Communication of the Responsible Behaviour Plan for Students

It is important that the content of this Plan is communicated to staff, students and their families. A copy of the Plan is made available to parents and students upon enrolment. It is also available online through the school’s website and upon request through the school administration. Parents may request a translated document if the need exists. The Plan is also available to students and staff through an abridged version in the student diary.

Opportunities for face-to-face discussion are also scheduled during the year in association with various parent/teacher evenings to allow families with lower levels of literacy access to the information.

1. Purpose

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

The Responsible Behaviour Plan for Students (the Plan) is designed to support this learning environment through facilitating high standards of behaviour. The Plan applies to all students whether at school or outside school where they can be easily identified as a member of Yeronga State High School community (eg when representing the school, travelling to or from school, while wearing the uniform).

At the core of our school’s Plan is our vision for the future: Quality Pathways to Success and our core values: Quality, Harmony and Sustainability. Our commitment to ensuring that every day, in every lesson, every student in our school is learning and achieving within a safe, supportive and disciplined learning environment.

2. Consultation and Data Review

Yeronga State High School developed this Plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during August 2016. A review of data sets from 2014-2016 also informed the development process.

The Plan endorsed by the Principal and Chair of the School Council.

3. Learning and Behaviour Statement

All areas of Yeronga State High 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 approach is one that promotes positive behaviour and maintains teaching and learning environments that support the education and wellbeing for all students. Central to this is our 4 “Rs”.

Rights – to be safe and to learn unhindered
Respect – to treat all people with dignity and respect property
Responsibilities – to uphold the rights of all and follow the school rules
Reputation – to take pride in self and school through positive action

Our core values of Quality, Harmony and Sustainability define how these behavioural elements are expressed. Quality infers that members of our community need to behave in ways that uphold high standards, while Harmony reflects the need to behave in ways that promote positive relationships. Sustainability is about behaving in ways that maintain both Quality and Harmony within our school into the future.

Our school rules have been agreed upon and endorsed by all staff, our school P&C and our School Council. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Yeronga SHS uses a three-tiered approach to ensuring that the key behavioural elements and core values are enacted and also in responding to unacceptable behaviour. These tiers are: Universal, Targeted and Intensive levels of support.

4.1 Universal behaviour support

Students come to school to learn. In this context behaviour support represents an important opportunity for students to learn how to get along with others. At Yeronga SHS strategies are in place for all students to acquire and display the positive social behaviours associated with the 4 Rs (Rights, Responsibilities, Respect, and Reputation).

The strategies include:

- engaging, challenging and inclusive curriculum
- quality teaching, learning, assessment and reporting practices
- comprehensive induction programs in the Yeronga SHS Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- weekly address by Principal focusing on behaviour and recognising students for success and achievement
- school newsletter articles and staff PD related to responsible use of ICTs
- school diary which provides students with information on school expectations, values and rules
- promotion of Yeronga SHS 4Rs (Rights, Responsibility, Respect, Reputation) and 5Ps focus: (Being – Positive, Punctual, Prepared, Productive, Proud)
- positive role modelling – teachers, administrators, parents and student leaders
- proactive and consistent classroom strategies
- clearly articulated boundaries and rules
- positive relationships and respectful interactions
- social skills/life skills programs facilitated through our Student Welfare Team
- student leadership opportunities
- active and engaged student council promoting active school citizenship
- promoting healthy lifestyles (tuckshop, sport, HPE, extra-curricular activities)
- proactive and caring Year Level Coordinators
- classroom rules – developed and displayed
- implementation of General Procedures (Appendix 1) to address:
  - Mobile Phones and other Personal Electronic Devices
- implementation of Responsible Behaviour at Yeronga SHS (Appendix 2) to address:
  - ICT Usage Agreement
  - Bullying prevention and responses
  - Drug Education and Response

Some students require re-direction for low-level and infrequent inappropriate behaviours. In these situations, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations. Our preferred way of re-directing low-level problem behaviour is to ask the student to:

- Identify how their behaviour is disrupting the learning of others by referring them to the 4Rs and 5Ps
- Commit to behaving appropriately in line with our school’s expectations around Responsible Behaviours

This encourages students to reflect on their own behaviour, compare it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

4.2 Targeted behaviour support

At Yeronga SHS a small group of students who do not respond to the universal (whole school) behaviour support may require additional or targeted support. This support may be provided by a range of personnel including:

- Teachers
- Teacher Aides
- Year Level Coordinators
- Deans of Students
- Head of Departments
- Head of Inclusive Practices
• Executive Leadership – Principal, Deputy Principals
• School Community Liaison Officer
• Students Welfare Team – Guidance Officer, School Chaplain, Provisional School Psychologist, Youth Support Worker, School Based Youth Health Nurse, HEAL (Home of Expressive Art Therapy) Art Therapists
• External community agency staff.

The strategies used by these people include:
• Specific strategies to support student self-regulation – e.g. Zones of Regulation, mindfulness & engagement programs, student exit strategies.
• Parent/family/guardian involvement
• Referral to Student Support Management Group (SSMG – see below)
• Monitoring plans – behaviour, attendance, and industry
• Student withdrawal or detention during school time
• Restitution – apologies, community service
• Community Service Intervention
• Discipline Improvement Plan
• Mediation processes – peer mediation, teacher-student mediation
• Data monitoring – incident reports/referrals, attendance
• Referral to specific external agencies

The Student Support Management Group (SSMG), comprising the Guidance Officer, Deans of Students, Senior School HOD, Deputy Principals and Head of Inclusive Practices, meets weekly to assess student referrals from staff, determine and implement appropriate support strategies based upon individual need and circumstances, and monitor student progress.

All of these strategies support students to feel accepted and engaged in our school community. These are important factors in developing lifelong resilience.

4.3 Intensive behaviour support
A very small percentage of students may need intensive support and/or flexible learning options. Students requiring this level of support are identified through the SSMG process (mentioned in 4.2 Targeted Behaviour Support), and through monitoring of OneSchool behaviour records and attendance records. Each case is treated on an individual basis with the goal of re-engaging the student in learning and maintaining their sense of wellbeing. The following are the minimum expectations for this type of support:
• A case manager assigned to the student.
• The development of an individual behaviour support plan and monitoring program.
• Students and parents/caregivers are informed of key interventions / processes such as:
  ▪ flexible or alternative learning options
  ▪ Discipline Improvement Plan
  ▪ Suspension
  ▪ exclusion.
• Consultation with relevant school-based and/or EQ personnel and external agencies:
  ▪ Regional Guidance Officer Support
  ▪ Student Welfare Team Support
  ▪ Transition Pathways Officer – Inner South
  ▪ External Agency Support
• Regular teacher consultation to monitor progress of individual students.
• Ensuring any individual plans that may involve physical restraint (procedures outlined in Safe, Supportive and Disciplined School Environment and Student Protection) must be followed and communicated to staff.

5. Consequences for inappropriate or unacceptable behaviour
Yeronga SHS school rules are based on the values of Quality, Harmony and Sustainability and aim to help students:
• be aware of the Rights and Responsibilities of all
• appreciate and respect others and their property
• be aware of the implications of a positive Reputation for each individual and our school.
Consequently, we enforce clear standards of academic and social behaviour where teaching and learning rights are promoted.

Our school makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable, consistent and proportionate to the nature of the behaviour.

There are two main methods used to ensure this fairness of consequences:

**Firstly,** there is a process of collegial consultation among staff at the various levels of behaviour management within Yeronga SHS. As an example, teachers discuss consequences with colleagues and HODs while Deputy Principals and Deans discuss consequences with other members of the school executive, Year Coordinators and HODs to determine an appropriate action.

**Secondly,** inappropriate and unacceptable behaviour is classified as either MINOR or MAJOR in nature so that all members of our community understand the difference.

Staff members also use the classification to determine who manages the consequences for behaviour, and when students are referred to other staff members (see Appendix 3):

- Minor behaviour incidents are handled by teachers, year coordinators, HODs and Deans at the time it happens.
- Major behaviour incidents are referred directly to the Deans, Deputy Principals or the Principal

The following outlines how Yeronga SHS defines these behaviours and the possible consequences.

### 5.1 Minor Inappropriate Behaviours

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others, threaten others or have the potential to cause harm
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- A re-direction process where a staff member takes the student aside and:
  - names the behaviour that student is displaying
  - asks the student to name expected school behaviour
  - states and explains the expected school behaviour if necessary
  - gives positive verbal reinforcement of expected school behaviour.

- A minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away) from a particular class or activity, individual meeting with the student, mediation between students or between staff and students, an apology, restitution, detention for work completion, or temporary removal of property.

- Break time detentions are assigned for: minor non-compliance with uniform policy, arriving late to school or class, minor inappropriate behaviour in class, fractional truancies.

A report of the student’s behaviour is recorded on OneSchool.

### 5.2 Major Unacceptable Behaviours

Major unacceptable behaviours are those that:

- significantly violate the rights of others
- disadvantaging the wellbeing of self or others
- are illegal
- are repeated minor infringements
- are deliberately and disrespectfully defiant
- bring the name of the school into disrepute
- require the involvement of school administration.
Major unacceptable behaviours result in an immediate referral to school Administration (Deans, Deputy Principals or Principal) because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then arranges for the student to be escorted to Administration. A report of the student’s behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- parent contact, withdrawal from class, disciplinary absence (2 to 10 day suspension), loss of privilege, restitution, warning of exclusion in the event of future repeated or persistent inappropriate behaviour, discipline improvement plan, community service intervention, referral to Guidance Officer or another member of the Student Welfare Support Team, referral for specialist behaviour services, suspension from school

Students who engage in very serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a more serious disciplinary absence (10 to 20 day suspension and/or recommendation for exclusion) as a consequence of unacceptable behaviour.

6. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

6.1 Immediate Strategies

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, do not humiliate the student, be matter of fact and respectful, and avoid responding emotionally.

Avoid escalating the unacceptable behaviour

Use a calm voice, give the student space by directing other students and staff away from the immediate area, do not touch the student, avoid sudden or loud responses, do not use sarcasm, do not become defensive, do not communicate anger or frustration through body language.

Approach the student in a non-threatening manner

Move slowly and deliberately toward the situation or incident, allow the student to calm down before speaking with them, speak privately to the student/s where possible (i.e. avoid an audience), speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, treat the incident at hand (i.e. don’t raise past incidents), acknowledge cooperation, withdraw and seek colleague assistance if the situation escalates.

6.2 Reinforcement and Correction Strategies

If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. Refer the student to a member of Administration (Dean, Deputy Principal or Principal) in a timely manner (i.e. before COB of the same school day).

6.3 Follow-Up Strategies

Restore normal school operations as soon as possible.

Provide post incident opportunities that include:

- assisting any distressed student/s to access appropriate support, e.g. Guidance Officer or Student Welfare Support Team
- assisting the individual 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
- a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.
6.4 Physical Intervention
Staff may make legitimate use of physical intervention if a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Yeronga State High School’s duty of care to protect students and staff from foreseeable risk of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, blocking a student’s path or using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of discipline or punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation

Any physical intervention made must:
- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result
- take into account the age, stature, disability, understanding and gender of the student.

6.5 Record keeping

7. Network of student support
Students at Yeronga SHS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

<table>
<thead>
<tr>
<th>Parents</th>
<th>Teachers</th>
<th>AVT Behaviour Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Staff</td>
<td>Head of Departments</td>
<td>Youth Support Worker</td>
</tr>
<tr>
<td>Administration Staff</td>
<td>Guidance Services</td>
<td>Cultural Liaison Worker</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td>Year Level Co-ordinators</td>
<td>Pregnant and Parenting Support Officer</td>
</tr>
</tbody>
</table>

As a result of our diverse student population we have developed Inter-Agency Partnerships with multiple groups, both government and community based including:

- Support Services Meetings: Qld Program Assisting Survivors of Torture and Trauma (QPASTT)
- Harmony Place: Disability Services Queensland
- Multilink: Queensland Health
- Multicultural Centre: Department of Communities (Child Safety Services)
- Mercy Family Services: Queensland Police Service
- Child Youth and Mental Health: Local Council
- Police Cultural Liaison Officer: Neighbourhood Centre

All students are monitored through the school’s Student Management Database which keeps track of all student behaviour issues. It is the central point of information collation and referral for all behaviour issues involving students and enables systematic tracking and monitoring of individual students, types of incidents and locations.
8. Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. In all circumstances Yeronga State High School follows the principles of Natural Justice. Before a decision is made on an issue of student behaviour, we seek input and explanations from all involved, and all relevant Student Welfare Support Staff to ascertain all factual details and consider prior issues, student conduct and mitigating circumstances.

Yeronga SHS considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff
- Student Learning and Wellbeing Framework

11. Some related resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

12. Endorsement

________________________________________  ___________________________
Principal                                      Chair, School Council

Effective Date: 21 February 2018 – 31 December 2019
3. GENERAL PROCEDURES

3.1 Attendance Procedures

Attendance and Absence from School
Students are expected to attend school every day of the school year. By regulation, all students must attend school until they reach 16 years of age at which time they must be either employed or studying. Good attendance and success at school go hand in hand.

In the case of a student being absent from school, a note giving the reason for the absence is required from a parent/caregiver OR a parent/caregiver is requested to telephone the school advising of the absence. On the day of the student’s return to school, the absentee note is to be handed to the Care Teacher. Where a lengthy absence is envisaged, a meeting with the Principal should occur before the period of absence. If a child is likely to be absent for two or more school days, please telephone the school and inform us of the circumstances of the absence. It may be possible for work to be set so the child does not fall too far behind.

It is expected that students who are absent from school will make up any work missed. Students miss classes for a number of reasons such as illness, excursions, sport and camps.

The school’s minimum attendance requirements are 90% in any one semester. Parents will be notified if their child has repeated unexplained absences from school.

Students who do not attend school regularly may not qualify for a Queensland Certificate of Education (QCE) or semester report because they have not met the minimum course requirements for certification. Students over 16 years may have their enrolment cancelled due to poor attendance patterns or non-participation.

The school’s automated student Absence Line is: 3249 1460

Late Arrivals to School
All students are expected to be punctual in attendance arriving at 8.30am for an 8.50am start. Students arriving late must report immediately to Student Services with a note stating the reason for lateness and an entry will be made in the school’s absence database. Senior students who consistently arrive late to school could place their enrolment in jeopardy. If a student has no valid reason for being late he/she is expected to attend an after school detention from 11.00am until 11.40am.

Students who have a study line in period 1, must attend Care roll marking as usual.

Early Departures
Students are not to leave the school grounds prior to 2.40pm without permission from the Principal or other school official. On the occasion when a parent wishes a student to leave the school grounds early, a signed note from the student’s guardian specifying the request is required. This must be presented to the Student Services Counter before school. The school may or may not grant the request.
Generally permission will only be granted for urgent personal or medical reasons only. Other matters and appointments should be made out of school hours. Permission will not be given for students to visit local businesses or shopping centres during lunch breaks. Leaving the school grounds without permission will be treated as truancy and dealt with under the school’s Behaviour Management Policy.

3.2 Contacting and Visiting the School

Messages for Students and Phone Calls
A message will be taken at the school office for students in an emergency situation only. General messages for non-urgent matters cannot be relayed to students. Students will not be permitted to accept phone calls at school. Only in cases of emergency will they be able to make calls using a school phone or receive phone messages. Parents/carers are not to interrupt learning by contacting a student’s mobile phone during school hours.

Visitors to the School
Yeronga SHS is committed to taking all reasonable steps to ensure the safety of employees while they are performing their official duties and to providing a safe environment for staff, students and visitors under Section 47 and 48 of the Act.
All visitors to the school must report immediately to the main office in the Administration building.
A computer generated pass will be issued to any persons who have been given the permission of the administration to visit a student or staff member of the school. No person may communicate with students or staff unless he/she has permission and has an official pass.
Parents/caregivers/visitors are not permitted to go directly to classrooms or into the grounds. They must see a member of the administration, for obvious duty of care reasons.
Students, parents and members of the public are not permitted to use the school facilities outside of school hours without prior permission from the Principal.

3.3 School Communications and P&C Association

Change of Details
If at any time you change your address or phone number, please come to student services to pick up a change of address form ASAP. This information is necessary so that official records can be kept up to date and immediate contact can be made in the event of an emergency.

Newsletter
We commit ourselves to clear and open communication between home and school. The school publishes a newsletter that is emailed to all students and families three times per term.

SMS Notifications
The school expects parents/caregivers to contact the school in advance if they know their child is to be absent. If the school is not contacted and a student is marked absent from Care Group and has not signed in late, parents will be informed by mobile phone Short Message Service (SMS).

Yeronga SHS records show Janet Brown is absent MON 23/5/13. Pls reply SMS Yr level / student name / reason / abs date
The message will arrive on the phone displaying the number, “19910010”. Parents should store this number in their mobile phone under “Yeronga SHS” so that when the message arrives, the parent is aware the message has come from the school.
Parents can then reply by phoning, sending a note with the student OR by the preferred method of pressing the reply option on your mobile phone. When replying by SMS text, add to the text you received your son or daughter’s name, year, date of absence and the reason they are absent or late.

*eg Steven Scott, Year 11 was sick yesterday (Tuesday 15 November)*

**Parent/Teacher Interviews**

The school holds both formal and informal interviews where parents and teachers get the opportunity to meet each other and discuss the progress and performance of a student. The school holds two formal Parent/Teacher afternoons each year. However, a parent does not have to wait until Parent/Teacher night to talk with teachers – any mutually convenient time will do. Please do not hesitate to contact the school as soon as you feel there is a need.

Parent and caregiver support and the nurturing of positive caring and connected relationships at home, with clear rules and boundaries being established, can be one of the most important contributing factors to a child’s success at school. Parents, in partnership with teachers, play a vital role in shaping our young people to become active, positive and productive citizens, who take responsibility for their own learning and behaviour.

**Parents and Citizens Association (P&C Association)**

Through the P&C Association we encourage active parent involvement in our decision-making forums. We strive to develop positive and caring interpersonal relationships between students, teachers and the community. The P&C operates -

- as a forum for discussion and feedback about the school and its operations
- to provide students/school with resources not supplied by Education Queensland.

It is vital that parents make the Parents and Citizens Association their own – it is a great opportunity to get directly involved in the school and a great way to get to know the Administration team and other teachers of the school.

**Positive Complaints Management**

We believe that positive relationships with home are fundamental to the effective performance of our students. From time to time you may have a concern about a school-related matter or there may be a decision you need clarified. If you have a concern about any matter, for example your child’s performance, our performance, school decisions or procedures, we invite you to call our admin staff or make an appointment to come and talk the matter over with us. It is better that we are aware sooner of your concerns so that these can be resolved quickly and if needed set actions in place to improve our school and enhance our students’ learning.

### 3.4 Medication, Illness and Accidents at School

**Medication**

A reminder to all parents of students who have medical conditions requiring them to be administered with prescription drugs at school.

The ruling from Education Queensland is that all prescription drugs brought to school by the student must follow these guidelines:

- Parents/guardians must make a written request to the Principal/Deputy Principals.
- The instructions provided must be written on the medication container by the pharmacist at the medical practitioner’s direction.
- Non-prescribed oral medication such as analgesics (or over-the-counter medication) will not be administered at school by any persons on school premises.
Illnesses, Accidents and Ambulances
Since we are unable to look after sick children at school, parents are requested not to send students who are already unwell.

Students who become ill during the school day and wish to go to the sickroom must first report to Student Services with a note from their teacher, where their names will be recorded.

Where possible, and if necessary, parents will be contacted so that the student may be sent home. Facilities for sick children at school are limited – we are not a hospital. We believe home is the best place for students when they are ill.

It is imperative that the information on the student’s record card be updated regularly (especially address, telephone numbers, emergency contacts). Parents should inform the school of serious allergies, physical limitations or disabilities both temporary and permanent.

Sometimes, in emergencies, ambulances are required for student transport to hospital. If an ambulance is required for any reason we attempt to contact parents/guardians to notify them. If this is not possible, parents/guardians will be contacted by the hospital. Our first priority is the safety and wellbeing of the students in our care.

3.5 Travel to and from School

Driving
Students who drive to school (car/motorbike) must park their vehicles in the designated car park outside of the Sports Centre. All students who drive themselves to school must complete a Driving to School Application and lodge it with the school’s Principal. Application forms are available from the school’s office. Additionally, they may only carry other students in their vehicles if written permission from parents of both the driver and the passenger has been lodged with the Principal.

Bicycles
Bicycle racks are provided for student use and all bicycles must be stored in these racks. For security reasons, it is recommended that bicycles be locked. The school cannot accept responsibility for the security of bicycles parked in bike racks. The use of bicycle helmets is required by law.

Skateboards and other recreation devices
Skateboards and other recreation devices such as roller blades are prohibited at school and as a means of travelling to and from school due to the safety risks they pose.

Public Transport and Public Image
Students are expected to maintain the highest behavioural standards whilst travelling to and from school on public transport. Students must obey lawful instructions given by drivers in charge of buses and trains.

When travelling to and from school students are responsible for upholding the good name of our school in the broader community. If, in the opinion of the Principal, a student’s behaviour to and from school is likely to prejudice the good order and management of the school (eg. creating disturbances in public places, fighting/threats involving students or members of the public) they will receive appropriate consequences including possible suspension or exclusion. Student safety and wellbeing at all times is our paramount objective. Students must not smoke whilst in school uniform, including travelling to and from school.

3.6 Resource Hire Scheme, Payments and Stationery

ID Cards
All students will be issued with a plastic ID card upon paying their school fees. The cost of the card is covered as part of the school’s Resource Hire and Contribution Scheme payment. The ID Card is used for library borrowing and textbook hire. Replacement ID cards cost $6.00.
Payment of Money
Payment of money to the school for the purposes of an excursion or other curriculum activities must be made by the date outlined by the activity organiser. Extraordinary or unforeseeable circumstances which prevent compliance with this policy will be dealt with on merit by the school Administration. Parental permission forms must also be received before students partake in any official school activities outside of the school. Students must have their identification cards with them when making payments.

Resource Hire and Contribution Scheme
For students to derive maximum benefit from their secondary education, it is important that they have the advantage of access to the usage of essential texts, reference materials and other necessary resources. A Resource Contribution and Hire Scheme operates at Yeronga State High School, whereby parents/caregivers pay a contribution and the School lends them a range of necessary textbooks and provides printed notes and a range of other materials and equipment.

*The purpose of this scheme is to contain costs to the parent/caregiver.* The savings are very considerable in that if each student was required to provide all books, booklets and resources, the cost to parents would be very great. The contribution helps to cover the provision of a wide range of classroom resources such as class sets, textbooks, audio-visual materials, computer materials, printed notes, sporting equipment and other consumables. It also maximizes the student’s educational opportunity by allowing the School to provide the widest range of texts and equipment possible.

Stationery Requirements
Stationery requirements vary from subject to subject and year level to year level. Stationery requirements are sent home with the school report in November/December.

3.7 Valuables and Lockers

**Personal Property and Valuables**
Valuables should be left at home in case of theft or loss. If money, in excess of what is reasonably required for tuckshop, is brought to school it should be left at the Office for safekeeping. In the case of theft/loss/vandalism of personal property, this should be reported to the office immediately. Students need to take all reasonable precaution to prevent loss of, or damage to, personal property whilst at school.

*We advise students to:*  
• ensure they do not leave money or valuables in their school bags  
• not bring items of value or sentiment to school  
• keep their school bags close as possible to them at all times.

All clothing, books and other articles should be clearly marked with the student’s name to reduce the chance of theft and for ease of identification if lost. Lost property is located at Student Services counter.

*Prohibited items*
Students must not bring the following items to school:

- aerosol cans  
- chewing gum/bubble gum  
- offensive material  
- permanent marking pens  
- playing/trading cards  
- portable music devices  
- yo-yos  
- alcohol/drugs  
- cigarettes/lighters/matches  
- cutters/any knives  
- laser pointers  
- steel rulers  
- weapons (objects of harm)  
- skateboards/scooters
Searches of bags and lockers by the school’s administration are permissible only when there are reasonable grounds or a well-founded suspicion that a search will uncover particular items which are missing such as valuables or items not permitted at school. Students may be asked to open their lockers, bags or desks for inspection, or to turn out their pockets. Items may be confiscated if their use interrupts learning or they are not permitted at school. If the item constitutes a danger to the student, the parents may be contacted to arrange return of the property. The Queensland Police Service must be notified if illegal items are found.

**Lockers**

Students may apply for a locker in which to store schoolbooks, requisites and personal belongings. The school cannot accept responsibility for goods stolen or lost. Items of significant value should not be brought to school. Requests for lockers should be made through Student Services. Students must provide their own padlock.

### 3.8 Mobile Phones and other Personal Electronic Devices

Students are encouraged not to bring mobile phones or other personal electronic devices (eg music players, gaming devices, cameras) to school. Usage of devices at school can:

- infringe the rights of students to learn unhindered
- infringe the rights of students to be safe and free from harassment
- result in theft as security cannot be guaranteed.

Where devices are brought to school they must be turned off and kept out of sight, preferably in the student’s pocket.

Breaches of this policy shall result in confiscation of the device which may only be returned to the parent or guardian after meeting with the Deputy Principal.

Harassment and the recording or dissemination of voice or images are breaches of the Responsible Behaviour Plan for Students and may result in prosecution.

### 3.9 Workplace Health and Safety

The Workplace Health and Safety Act 1995 sets a standard of conduct and clearly describes the health and safety rights and responsibilities of everyone at our workplace. The school is responsible for the health and safety of students whilst on school premises and participating in official school activities. To ensure the safety and welfare of students at our school the following general provisions apply:

- **Covered Shoes** – It is a requirement of our site that all persons wear covered shoes. Impervious shoes (ie black leather college shoes – as part of the formal uniform) which meet safety standards must be worn during Manual Arts, Home Economics and Science lessons. Students in Manual Arts will also be required to wear face shields and hair nets whilst operating machinery.

- **Jewellery** – in some subject areas and for some activities, Workplace Health and Safety Regulations may require the removal of all jewellery. Please refer to the school’s [Uniform and Dress Standards](#) policy for more details.

- **Dangerous Behaviour** – any student whose behaviour threatens the safety and welfare of others will be dealt with under the school’s Responsible Behaviour Plan for Students.

### 3.10 Sport

Sport and Physical Education is included as part of the school’s curriculum and it is mandatory for all students to participate. Notes from parents are required for temporary non-participation. Students are expected to wear the school’s sports uniform for these lessons.

Students in Years 7, 8 and 9 participate in weekly sport on a Wednesday during period 5. Interschool sport gala days are organised for all interested students.
5. RESPONSIBLE BEHAVIOUR AT YERONGA SHS

5.1 Responsible Behaviour Plan for Students (an overview)

The Yeronga State High School Responsible Behaviour Plan for Students is designed to support the learning environment by facilitating high standards of behaviour and positive relationships and is the result of a collaborative review with parents, staff students.

The Plan applies to all students where they can be easily identified as a member of Yeronga State High School community (e.g. when representing the school, travelling to or from school, while wearing the uniform).

The Plan is centred around Yeronga SHS’s 4Rs –

**Rights** – to be safe and to learn unhindered

**Responsibilities** – to uphold the rights of self and others

**Respect** – to treat all people with dignity and to respect property

**Reputation** – to take pride in self and school through positive action

The Plan explains how standards for positive behaviour are facilitated and how the school uses a three-tiered approach to respond to student behaviour. This method ranges from universal support to targeted and intensive levels of support. The universal level promotes positive behaviours associated with the 4Rs and 5Ps. Targeted support addresses inappropriate or minor problem behaviours while intensive support is aimed at unacceptable or major problem behaviours.

Specific features of The Plan include –

- consequences for minor and major problem behaviours
- guidelines for student disciplinary actions – suspension, exclusion, cancellation
- emergency responses for critical incidents
- guidelines for staff when physical intervention is appropriate
- relevant legislation.

Appendices incorporated in The Plan are –

- EQ Code of School Behaviour
- Yeronga State High School Code of Behaviour
- Use of Personal Technology Devices at School
- Procedures for Preventing and Responding to Incidents of Bullying
- Working Together to Keep Yeronga SHS Safe
- Drug Education and Response
- Behaviour Management Flowchart
- Examples of Inappropriate and Unacceptable Behaviour and Possible Consequences
- Physical Intervention Report Form
- Debriefing Report Following a Physical Intervention.

The Plan can be found in full at the school’s website – [http://yerongashs.eq.edu.au/](http://yerongashs.eq.edu.au/)

5.2 School Community Expectation

The following expectations are drawn from Queensland State School’s ‘Code of School Behaviour’:

**All members of school communities are expected to:**
- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

**Students are expected to:**
- participate actively in the school’s education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.
Parents/carers are expected to:
- show an active interest in their child’s schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Schools are expected to:
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self-management.

Principals are expected to:
- play a strong leadership role in implementing and communicating The Code in the school community
- ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with The Code.

5.3 Our School Code Of Behaviour

Members of the school community are expected to uphold this code whether at school or outside school where they can be easily identified as a member of Yeronga State High School community (eg. when representing the school on trips or camps, travelling to or from school, while wearing the uniform).

The code is based upon Yeronga State High School’s 4Rs – Rights, Responsibility, Respect and Reputation.

➢ Rights - to be safe and learn unhindered
All members of our school community have the fundamental right to learn unhindered and enjoy a safe and supportive environment, free from bullying, harassment, intimidation or fear.

➢ Responsibility - to uphold the rights of all and follow the school rules
It is everyone’s responsibility to ensure that their behaviour choices contribute to caring interpersonal relationships that promote learning.

The 5 Ps are actions that assist in achieving this goal. Students and staff have a responsibility to be – Positive, Punctual, Prepared, Productive and Proud.

Students who display behaviour that denies others the rights to learn unhindered or be safe can expect redirection to think about their behaviour or other consequences ranging from detention to suspension.

Students, staff and parents also have a responsibility to be aware of and follow Yeronga SHS’s rules and policies. These can be found in documents such as the student diary and enrolment packages and relate to:
- Students Welfare and Support
- General Procedures
- Assessment and Study
- Responsible Behaviours.

Students also need to be responsible for –
- completing work within timelines
- the safe use of school equipment
- security of valuables and possessions
- keeping the school environment clean, tidy and healthy.
➢ **Respect - to treat all people with dignity and to respect property**

All members of the school community must treat others with dignity and respect. With this in mind the following examples are unacceptable behaviours under all circumstances –

- spitting
- chewing gum
- graffiti
- violence
- bullying
- loud or lurid behaviour

Items not to be brought to school under any circumstances:

- alcohol
- illegal drugs
- matches/lighters
- cigarettes
- weapons (including knives and other dangerous items)
- skateboards or similar high risk devices

➢ **Reputation - to take pride in self and school through positive action**

The reputation of a school and the individuals that comprise it can be significantly beneficial to these individuals in the broader social context.

In order to foster these opportunities, students and staff need to be –

- well groomed and appropriately dressed
- courteous and considerate of others
- well behaved in public
- polite and respectful.

### 5.4 Inappropriate and Unacceptable Behaviours and Possible Consequences

**Examples of Minor Inappropriate Behaviour:**

The list of responses is not exhaustive and 1 or more responses may be applied depending on the situation.

<table>
<thead>
<tr>
<th>Inappropriate Behaviours</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent talking in class</td>
<td>Isolation within the classroom</td>
</tr>
<tr>
<td>Moving around teaching area without permission</td>
<td>Removal from the room to another teacher’s supervision</td>
</tr>
<tr>
<td>Lateness to class</td>
<td>Detention in student’s own time</td>
</tr>
<tr>
<td>Student Diary not brought to school</td>
<td>Student writes out “Respect Sheet”</td>
</tr>
<tr>
<td>Failing to complete homework / classwork</td>
<td>Meeting with parents/guardians</td>
</tr>
<tr>
<td>Littering</td>
<td>Verbal/written apologies</td>
</tr>
<tr>
<td>Not bringing materials to class</td>
<td>Restitution</td>
</tr>
<tr>
<td>Swearing in general conversation</td>
<td>Involvement of support personnel</td>
</tr>
<tr>
<td>Physical contact eg pushing/shoving</td>
<td>Building/grounds improvement</td>
</tr>
<tr>
<td>Minor Harassment / Bullying</td>
<td>Referral to Year Coordinator/HOD/DP</td>
</tr>
<tr>
<td>Being out of bounds or off school premises without permission</td>
<td>Internal suspension</td>
</tr>
<tr>
<td>Failing to attend detention</td>
<td>Withdrawal from class/activity</td>
</tr>
<tr>
<td>Misuse of the Internet</td>
<td>Suspension</td>
</tr>
<tr>
<td>Using mobile phones or devices at school</td>
<td>Temporary removal of device or equipment</td>
</tr>
<tr>
<td>Bringing skateboards (recreation device) to school</td>
<td>Internet and/or email account suspension</td>
</tr>
<tr>
<td>Infringements of the uniform policy eg wearing make up, multi-coloured hair, inappropriate haircuts/styles, facial piercings, facial hair, visible tattoos if over the age of 18.</td>
<td>Loss of privileges</td>
</tr>
<tr>
<td></td>
<td>Removal of make-up</td>
</tr>
<tr>
<td></td>
<td>Removal/or cover-up of facial piercings</td>
</tr>
<tr>
<td></td>
<td>Cover up tattoos</td>
</tr>
</tbody>
</table>
5.6 Bullying Response

The following are excerpts from Appendix 4 of the Yeronga SHS Responsible Behaviour Plan for Students – Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying). The full version can be found at the school’s website: www.yerongashs.eq.edu.au.

Yeronga SHS strives to create positive, predictable environments for all students at all times of the day. There is no place for bullying in Yeronga SHS. 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

Bullying behaviours that will not be tolerated at Yeronga SHS include – name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, producing offensive graffiti, excluding people from groups, spreading hurtful and untruthful rumours, sending offensive or degrading images by phone or internet, gossiping.

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.

Response to Bullying

Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing bullying behaviour. All students know the 4Rs and shall be taught the expected behaviours attached to each rule in all areas of the school. All students receive high levels of positive reinforcement for demonstrating expected behaviours. All students shall be taught a three step process in response to bullying – ignore, assert, seek assistance.

Students are explicitly taught Cyber-safety in ICT classes, for example how to safely conduct an internet search, what cyber-bullying is and what they should do if they receive unwanted messages.

What will the school do when bullying is reported?

The following points are offered as possible procedures, but each case will be assessed individually.

- we will ensure all reports/complaints/allegations of bullying, harassment, intimidation and harm to students including those which are based on gender, culture or ethnicity or on any impairment the person may have, are treated seriously and confidentially
- the appropriate person will conduct an investigation and establish the details of the complaint including what the complainant wishes to occur to resolve the situation (it is important that students tell the whole story – including anything that they may have done before or during the incident)
- speak to the person who caused offence and inform them of the complaint if appropriate
- interview any witnesses
- speak to parents/caregivers of any students involved, as appropriate
- advise all concerned of their rights and responsibilities, including the need to refrain from discussing the matter with other persons
- attempt to find a resolution that is mutually acceptable to all concerned
• take any other preventative action which may be required depending on the students and the nature of the situation. Some of these may include: counseling, intervention program, consultation with parents, restitution (making amends), detention or some other logical consequence. Serious and/or repeated bullying may lead to suspension or exclusion from the school (Source: Child Protection Policy, EQ).
• If in the course of an investigation, we have reasonable grounds for believing that a complaint has not been made in good faith, appropriate action will be taken. DISCRETION WILL BE USED IN ALL DISCUSSIONS.
• The school will deal seriously with those who retaliate against a person for reporting bullying.

REMEMBER – RESPONSIBLE, CARING PEOPLE DO SOMETHING! DON’T SIT ON THE FENCE
Reporting bullying is reporting abuse. It is not dobbing or telling tales. Steps will be taken to try to ensure that the situation does not get worse as a result of the reporting. To ignore bullying is to condone it. Nobody deserves to be bullied.

Who can you speak to?
If bullying is happening in the classroom, report it to your teacher. If bullying is happening outside of classes, consider reporting it to the teacher on playground duty.
Other staff members you can speak to about bullying are listed below:

Student Services Team:
Guidance Officer, Youth Health Nurse or School Chaplain
Youth Health Nurse
School Chaplain

Leadership Team:
Year Level Coordinators, Head of Departments, Head of Special Education Services, Deputy Principals, Principal

You can also visit the national bullying website at: www.bullyingnoway.com.au

5.7 Uniform and Dress Code Policy

Regulations and Purpose
The Yeronga State High School Parents’ and Citizens’ Association, in consultation with the community, has determined that the student dress code for Yeronga State High School is a uniform one. The Minister has made a determination under Section 84(1)(g) of the Act that P&C Associations can make a decision about whether to have a student dress code and what that should be.
Our uniform aims to:
• foster a sense of pride and belonging in students
• enhance student safety by ready identification
• ensure health and safety requirements
• minimise harassment attributed to and accentuated by dress
• eliminating distraction of competition in dress and fashion at school.
Our school’s uniform promotes the good image of the school within the community, and encourages students to uphold and enhance that image, as well as meeting community expectations.
Our student dress code consists of an agreed standard and items of clothing, which are defined as a school uniform that our students wear when:
• attending or representing Yeronga SHS
• travelling to and from school and
• engaging in school activities out of school hours.
Yeronga SHS provides excellent educational opportunities for all students and expects that parents will support us in our endeavours by making sure students are well dressed and presented in our uniform every day for school.
### Dress Uniform BOYS

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHIRT</td>
<td>Short sleeve poly/cotton white with jewel and gold trim on pocket and sleeve</td>
</tr>
<tr>
<td>TROUSERS</td>
<td>Black helder gab – side and hip pockets</td>
</tr>
<tr>
<td>SHORTS</td>
<td>Black helder gab – side and hip pockets</td>
</tr>
<tr>
<td>BELT</td>
<td>Plain black leather, plain buckle</td>
</tr>
<tr>
<td>SOCKS</td>
<td>Long grey with two jewel stripes</td>
</tr>
<tr>
<td>SHOES</td>
<td>Black leather college shoes with a heel</td>
</tr>
</tbody>
</table>
| TIE     | Junior boys tie - green (optional)  
          | Senior boys tie - black |
| JUMPER  | Black V Neck – Jewel and Yellow stripe on the right side |
| JACKET  | Pre-ordered from Uniform Shop ONLY |
| HAT     | Black bucket hat with gold trim. YSHS embroidered on the front, reversible with sports house colour on the inside |
| BLAZER  | Black with school logo on front left pocket (optional) |

### Dress Uniform GIRLS

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOUSE</td>
<td>Short sleeve poly/cotton white with jewel and gold trim on sleeve and pocket</td>
</tr>
<tr>
<td>SKIRT</td>
<td>Black prestatelene - front and back box pleats, also available in waist to floor length</td>
</tr>
<tr>
<td>LONG PANTS</td>
<td>Black, tailored prestatelene</td>
</tr>
<tr>
<td>SOCKS</td>
<td>White anklet socks</td>
</tr>
<tr>
<td>SHOES</td>
<td>Black leather, lace-up college shoes with heel</td>
</tr>
<tr>
<td>TIE</td>
<td>Junior girls wear button-on tie in jewel OR junior green style longer tie. Senior girls wear the black longer style tie</td>
</tr>
<tr>
<td>JUMPER</td>
<td>Black V Neck – Jewel and yellow stripe on the right side</td>
</tr>
<tr>
<td>JACKET</td>
<td>Pre-ordered from Uniform Shop ONLY</td>
</tr>
<tr>
<td>HAT</td>
<td>Black bucket hat with gold trim. YSHS embroidered on the front, reversible with sports house colour on the inside</td>
</tr>
<tr>
<td>BLAZER</td>
<td>Black with school logo on front left pocket (optional)</td>
</tr>
</tbody>
</table>

### UNISEX Sports Uniform

Worn for sport, physical education and athletics. May be worn to and from school on Wednesdays only, all students.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHIRT</td>
<td>Panelled Polo – black, gold and jewel polo shirt</td>
</tr>
<tr>
<td>SHORTS</td>
<td>Microfibre with taslon stripes – black with jewel and gold stripes on right side and pocket</td>
</tr>
<tr>
<td>SKIRT</td>
<td>Black prestatelene, front box pleats – jewel and gold strip down right side</td>
</tr>
<tr>
<td>SOCKS</td>
<td>White sport socks</td>
</tr>
<tr>
<td>SHOES</td>
<td>Sports shoes with arch support, suitable for playing sport, plain colours. <strong>No boots, slip-on shoes, canvas shoes.</strong></td>
</tr>
<tr>
<td>HAT</td>
<td>Black bucket hat with gold trim. YSHS embroidered on the front, reversible with sports house colour on the inside.</td>
</tr>
<tr>
<td>FOOTBALL SOCKS</td>
<td>From the Uniform Shop ONLY</td>
</tr>
<tr>
<td>TRACK PANTS</td>
<td>Plain black track pants or YSHS track pants available from the Uniform Shop ONLY</td>
</tr>
</tbody>
</table>
School FORMAL Shoes

School shoes for the FORMAL UNIFORM are black leather lace-up shoes with a supportive heel.

School SPORT Shoes

School sport shoes are runners with a supportive arch, laces, and sit under the ankle. No basketball shoes, flat ‘loafer’ type shoes, or casual sneakers.
Note:
- Head scarves and hijab: Students may wear plain black or white head scarves or hijabs only. Coloured and patterned scarves are not permitted.
- Long sleeved shirts under uniform: Students may wear plain black or white shirts only.
- Parents are reminded that all students must have the correct formal Winter uniform ready to start Term 2. Please note the following clothing articles are unacceptable: beanies, denim jeans, cargo pants, track pants.
- It is a requirement of our school site that all students wear covered shoes for health and safety reasons. Impervious shoes (ie the leather college shoes) must be worn. In particular, activities in Manual Arts, Home Economics and Science require them. Students in Manual Arts may also be required to wear face shields and hair nets whilst operating machinery.
- Year 12 students may wear the official Year 12 Senior Jacket in Winter for the current year. Jackets from previous years must not be worn.

The Dress Code
The following code is endorsed by the Parents’ and Citizens’ Association. From time to time the Code may be modified through a vote of members of the P&C.

Uniform:
Students not in the full and correct school uniform on any day must:
- supply a written note from parent/caregiver giving an adequate explanation of why they are out of uniform and when the correct uniform will be obtained. This note is to be given to the relevant Year Level Coordinator BEFORE SCHOOL. The Year Level Coordinator will enter the infringement in the student’s diary.
- report to their relevant Deputy Principal if late, after signing in at the office.
In cases where clothing is deemed an unacceptable variation or infringement, parents/caregivers will be notified to assist in rectifying the problem.

Accessories, Grooming, Styling:
- No facial piercings or facial hair.
- A watch, one plain ring, fine gold/silver chain, one pair of plain ear sleepers or studs are sufficient and appropriate jewellery for school wear. This limit on jewellery is for obvious health/safety reasons and for the prevention of possible loss of such items.
- At all times appropriate grooming styles that reflect community and health and safety standards apply – clean, neat and tidy.
- Excessive make-up, coloured nail polish other than natural tones are not permitted.
- Outlandish hairstyles are not acceptable. This includes unusual or excessively coloured or toned hair, Mohawks, unnatural colours, shaved and patterned hair.
- Only the school hat or cap is to be worn.
- Certain accessories, grooming or styling are not permitted if they are deemed:
  - offensive or unpleasant
  - likely to disrupt, or negatively influence normal school operations
  - unsafe for student or others
  - likely to result in a risk to health and safety of student or others
  - harmful to the good name of the school.

Free Dress Day Standards:
Standards for free dress days are as follows:
- covered shoes
- no singlets
- no midriffs showing
- accessory, grooming and styling standards apply.
Sun Safety:
It is recommended that whenever students are in the sun, they use the approved forms of sun protection, ie. UV 30+ sunscreen and a school hat, both available from the Uniform Shop. For all Physical Education classes conducted in the sun, and for students representing the school at sporting events, a school cap or hat must be worn.

Non-Compliance With the Dress Code
At Yeronga SHS we impose sanctions on a once only basis per episode of non-compliance. Our sanctions are reflective of the severity and recentness of the non-compliance and are limited to one of the following:
• offering alternative clothing for loan
• imposing a detention during lunch or after school
• while non-compliance exists, preventing attendance or participation in an activity for which student is representing school
• preventing attendance or participation in any school activity that is not an essential school educational program.

In resolving matters of student dress codes, the school considers:
• mobile families requiring sufficient time to purchase items of dress.
• economic hardship requiring special arrangements, or an extended period of time, to purchase new items of dress.
• students with physical impairments requiring greater flexibility in interpretation of dress codes
• the student’s family situation.

We provide our Student Dress Code policy to parents at the time of enrolment as part of the Enrolment package. The Year Level Coordinator will enter the infringement in the students diary. The Yeronga SHS community is very proud of its uniform and we encourage parents/caregivers to support the school by upholding our fair and reasonable dress standards.

5.8 ICT Usage Agreement

Yeronga State High School provides ICT facilities to allow students and staff access to a wide range of information from around the world. The internet provides immediate access to a great variety of information in the form of text, graphics, photographs, videos and sound. Access is available to many on-line resources, including newspapers and magazines.

Procedures for Use
Any student of Yeronga State High School may access the Internet with an individual password.
Access is conditional on the student complying with the terms of acceptable use as outlined in the ICT Usage Agreement which the student and parent or guardian have signed. A copy of the agreement can be found on the school website.

The student user must be willing to accept full responsibility for his/her own actions.

As no student will be allowed access to the Internet unless the consent and Waiver Form is on file, it is entirely appropriate for a parent/guardian to decide not to allow access. While Yeronga State High School believes that the benefits of Internet access, in the form of information resources and opportunities for collaboration, far exceed any disadvantages, it is recognised that ultimately, the decision to allow or to deny access is the responsibility of the parent/guardian.
Unacceptable Use
Includes, but is not limited to –
• using the Internet to play unacceptable games (eg violent “shoot-em-up” games), for idle activities, or non-academic purposes
• gaining or seeking to gain unauthorised access to resources, or to others’ files
• forging email messages, or using an account owned by another user
• intentionally degrading or disrupting equipment or system performance
• using Yeronga State High School computing resources for commercial or financial gain, or for any illegal activity
• disrupting the use of the network by others
• accessing information which may be deemed inappropriate
• wasting resources by indiscriminate use of file server space / access time / paper / printing
• invading the privacy of others
• annoying, harassing or offending other people through the use of school ICTs.
• installing any programs on the Yeronga State High School server.

Privilege
The use of the internet is a privilege, not a right, and inappropriate use may result in cancellation of the privilege. The administration of Yeronga State High School has the authority to determine appropriate use, and may deny, revoke, suspend or cancel specific user access at any time.

Monitoring and Download Limits
Student access to the internet will be under teacher direction and will be monitored. Any student who uses excessive amounts of internet access time beyond their allocated download limit for the calendar month, will have their internet usage suspended until the beginning of the next month.

Encounter of Controversial Material
Yeronga State High School does not control the information on the internet. Users may encounter material which is controversial, or which users, parents or teachers may consider inappropriate or offensive. If a student does encounter inappropriate material he/she shall refrain from downloading this material, and shall not identify / share the location of this material. The student will immediately inform a member of staff of the site.

Netiquette
All users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
• be polite
• use appropriate language
• do not reveal your personal address or phone number, or those of other students or colleagues
• do not disrupt the network or the data of another user
• do not send or receive copyrighted material without permission
• be aware that electronic mail is not guaranteed to be private
• respect the privacy of other users
• take only the information you want and need, “get in, get what you want, and get out!”

Email Use
Email usage will be available for students through the Education Queensland application – WebMail. Please note that the Netiquette rules above will apply to email messages. Any inappropriate incoming messages must be reported. ALL emails sent through Education Queensland facilities are monitored for inappropriate language and content. Consequences will apply for students who use inappropriate language and include offensive content within an email.
Reliability
Yeronga State High School makes no warranties of any kind for the service it is providing and will not be responsible for the accuracy, reliability or quality of information obtained through the connection. Use of any information is at the user’s own risk. All users need to consider the source of any information obtained, and consider the validity and authority of that information.

Security
The student will be responsible for maintaining the security of his / her password, and will change this password regularly. Any access gained under a password will be regarded as the responsibility of that password holder. Attempts to login as another user will result in cancellation of your privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access. If you identify a security problem, you must notify a system administrator immediately. Do not demonstrate the problem to other users.

Vandalism
Vandalism will result in the cancellation of privileges. Vandalism is defined as any malicious attempt to harm, modify or destroy data or equipment of another user.

Computer Room Rules
The following items are NOT to be taken into dedicated computer rooms:
• student bags (unless the teacher has negotiated a position within the classroom for bags)
• food or drink (this includes water).

Students are to treat all equipment, including furniture with respect and leave the classroom neat and tidy at the end of each lesson. Students are NOT to disconnect or move any desktop ICT equipment within a computer room. If an item of ICT equipment is not working or stops working, students are to report this event to their supervising teacher immediately.

Penalties or Improper / Inappropriate use
Any user violating conditions of Yeronga State High School Acceptable Use Policy will be subject to loss of access privileges and any other applicable disciplinary options as outlined in Yeronga State High School Behaviour Management Policy. Users in violation of State or Federal Laws may be subject to criminal prosecution.

Any user found distributing software for installation on the server may have his/her rights permanently revoked. In addition, users should be aware that software piracy is a Federal offence, and is punishable by fine or imprisonment.

The user should keep in mind that when using the Internet, you are entering a global community and any action taken by you will reflect upon the school system. As such, all users must behave in an ethical and legal manner.

School Wide ICT Resources
The ICT Policy applies to all other electronic and digital resources (eg digital still and movie cameras, visualisers, graphic tablets etc).

Student 1-to-1 Laptop Program
Students participating in the school 1: 1 laptop program are required to abide by the terms and conditions agreed to in the Yeronga SHS Student 1 – to – 1 Laptop Program Participant’s Agreement Document.
5.9 Drug Education and Response

Overview
The following excerpts are from the Yeronga State High School ‘Drug Education and Response’ policy that can be found in full on the school’s website, http://yerongashs.eq.edu.au/. The policy provides a framework to address alcohol, tobacco and other drug related problems in a caring and consistent manner within the Yeronga State High School community.

The policy and the procedures contained within it conform to legislative requirements and have been developed in consultation with staff and students and are endorsed by the Parents’ and Citizens’ Association. This policy is binding on all students while they are on school premises or at school functions, camps or excursions where they are under the care of school staff or their nominees. The policy also applies to visitors to the school and school organised activities whether on the school premises or at an outside venue.

Policy: Drug and Alcohol Use at School
Yeronga State High School forbids students (of whatever age) whilst on school premises, at any school function, excursion or camp to:

- smoke and/or possess tobacco products
- consume and/or possess alcohol or to be under the influence of alcohol
- deliberately inhale volatile substances (solvents) or be affected by such substances
- possess and/or use pharmaceutical drugs for non-medical purposes or be affected by such use
- possess and/or use illegal drugs or be under the influence of such drugs
- possess and/or use drug related equipment such as syringes, bongs or pipes (except in the case of lawful medical use)
- possess materials that promote the gratuitous use of drugs.

School staff may administer prescribed medication where there is an agreement between staff, caregivers and the Principal and where written instructions for the dispensing of the drug have been provided. If a student is required to carry and self-administer prescribed medicine while at school, the caregiver must advise the Principal of all relevant details. For short term conditions where analgesics are administered by the student, notification of self-medications by the student is not required.

All school premises are non-smoking areas in accordance with Education Queensland’s Administrative Circular No. 214 and the revised Smoking Policy of 1997.

Consequences of Drug Use for Students
Once it has been established that a drug related incident has occurred, the school must decide on a course of action. This may vary depending on the details of the incident, including the substance involved, the behavioural history of the student/s involved and the impact of the incident on other students.

The following suggested consequences should be considered in the context of the student’s age, life and family situation, mental and emotional health, intellectual ability and the degree to which they have been in control of their actions and decisions. Consideration must also be taken of their past behavioural record and their response to earlier intervention strategies.

<table>
<thead>
<tr>
<th>Action</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of drug-related activities at school not communicated to teachers or administration.</td>
<td>Counselling by administration</td>
</tr>
<tr>
<td>Requesting supply of an illicit substance (including tobacco) from another student on school premises. Request not fulfilled.</td>
<td>Counselling by administration Caregivers notified</td>
</tr>
<tr>
<td>Involvement via proximity to an activity involving illicit substances (including tobacco) or being in the presence of others using or supplying illicit substances (including tobacco).</td>
<td>Counselling by administration Caregivers notified Detention Possible withdrawal from non-class activities Possible suspension from school</td>
</tr>
</tbody>
</table>
Consequences of Drug Use for Students cont.

<table>
<thead>
<tr>
<th>Action</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking tobacco or possessing tobacco on school premises, at a school function or while in school uniform.</td>
<td>Counselling by administration and Health Nurse Caregivers notified Health warning Lunchtime detentions Possible withdrawal from non-class activities Suspension from school</td>
</tr>
<tr>
<td>Using alcohol on school premises or at a school function or coming intoxicated onto school premises or to a school function.</td>
<td>Health and illegality warnings Caregivers notified Minimum five day suspension Withdrawal from non-class activities</td>
</tr>
<tr>
<td>Supplying alcohol on school premises or at a school function.</td>
<td>Health and illegality warnings Caregivers notified Minimum five day suspension Withdrawal from non-class activities</td>
</tr>
<tr>
<td>Possession or use of an illicit substance on school premises or at a school function.</td>
<td>Health and illegality warnings Caregivers notified Police notified Suspension or exclusion Withdrawal from non-class activities</td>
</tr>
<tr>
<td>Sale or supply of illicit substances on school premises or at a school function</td>
<td>Health and illegality warnings Caregivers notified Police notified Exclusion</td>
</tr>
</tbody>
</table>

Police involvement in drug incidents
It is a requirement for police involvement in certain drug related incidents.

<table>
<thead>
<tr>
<th>Description of drug related incident at school</th>
<th>Must inform police?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A substance believed to be an illicit drug is found</td>
<td>Yes</td>
</tr>
<tr>
<td>Student admits to drug use at school but no substance is found</td>
<td>No</td>
</tr>
<tr>
<td>There is reason to believe (reliable witness) that a student has an illicit drug in their possession or in their bag or locker</td>
<td>Yes</td>
</tr>
<tr>
<td>A student is seen flushing what is thought (or a student or teacher thinks) to be a drug down a toilet, no substance is obtained</td>
<td>No</td>
</tr>
<tr>
<td>A bong is found, no student and no substance</td>
<td>Yes</td>
</tr>
<tr>
<td>A student admits to using marijuana on a Saturday night at an activity unrelated to the school</td>
<td>No</td>
</tr>
<tr>
<td>A student is reported to be using a drug by another student but no evidence is presented</td>
<td>No</td>
</tr>
<tr>
<td>Reasonable evidence is presented that a student is selling drugs to other students</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Responses indicated above are in line with police procedures and comply with relevant laws. They are a guide and each situation needs to be assessed on a case by case basis.

Even when not mandatory it may be desirable to involve police, for example a Juvenile Aid Bureau officer, in a counselling situation with the student/s and caregivers.
Appendix 3 - Teacher's Referral Flowchart

* Incidents and contacts to be recorded on OneSchool, Refer to HOD, YLC, Dean, DP