present a risk of learning disengagement and /or physical/emotional risk to themselves or others. This type of support is implemented when other support strategies have continually not met the student’s needs.</p> <p>Intensive behaviour support is highly individualised and focuses on what is needed for the student to be successful. It may involve some or all of:</p> <ul style="list-style-type: none"> • Functional Behaviour Assessment • Observation by specialist staff • Data collection and analysis to understand triggers and trends for behaviours • Frequent and ongoing communication with parents • Care team meetings – involving relevant school staff, parent/carer and other stakeholders working with the student to maintain clear communication and clarity of responsibility • Development of an individual behaviour plan with a focus on teaching self-regulation • Time out of the mainstream classroom working with specialist staff • Consultation with external support agencies and DET personnel • Behaviour Risk assessment and/or Individual Safety plan if relevant

Acknowledging Positive Behaviour

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 acknowledging students for the behaviours we want them to demonstrate at school.

All staff prioritise the acknowledgement and reinforcement of positive behaviour through a variety of tools, including:

- Positive verbal acknowledgment
- Distribution of 'SuperStars'
- School wide prize system, aligned to the accumulation of 'SuperStars'
- PBL Student of the Week certificates awarded at assembly
- Positive phone calls home
- 'Yorkeys Day' – a whole school event held each term providing students from Prep to Year 6 with a range of engaging activities for their enjoyment
- Discussion of positive behaviour in Parent-Teacher meetings
- Individual class acknowledgement systems
- Newsletter, Facebook and SMS communication
- Informal positive conversation with parent/carers

Parent & Staff Behaviour Expectations

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

WHAT WE EXPECT FROM YOU	WHAT YOU CAN EXPECT FROM US
You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter, emails, Facebook and SMS texts as the primary means of notifying parents about school news, excursions or events.
You approach the principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help i.e. parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Consideration Of Individual Circumstances

Staff at 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 equity, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and the Administration staff 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/caregivers to know what consequence another student might have received; we will not disclose or discuss this information with anyone other than 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/caregivers 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.

Legislative Delegations

Legislation

In this section of the Yorkeys Knob State School Student Code of Conduct links are provided to relevant legislation that inform the overall Student discipline procedure.

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

Delegations

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

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school.

These decision-making responsibilities cannot be delegated to other staff in the school, such as Deputy Principals. The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General’s delegations
- Education (General Provisions) Act 2006 Minister’s delegations
- Education (General Provisions) Act 2006 Director-General’s authorisations
- Education (General Provisions) Regulation 2006 Minister’s delegations
- Education (General Provisions) Regulation 2017 Director-General’s delegations

Disciplinary Consequences

Yorkeys Knob State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, the principle of procedural fairness applies in all decision making and students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. This is detailed for staff reference in the 'Student Incident Management Flowchart' document.

Yorkeys Knob State School uses 'minor' and 'major' when describing problem behaviour and the seriousness of the behaviour incident/s observed. When responding to behaviour incidents staff determine if the problem behaviour is minor or major using the following agreed definitions. Possible consequences are listed to support teachers and administration when following through with consequences for the problem behaviour.

Student incidents are recorded and monitored in the Departmental OneSchool system. Data is analysed to inform decision making on resourcing, support and intervention. OneSchool data is used to inform planning for teaching of expected behaviours. OneSchool information is accessible by any State School in which a student enrolls.

Minor Behaviours are those that:

- Are minor breaches of school expectations
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any serious way
- Are not part of a pattern of problem behaviours

Major Behaviours are those that:

- Significantly violate the rights of others
- Put others or self at risk of harm
- Often require support or assistance of school Administration (immediate or deferred)

Major behaviours may be dealt with by the staff member involved or result in a referral to School Administration or the Positive Behaviour Teacher because of their seriousness. When major problem behaviour occurs, staff members calmly manage the situation, ensuring the safety of all students and staff.

Differentiated Consequences

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

- | | |
|---|---|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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?") |
|---|---|

<ul style="list-style-type: none"> • 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 • Class wide incentives • Reminders of incentives or class goals • Redirection 	<ul style="list-style-type: none"> • Prompt student to take a break or time away in class • Provide positive reinforcement of other students who are meeting expectations • 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)
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Consistent Responses to Problem Behaviour

At Yorkeys Knob State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. School staff use school-based documents to enact consistent responses to problem behaviour where possible. Further information for staff on how to document these actions, is detailed in the ‘*OneSchool Incident Recording Guidelines*’, ‘*Reporting OneSchool Incident Checklist*’ and ‘*Reflection Room Process*’ document.

All staff are expected to demonstrate the school values when managing student behaviour and engage with students in a calm and predictable way. Further information on the management of incidents is detailed for staff in the ‘*Reflection Room Supervisor Procedure*’ and ‘*Guide to Responding to Student Behaviour*’ documents.

Behaviour Categories

The ‘*Guide to Responding to Student Behaviour*’ is a reference document for staff when problem behaviours occur. This document outlines the definitions of the types of behaviours and the possible consequences. Yorkeys Knob School staff refer to the matrix to help make decisions about best matched consequences for problem behaviour.

The types of problem behaviour categories (as per the Departmental OneSchool system) include:

- Bullying / harassment
- Defiant / Threats to adults
- Disruptive
- Dress Code
- IT Misconduct
- Late to Class

- Lying / Cheating
- Misconduct involving object
- Non-Compliant with routine
- Other conduct prejudicial to the good order of the school
- Physical Misconduct
- Possess prohibited items
- Property misconduct
- Refusal to participate in the program of instruction
- Substance misconduct involving illicit substance
- Substance misconduct involving tobacco and other legal substances
- Third minor referral
- Threat(s) to others
- Truant / Skip class
- Verbal misconduct

School Disciplinary Absence (SDA)

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 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 or
- all support offered to the student and the family has not led to a change in behaviour.

At Yorkeys Knob State School, the focus is on moving forward and learning from supporting change.

Parents/caregivers 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. 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.

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

- welcome the student, with their parents/ caregivers back to the school
- set the student up for future success
- assist in their successful re-engagement in school following suspension
- check in on student wellbeing
- discuss any recent changes to school routine or staffing
- offer information about supports available
- strengthen home-school communication.

The invitation to attend the re-entry meeting is included in the suspension letter. Re-entry meetings are short, taking approximately 10-15 minutes, with the Principal or their delegate(s) attending with the student, their parents/caregivers and student support staff as required. A record of the meeting is saved in OneSchool.

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This may include:

- selecting an appropriate and accessible meeting space
- the provision of written and/or pictorial information and other relevant accommodations
- the attendance of support staff

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.

Uniform

UNIFORM REQUIREMENTS

The official school colours of Yorkeys Knob State School (YKSS) are light blue and yellow. The school uniform reflects these official school colours. The YKSS uniform comprises a range of items for summer and winter wear. This range includes:

- School polo shirt with emblem (Year 6 students may purchase and wear a senior shirt in place of the polo shirt)
- shorts - unisex, black
- skirt / skort - black
- School jumpers and jackets – black
- socks – black or white
- Shoes - Fully enclosed (Workplace Health and Safety Regulations require all students to wear footwear with substantial uppers i.e. not sandals, thongs, canvas slip-ons etc).
- School bucket hat with emblem (caps and hats without a brim are not permitted)

Polo's, hats, jumpers and jackets may be purchased through the school uniform shop via the P&C. The Uniform Shop accepts cash or EFTPOS payments.

RESTRICTED ITEMS

The YKSS uniform policy places certain restrictions on what may be worn at school:

- Jeans are not an acceptable part of the school uniform at any time
- Jewellery is to be restricted to any/all of the following: a watch, two pairs of sleepers/studs for pierced ears, and any medical bracelets
- Make-up and nail polish are not appropriate to wear at school.

Students who wish to represent the school in choir, sports activities and on school outings (excursions, visits etc.) must wear full school uniform including suitable shoes.

Loan uniforms are available for students whose uniforms become unwearable during the day as well as to those who do not comply with the uniform requirements.

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, students and visitors. '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 school staff will consider:

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

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

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

- illegal items or weapons (guns, knives*, crossbows, swords etc)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope etc)
- drugs** (including tobacco)
- alcohol
- aerosols (eg. deodorants, hair spray, spray paint etc)
- explosives (e.g. fireworks, flares, sparklers etc)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters etc)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the college will provide information about the procedures for carrying and storing these items at school.

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

The following items are not permitted at Yorkeys Knob State School, and may be removed if found in a students' possession and returned to the student at the end of the day:

- toys (trading cards, slime/putty, fidget toys)
- chewing gum
- soft drinks
- lollies

RESPONSIBILITIES

SCHOOL STAFF

Staff at Yorkeys Knob State School:

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

PARENTS/CARERS

Parents/carers of students at Yorkeys Knob State School:

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - o is prohibited according to the Yorkeys Knob State School Student Code of Conduct
 - o is illegal
 - o puts the safety or wellbeing of others at risk
 - o does not preserve a caring, safe, supportive or productive learning environment
 - o 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

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:
 - o is prohibited according to the Yorkeys Knob State School Student Code of Conduct
 - o is illegal
 - o puts the safety or wellbeing of others at risk
 - o does not preserve a caring, safe, supportive or productive learning environment
 - o 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.

Mobile Phones & Other Devices

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.

Personal Technology Devices include, but are not limited to: games devices, laptop computers, PDAs, cameras and/or voice recording devices, mobile phones, iPods, portable speakers, smart watches and devices of a similar nature. Students bringing personal technology devices to school is not encouraged due to the potential for theft and general distraction and/or disruption associated with them.

In consultation with the broader school community, at Yorkeys Knob State School it has been agreed technology should not be permitted at school during school hours, rather students are encouraged to engage in other social learning and development activities. YKSS is a personal technology* (mobile phone, smart watch or other devices that connect to the internet/network) free zone from 8:00am to 3:00pm each school day. Please respect the community agreed expectations for our school site and behaviours.

All personal technology devices/associated equipment are brought to school at the owners' risk. The school will not accept liability in the event of loss/theft/damage of any device. The responsibilities for students using personal technology devices at school or during school activities are outlined below:

- Hand the device to the office staff as soon as the student arrives at school and then retrieve it from the office at the end of the school day.
- In line with the Queensland Governments introduction of "Away for the Day" guidelines in term 1, 2024 any student with a wearable device must disable notifications during the school day.
- Be courteous, considerate and respectful of others when using a device after 3:00pm each school day.
- Seek teacher's approval to use a device under special circumstances during other times.

** 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.*

It is **unacceptable** for students at Yorkeys Knob State School to:

- Use a personal technology device between 8:00am – 3:00pm (Monday to Friday) without direct teacher consent on site.
- Use a personal technology device in an unlawful manner which can include filming another without consent and/or filming on school grounds without written consent.
- 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.
- Deliberately waste printing and internet resources.
- Damage computers, printers or network equipment.
- Commit plagiarism or violate copyright laws.
- Ignore teacher directions for the use of social media, online email and internet chats.
- Send chain letters or spam email (junk mail).
- Knowingly download viruses or any other programs capable of breaching the department's network security.
- Use in-phone cameras or laptop cameras on the school site without the consent of a teacher.
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use) of such material.
- Use a personal technology device to cheat during exams or assessments.
- Take into or use personal technology devices at exams or during class assessment unless expressly permitted by school staff.

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 this 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.

In addition, students and their parents/caregivers 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.

This policy also applies to students during excursions and extra-curricular activities. Some excursions may permit the use of mobile phones and smart watches for security reasons. Parents/caregivers will be notified via letter of any such permission.

At all times students, while using Information Communication Technology (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. 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.
- 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, however, avoiding or reducing access to harmful information requires responsible use by the student.

Preventing & Responding to Bullying

Yorkeys Knob State School (YKSS) strives to create positive, predictable and safe environments for all students at all times. YKSS uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

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.

The key point is that bullying is targeted, intentional, and repetitive. It is a pattern of behaviours that harms a child or group of children.

Behaviours that do not constitute bullying include, however, are not limited to:

- 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.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts are still considered serious and need to be addressed and resolved. At Yorkeys Knob State School, our staff will work quickly to respond to any matters raised of this nature in collaboration with students and parents/caregivers.

There is no place for bullying in Yorkeys Knob State School. Evidenced based 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 behaviours that will not be tolerated at YKSS include (but are not limited to): name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

If bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Proactive measures are employed at Yorkeys Knob State School to support students in the prevention of bullying. Lessons are explicitly taught in all classrooms and reinforced at assemblies outlining how to report issues, find support and respond to these issues. The school's PBL framework reinforced with High 5 is designed to equip our students with a suite of social skills to use in a myriad of situations within and outside of the school community. These skills have been designed to support students in preventing any bullying in any situation.

The following flowchart explains the actions Yorkeys Knob 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. The Major Incident Report and Debriefing Report should be used as part of this process. Please note that the indicative time frames will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s. 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:

Class teacher
Deputy Principal
Principal

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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/caregivers who wish to make a report about cyberbullying should approach the Deputy Principal or Principal. They can be contacted directly by students, parents/caregivers or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents/caregivers 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/caregivers 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 (QPS).

Students enrolled at YKSS may face in-school disciplinary action, such as Reflection Room, internal suspension 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/caregivers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/caregivers 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 a member of our school Administration Team.

Support Services

Yorkeys Knob State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Yorkeys Knob 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 consequences such as suspension or exclusion from school.

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](#).

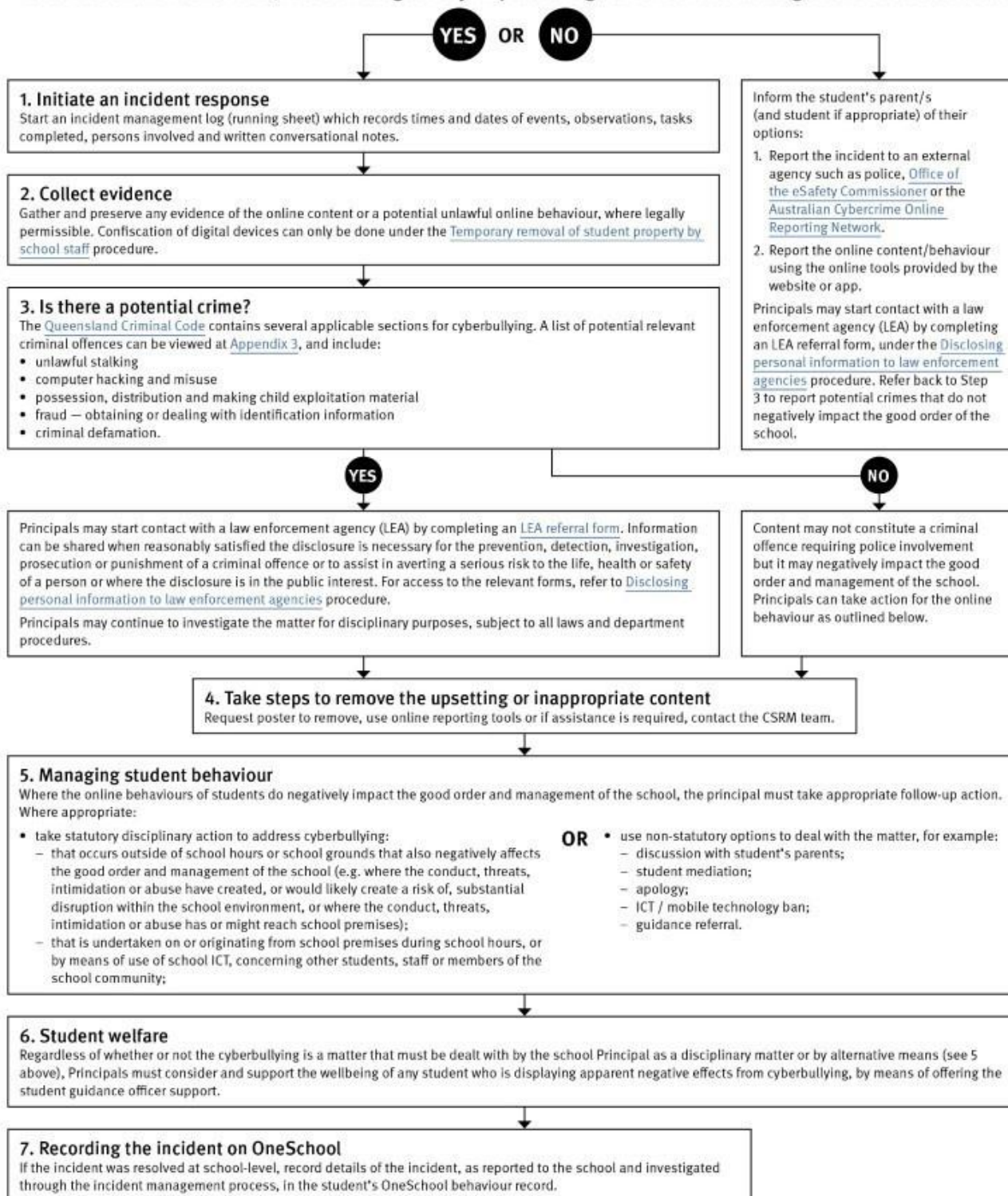
Explicit images

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](#).

Help

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

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 is important to note that students under the age of 13 are unable to engage in the use of social media without Parental consent and supervision.

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.

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 ramification of online commentary?

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at 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 staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. 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 reescalation, 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.

Conclusion

Yorkeys Knob 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 need to raise a concern and/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 Deputy Principal or 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 [school's 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.