Yeronga State High School

Quality Pathways to Success

Student Code of Conduct

2026-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

Yeronga State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/carers and visitors. The purpose of the Student Code of Conduct is to be explicit about how the school's values - **Quality**, **Harmony** and **Sustainability** - provide the foundation for our approach to maintaining an environment where high expectations for appropriate behaviour are achieved through a focus on providing every student with engaging learning opportunities, a calm and disciplined environment, and support for all aspects of their wellbeing. The school values are reflected in the RISE Universal Expectations of Respect, Integrity, Show empathy and Effort

This Yeronga State High School approach to discipline is an integral part of the Student Learning and Wellbeing Framework.

The Student Code of Conduct (SCoC)

- identifies how appropriate behaviour is taught and supported for the whole school, small groups or individuals (YSHS behaviour supports),
- is clear about what appropriate behaviour is expected (Values, Universals, minor and major behaviour matrix)
- outlines the steps taken when a student is not able to meet these expectations (behaviour and support referral processes) and the people who can help (support people and their roles)

The Student Code of Conduct also includes detailed policies on

- use of mobile phones and other technology,
- removal of student property
- preventing and addressing incidents of bullying
- safe, respectful and responsible online behaviour
- restrictive practices
- critical Incidents.

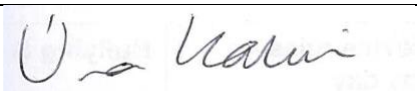
The Yeronga SHS Student Code of Conduct will undergo annual minor updates to reflect changing circumstances. A full review is conducted every three years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Contact Information

Postal address:	159 Villa Street Yeronga Queensland 4104
Phone:	07 3249 1400
Email:	office@yerongashs.eq.edu.au
School website address:	www.yerongashs.eq.edu.au
Contact Person:	Mr Ben Orford – Principal

Endorsement

Principal Name:	Ben Orford
Signature:	
Date:	26.02.26

P&C President:	Una Harkin
Signature:	
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Yeronga SHS – Student Code of Conduct Summary (2026–2028)

Yeronga SHS aims to keep every student safe, supported and ready to learn. Your actions help build a school where everyone can succeed. What the code of conduct is: The Student Code of Conduct explains how we keep Yeronga SHS safe, respectful and focused on learning. **It is built on our RISE Universals: • Respect • Integrity • Show Empathy • Effort**

What's expected of you:

Behaviour:	**Learning:**	**Community:**
• Follow the RISE universals everywhere on campus. • Treat others and the environment with respect. • Follow staff instructions the first time. • Use technology responsibly and safely.	• Be on time, prepared, and ready to learn. • Submit drafts and assessments. • Ask for help when needed.	• Help make the school safe and welcoming. • Report concerns or unsafe behaviour (Stymie or trusted staff). • Support others to learn and participate.

How behaviour is supported:

Tier 1 – For everyone: clear expectations, routines, positive relationships, explicit teaching.

Tier 2 – Additional support: check-ins, mentoring, monitoring cards, small-group programs.

Tier 3 – Intensive support: individual plans, external support, flexible learning options.

Important aspects to understand:

Consequences	**Phone & device rules – away for the day**	**Bullying & safety**
Minor behaviours: handled by teachers (e.g. Disruption, lateness). Major behaviours: referred to Yr Level HOD/DP (e.g. Fighting, bullying, repeated defiance, unsafe acts).	• Phones must be off and away (including breaks). • If seen or heard, your phone is collected and returned at the end of the day. • Repeated breaches may lead to behaviour plans or daily hand-in.	Bullying is a repeated behaviour that harms someone and misuses power. Not bullying: one-off arguments, disagreements or conflicts between equals. If it happens: • Report via STYMIE or talk to a trusted staff member. • Staff investigate; support everyone involved and take action.

Who can help

• Wellbeing Support Officer (first point of contact) • Guidance Officers • Head of Department: Year Level.	• Heads of Departments: Year Level/ Deputy Principals • Community Education Counsellor, Chaplain, Nurse, Psychologist • Youth Support Coordinator.

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Principal's Foreword

At Yeronga State High School, our core focus is on teaching and learning. We are committed to providing a safe, supportive, and inclusive environment where every student has the opportunity to engage, succeed, and thrive.

We take a whole-school approach to behaviour and learning, ensuring consistency and clarity in how we support students to meet high expectations across all learning and social settings.

Our school values, Quality, Harmony, and Sustainability, underpin all learning and decision-making. We aim to develop thoughtful, capable, and socially responsible young people who contribute positively to their communities and the wider world.

Alongside our school values sit our school universals. These universals are explicitly taught and reinforced to create a strong foundation for student success. They guide how we act and interact at school every day.

- Respect – treating ourselves, others, and our environment with care and dignity
- Integrity – do the right thing even when no one is looking
- Empathy – considering others' feelings, perspectives, and experiences
- Effort – striving to do our best in all areas of school life

At Yeronga SHS, we believe that:

- Every student can learn and achieve when provided with the right support
- Positive behaviour supports effective learning
- High expectations and strong relationships lead to success.

We work together – students, staff, and families – to create a culture where learning is the priority and every student is empowered to reach their full potential.

Ben Orford

Principal

Parent's and Citizens Association Statement of Support

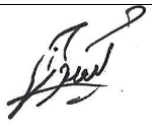
We encourage all parents/carers to familiarise themselves with the Yeronga SHS Code of Conduct, to take time to talk with their children about the expectations and to discuss any support they may need.

Any parents/carers who wish to discuss the Yeronga SHS Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the P and C President or to join the Yeronga SHS P&C Association. With your support, we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

School Captains/Leaders Statement

On behalf of the student body at Yeronga SHS, we endorse the Student Code of Conduct for 2026-2028. Throughout the year, we will work with the school administration team and the Yeronga SHS P and C Association to assess how the Student Code of Conduct is working, identify areas for improvement, and present alternative options or suggestions for consideration.

School Captain Name:	Charlie Vermey
Signature:	
Date:	20/02/26

School Captain Name:	Arwin Rahimi
Signature:	
Date:	20/02/26

Data Overview

One School data informs the programs, strategies and processes used by YSHS to support student wellbeing and maintain high levels of learning. Regular analysis of A-E data for academic achievement, effort and behaviour is used to track the effectiveness of the school's efforts for every student. This information is made available every year in the Annual School Report, along with relevant data from the School Opinion Survey. Other data sets are used by staff to gauge the effectiveness of programs, strategies and processes for individual students and for cohorts of students.

Consultation

The Student Code of Conduct (2023-25) was reviewed in Terms 3 and 4 of 2025. Consultation was carried out with students, the P and C, parents/carers, teachers, teacher aides and the leadership team. Focus group sessions and individual interviews were held. A number of written submissions were received. Extensive work was undertaken with staff, students and the parent/carer community to consider feedback about the usefulness of the information and processes in the SCoC (2023-25) document. More readily accessible information and clear processes have been incorporated into the document. A draft version will be trialled and reviewed during Term 4, 2025, with full implementation in Term 1, 2026.

Learning and Behaviour Statement

Our Approach to Behaviour at Yeronga SHS

Our Commitment

- At Yeronga SHS, we are committed to creating safe, respectful, and supportive learning environments for every student and staff member. To promote learning and wellbeing, we:
    - Support the implementation of the Student Code of Conduct and departmental procedures.
    - Embed the RISE values (Respect, Integrity, Show Empathy, Effort) into daily practice.
    - Outline staff responsibilities in establishing and maintaining safe, respectful, and supportive learning environments.
    - Ensure consistent responses to student behaviour across classrooms, year levels, and school settings.

Embedding Behaviour Expectations

All staff are expected to explicitly teach, model, and reinforce behaviours that support student learning and wellbeing. This aligns with the Department of Education's requirement for clear and consistent behaviour expectations in every classroom.

Staff responsibilities include:

- Clearly introducing expectations at the start of the school year and revisiting them regularly.
- Pre-teaching and re-teaching behaviours so that behavioural expectations are clear, particularly in challenging situations (e.g. transitions, high-energy activities, assessment periods).
- Using a consistent process across all settings:
    - **Tell** – explain the expectation and its importance.
    - **Show** – model the behaviour.
    - **Practice** – provide opportunities for students to demonstrate.
    - **Monitor** – supervise, correct, and provide feedback.
    - **Reteach** – reinforce and clarify as needed.
- Embedding expectations across classrooms, playgrounds, assemblies, sporting events, and excursions.

Core Classroom Practices

Predictable and well-structured classrooms help students feel safe, supported, and ready to learn. Teachers can achieve this by:

- Establishing and maintaining clear routines for entry, transitions, participation, and exit.
- Applying the essential skills for classroom management consistently, including clear instructions, positive reinforcement, and calm redirection.
- Using proactive strategies to reduce escalation, such as positive greetings, structured starter activities, and acknowledgement of appropriate behaviour.
- Incorporating the following core practices into daily teaching:
    1. Student engagement on entry – greet students, set the tone for learning.
    2. Settling routines – begin with a consistent activity to focus attention.
    3. Adaptive practice – adjust lessons based on class readiness and engagement.
    4. Recognition of positive behaviour – acknowledge desirable behaviours frequently.
    5. Reconnection and reset – provide a fresh start after incidents to maintain relationships and re-engage students.

RISE Universals

Our RISE Universals – Respect, Integrity, Show Empathy, and Effort- describe the behaviours expected of all students and staff. They are the foundation of a safe, respectful, and inclusive school where everyone can learn, participate, and achieve success. These expectations apply to everyone, in every setting, every day. They guide how we learn, work, and interact, helping us build positive relationships and a strong school community. We explicitly teach, model, and acknowledge these behaviours so every student understands what success looks like at our school.

Student Wellbeing and Support Network

Yeronga State High School is committed to Equity and Excellence, empowering our staff, students, and community to realise every student's potential. We believe student wellbeing and engagement are essential foundations for quality education.

Aligned with the Department of Education's priorities—Educational Achievement, Wellbeing and Engagement, and Culture and Inclusion—our Wellbeing and Engagement Framework addresses students' evolving needs, fosters sustained engagement, maximises learning opportunities, and supports smooth transitions throughout their educational journey.
Yeronga State High School monitors school culture and student engagement for every student through:

- Attendance rates
- Student retention data
- Learning days lost due to student disciplinary absences
- School Opinion Survey responses
- Student Voice Forums and student summits

Support Network
All staff have a responsibility for monitoring student engagement with specific roles, focusing on specific issues. The Wellbeing Support Officer can be found next to the Student Hub in D block is the first point of contact if you don't know who can help.

Role	Focus
Deputy Principal: (DP) Junior / Middle / Senior	Leadership: wellbeing and engagement - Monitor student data - Follow up on major attendance and behaviour concerns - Parent/carer and student connection
Guidance Officers (GO)	Whole-school wellbeing, careers - Monitor student data - Assess student needs - Referrals to internal and/or external supports - Parent/carer and student connection
Head of Special Education Services (HoSES)	Students with Disability - Monitor student wellbeing - Parent/carer and student connection
Inclusion teachers	Students with Disability - Manage support for students - Monitor student wellbeing - Parent/carer and student connection
Head of Department: Curriculum/Year Level	Connection and support: wellbeing and engagement - Monitor student data - Follow up on minor attendance and behaviour concerns

	- Follow up on moderate and/or repeated attendance, uniform and behaviour concerns - Parent/carer and student connection
Student Hub Administrative Officer*	Connection and support: wellbeing and engagement - Monitor attendance, including late arrivals and early departures - Student connection and booking appointments
Chaplain*	Whole-school wellbeing and connection - Provide opportunities for students to access wellbeing, including social connections and nutrition - Student support: regulation, connection - Tier 2 wellbeing program provision and support
School-Based Youth Health Nurse*	Health information and support - Provide broader access to health information - Individual referrals for targeted support
School-Based Police Officer	Information and support - Provide broader access to information regarding safety and community policing - Build connections between communities
Psychologist*	Mild-to-moderate mental health concerns - Brief interventions - Assessments limited to special circumstances - Provide advice and support as part of the multi-disciplinary team - Referrals to internal and external supports
Youth Support Coordinator*	Students at risk of disengagement - Tier 2 wellbeing program provision and support - Provide opportunities for students to access wellbeing support - Student support: regulation, connection - Connection with student, family and external organisations where required - Practical support for students at risk of homelessness
Community Education Counsellor*	Connection and Community for First Nations students - Support the connection between the school and the local First Nations community - Connection and promotion of positive First Nations identity within the school community
Link'n'Launch Officer*	Career support for graduates - Check in to determine progress on post-school pathways

	- Support with connections to organisations that support career progression - Application support for further study.

Yeronga State High School utilises a multi-tiered system of supports within the wellbeing framework to meet the needs of students.

- Creating safe, supportive and inclusive environments
- Building the capability of staff, students and the school community
- Developing strong systems for early intervention

https://yerongashs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Health%20and%20Wellbeing/student-learning-wellbeing-framework.pdf

Consideration of Individual Circumstances

Staff at Yeronga SHS consider 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 staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

Consideration of Disability and Individual Contexts

When determining disciplinary consequences (including, but not limited to detention, suspension or exclusion), the school will take into account the **individual circumstances** of the student. These include, but are not limited to:

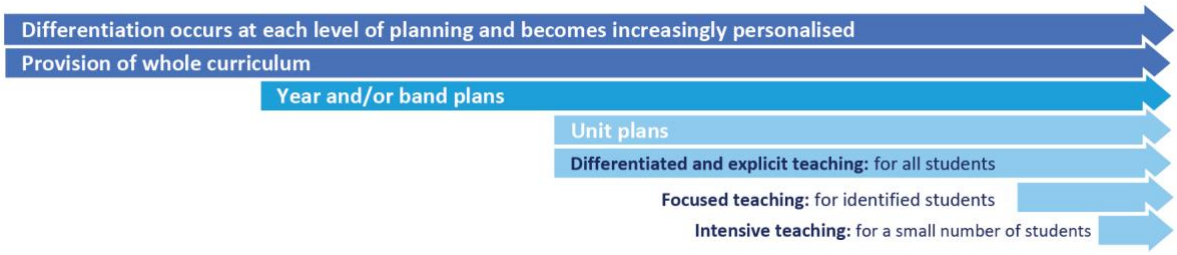
- whether the student has a diagnosed (or undiagnosed) disability, neurodivergence, or condition that may impact their behaviour;
- whether the behaviour in question is a manifestation of that disability or condition (for example, involuntary vocalisations or stims, sensory seeking or regulation issues);
- any adjustments or supports that have been or could be put in place to help the student manage or regulate the behaviour;
- the student's behaviour history, capacity, age, developmental status, and context (e.g. home environment, cultural or linguistic factors, mental health and wellbeing).

Disciplinary decisions will be made with awareness of the law, including the Disability Discrimination Act 1992 (Cth), the Disability Standards for Education 2005, and relevant Queensland policies, such as the Inclusive Education Policy, and the requirement to avoid less favourable treatment on the ground of disability.

Our staff are also obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents/carers, we will not disclose or discuss an individual student's consequences with anyone but the student's family. This applies even when the behavioural incident involves another student. Students and their parents/carers can be assured that school staff take all behaviour matters seriously and will address them appropriately. We expect that students and their families will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching



Whole School Approaches
Differentiated and explicit teaching for all students across academic, social, emotional, and behavioural areas. Delivered by all staff in all settings and forming the foundation of our whole-school behaviour support approach.

The Australian Professional Standards for Teachers Standard 4 gives clear expectations around a teacher's role in encouraging student participation, managing classroom activities, managing challenging behaviour, maintaining student safety and using ICT safely, responsibly and ethically.

Behaviour Expectations
- Universals – RISE
- Positive behaviour recognition
- Student Code of Conduct
- Behaviour Flowchart
- Anti-Bullying Policy + Stymie reporting tool
- Clear, consistent boundaries and consequences

Teaching Practice
- Inclusive and differentiated teaching (including Personalised Learning Records)
- Use of effective classroom management skills and consistent classroom routines
- Proactive strategies: greetings, routines, seating plans, authentic choice, brain breaks
- Use of Buddy Class when required
- Restorative strategies

Staff Professional Development
- Professional learning in disability and trauma-informed practice
- Effective classroom management skills refreshers and classroom management professional development

Parent/ Carer Contact
- Positive staff–student–parent/carer relationships
- Parent/carer and Community Engagement Framework.

Differentiated and Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Yeronga SHS to provide focused teaching. Student progress is monitored by the classroom teacher(s) to identify those who: no longer require the additional support, require ongoing focused teaching or require intensive teaching. Yeronga SHS has a range of student support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Targeted Supports

YSHS provides additional support for those students who need more than universal supports. The focus is on addressing emerging concerns through targeted interventions while maintaining universal supports.

Referral & Case Management

- Referrals via STAR (wellbeing) and SNAS (additional support)
- Escalation to HOD / DP for repeated or unsafe behaviours
- Data reviewed in STAR/SNAS meetings
- Classroom observations

Targeted Interventions

- Monitoring cards, Check-In/Check-Out, time-out cards, mentoring
- Small-group programs: social skills, wellbeing, emotional regulation
- Restorative conversations and interventions

Individualised Planning

- Individual Behaviour Support Plans, Personalised Learning Plans, Safety Plans for identified students
- Goal setting and monitoring post-suspension
- Risk assessments, where required

Engagement Supports

- Strengths-based supports (e.g. career counselling)
- Flexible Learning opportunities
- Staff coaching and observations

Parent/Carer Contact

- HOD/DP contact with families
- Parent/carer meetings to review behaviour and supports.

Intensive Teaching

Intensive Supports

YSHS provides individualised support for approximately 5% of students with complex and ongoing needs. This builds on universal and targeted supports with the addition of tailored strategies to reduce the intensity and impact of behaviours.

Referral and Case Management

- Escalated referrals to GO, DP, Principal
- Complex case reviews with DP, Wellbeing Team, Case Managers
- DP oversight of high-risk students

Intensive Interventions

- Intensive, individualised behaviour/wellbeing programs
- Flexible Learning and alternative pathways (RES, Barrett, PLCs, DoE engagement programs)
- Intensive re-engagement supports

Individualised Planning

- Comprehensive FBAs and risk assessments
- Intensive Individual Behaviour Support Plans, Personalised Learning Plans, Safety / Escalation Plans
- Re-entry meetings after suspension (DP oversight)
- Multi-agency stakeholder meetings

External Supports

- Referrals to external agencies: Child and Youth Mental Health Services, FACC, IFC, CDS
- Collaboration with external/regional services
- Senior Guidance Officer and leadership coordinate wraparound supports

Parent/Carer Contact

- Parent/carer engagement in case planning
- Ongoing collaboration with families and agencies.

Acknowledging Student Achievement

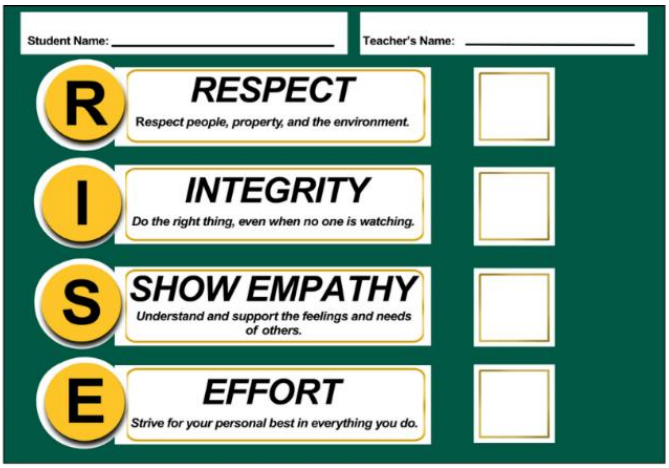
At Yeronga State High School, we are committed to recognising and celebrating student achievement in all its forms. Our approach acknowledges academic progress, positive engagement, and contributions to the wider school community. We value effort, improvement, and personal growth, and we actively promote a culture where students are encouraged to find their quality pathways for success. Student success—whether demonstrated through learning outcomes, responsible behaviour, or participation in extracurricular activities—is acknowledged in meaningful and age-appropriate ways. We provide a range of opportunities to reinforce high expectations, highlight individual and collective accomplishments, and foster a sense of pride and belonging. Through these practices, we aim to motivate students, strengthen wellbeing, and maintain a supportive learning environment aligned with Yeronga SHS values of Respect, Integrity, Empathy and Effort.

Positive Postcards

Positive Behaviour Postcards are used to acknowledge and celebrate students demonstrating our **RISE universals – Respect, Integrity, Show Empathy, and Effort**.

Positive Behaviour Postcards are designed to:

- Reinforce the explicit teaching of expected behaviours in line with the Student Code of Conduct
- Strengthen connections between students, staff, and families.
- Encourage ongoing positive choices and contribute to a culture of success for all students.



Legislative Delegations

Legislation

- *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". See Appendix 1 for Principal's Delegation.

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

Behaviour Referral Process

The Behaviour Referral Process supports a safe, respectful, and inclusive learning environment. Aligned with our three-tiered model of support and informed by the Behaviour Matrix (Minor and Major), it provides staff with clear steps to follow when responding to behaviour.

MAJOR INCIDENT EMERGENCY CONTACTS

Email YLT: ylt@yerongashs.eq.edu.au

Emergency School Phone: (07) 3249 1410

Medical Emergency: 000

TIER 3 - DEPUTY PRINCIPAL OR PRINCIPAL

Refer to Deputy Principal or Principal: Major behaviours involving harm, serious misconduct, prohibited items, or other high-level incidents.

Deputy Principal/Principal – Behaviour Support

- Reinforce expectations and investigate referral
- Apply restorative strategies and/or behaviour supports
- Record in OneSchool, contact home, and update referring teacher
- Consult with Classroom Teacher, HOD, Wellbeing Team and/or external agencies as required

Referral to Deputy Principal – Destructive/ Harmful/ Critical (Major)

TIER 2 - CURRICULUM OR HEAD OF YEAR

Refer to Curriculum HOD: for repeated or ongoing classroom behaviours such as: disruption, refusal to engage, defiance, or academic misconduct.

Refer to Head of Year: non-curriculum behaviours such as: playground incidents, frequent truancy, and repeated uniform breaches.

HOD – Behaviour Supports

- Reinforce expectations and investigate referral
- Apply restorative strategies and/or behaviour supports
- Record in OneSchool, contact home, and update referring teacher
- Consult with Classroom Teacher, DP, and/or Wellbeing Team, as required.

Referral to Curriculum HOD/Head of Year HOY – when behaviour is repeated, ongoing, or escalates.

TIER 1 - CLASSROOM TEACHER

All Staff: All staff have a responsibility to address minor behaviours, including disengagement, low-level disruption, lateness, refusal to follow instructions, inappropriate language, uniform breaches, and truancy.

Proactive Strategies:

- Use data to plan for individual needs
- Design and deliver engaging, differentiated lessons
- Establish consistent routines
- Use ESCM to build safe, positive classrooms
- Explicitly teach and model expectations
- Recognise and record positive behaviour

Teacher – Behaviour Supports

- Reinforce expectations, apply restorative strategies and/or behaviour supports
- Seek support if needed (HOD, DP, Wellbeing team)
- Record in OneSchool (Minor – FYI; Major – to ACT DP/HOD)
- Contact parent/carer, record contact

STUDENT WELLBEING & INCLUSION

Refer to HOSES, GO, HOD, and/or Deputy Principal: Concerns impacting a student's wellbeing, engagement, behaviour, or access to learning

Teacher Action:

- Submit a SNAS or STAR referral: STAR and SNAS Referral Documents

Wellbeing & Inclusion Team Supports:

- Refer to relevant services (e.g. GO, Youth Worker, Inclusion Team)
- Develop & implement Individual Support, Learning, and/or Behaviour Plans
- Case management with HOSES, DP, GO, and HOD as needed
- Record on OneSchool and communicate with teachers and parents/carers

Student wellbeing and inclusion are embedded as a whole-school responsibility, supported consistently across all three tiers.

Source: Department of Education Queensland – Classroom Management Hub

Behaviour Matrix (Minor and Major Behaviours)
The disciplinary consequences strategies used at Yeronga SHS follow the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The Behaviour Matrix ensures that responses to incidents are consistent, predictable, and proportionate. Minor behaviours are managed by the classroom teacher, while major behaviours are referred for additional support. Actions taken following a referral are case-specific and tailored to the individual needs of each student.

Behaviour Category	**Minor Behaviour** Minor Behaviour is not referred, but is recorded on OneSchool (FYI only)	**Major Behaviour** Major Behaviour is referred, recorded on OneSchool (to ACT) and parents / guardians informed.	
	Tier 1: Teacher Managed Corrective and supportive actions using the Essential Skills for Classroom Management (ESCM). Teachers manage behaviours in class and communicate with parents/carers when appropriate	**Tier 2: Curriculum or Year Level HOD** Referral phase for behaviours that are repeated, unresolved, or occur outside the classroom. May also include situations where consequences have not been completed.	**Tier 3: HOD / Deputy Principal Managed** Used for persistent, disruptive, or high-risk behaviours. Involves reactive strategies aligned with the school's behaviour plan. Immediate referral to the HOD or Deputy Principal may be required.
Abusive Language Verbal messages, including swearing, name-calling, or inappropriate language.	• Inappropriate language/tone • Disrespectful language—back chatting • Peer name-calling (low impact)	• Inappropriate language • Derogatory language • Peer name-calling (high impact)	• High-level verbal aggression • Swearing at staff • Repeated inappropriate language • Peer name-calling (repeated high impact)
Academic Misconduct Acts of dishonesty in assessment (e.g. plagiarism, cheating, impersonation).		Breach of academic integrity, such as copying/plagiarism /Use of AI • Final assessment not completed	• Academic misconduct that leads to the disruption of the good order and management of the school
Bomb Threat / False Alarm Delivers a false message about an explosive threat on or near campus.		• Continual inappropriate comments about bomb threat / false alarm • False alarm about physical violence	• Message of possible explosive materials being on campus, near campus, and/or pending explosion • Continual false alarm about physical violence
Bullying Deliberate ongoing behaviour causing physical, social, or psychological harm, including cyberbullying.	• Inappropriate comments about other/s • Intentional exclusion of others	• Repeated inappropriate comments about another person • Repeated intentional exclusion of others • Aggressive gestures with the intent to intimidate	• Continual exclusion /intimidation • Continual aggressive acts with the intent to intimidate • Ongoing bullying behaviour is having a significant impact on the victim
Defiance Refusal to follow directions from school staff.	• Refusal to follow instructions / engage in tasks/seating plan • Failure to attend a detention • Leaving class without permission	• Repeated refusal to follow instructions • Repeated uncooperative behaviour • Repeated failure to attend a detention • Repeated refusal to engage in tasks	• Pattern of defiance • Persistent refusal to follow instructions
Disrespect Rude or dismissive messages towards students or staff.	• Ignoring instructions • Arguing • Littering	• Repeated ignoring of instructions • Dismissive hand gestures directed at staff • Persistent littering • Persistent and disruptive arguing	• Rude or offensive hand gestures directed at staff • Walking away from the staff • Refusal to give name • Persistent and disruptive arguing with multiple staff despite intervention
Disruption Interruptive behaviour in class or school activity (e.g. loud talk, noise, out-of-seat).	• Disruption of others' learning, e.g. through sustained noise / movement / interfering with others' possessions or equipment • Late to class	• Continued disruption of others' learning, e.g. through sustained noise / movement / interfering with others' possessions or equipment • Repeatedly being late to class or school	• Major classroom disruption and disobedience that stops the learning • Persistent lateness to class or school despite intervention
Dress Code Wears clothing that does not meet the school's dress code.	• Non-compliance with uniform policy (Compass Chronicle)	• Repeated non-uniform infringement despite support	• Refusal to abide by uniform policy despite support and intervention
Falsifying Documents Creates or alters documents to mislead, including forging signatures.		• Forging notes for early departure / late / absences • Forging permission notes for events/excursions/changes of details, etc.	• Repeated forging of notes for early departure / late / absences • Repeated forging of permission notes for events/excursions/changes of details, etc.
Fighting Mutual participation in physical violence.	• Low-level physical contact	• Pushing and/ or shoving without intent to harm • Engaging in play that involves physical contact that may cause physical harm or injury	• Fighting / Physical contact intended to cause harm • Encouraging and inciting violence or other bystander behaviour

Harassment Harmful messages based on identity characteristics (e.g. gender, race, disability).	• Minor harassment or inappropriate comments about others' identity/characteristics	• Repeated harassment about others' identity/characteristics • Harassment via texting, email or social media	• Continual harassment or vilifying comment • Sexual harassment • Discrimination or racial slurs
Other – charge-related suspension Student charged with a serious offence posing risk to school safety.			• Student charged with a serious offence or an offence that precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff
Physical Aggression Intentional physical contact that may cause harm (e.g. hitting, kicking).		• Promoting or provoking physical aggression • Physical aggression that may or has the potential to cause harm	• Kicking / hitting / biting / spitting / physical aggression / harassment / organisation of a fight • Acts of physical misconduct
Property Damage Deliberate destruction or damage of property.	• Lack of care for other's / school equipment • Misuse of equipment	• Damaging property (vandalism) • Attempting to deface or vandalise property or facilities	• Deface or vandalise property or facilities • Destruction of property • Wilful damage to personal, student, staff or school equipment
Property Misuse Causing Risk to Others Unsafe use of objects causing injury or health risk.	• Taking property without asking • Unsafe use of equipment • Lack of care for others / school equipment	• Damaging property (vandalism) • Lack of care for personal equipment • Lack of care for the environment • Attempting to deface or vandalise property	• Destruction of property, stealing or theft • Wilful damage to personal, student, staff or school equipment • Throwing objects in a dangerous manner
Refusal to participate in educational program of instruction. Refusal to engage in expected learning activities or instruction.	• Periods of off-task behaviour • Initial refusal to engage in learning • Required assessment significantly incomplete • Draft not reasonably undertaken	• Repeated periods of off-task behaviour in single class • Checkpoint / draft non-submission • Final assessment non-submission	• Repeated periods of off-task behaviour across multiple classes • Repeated periods of off task behaviour despite previous interventions • Multiple instances of non-submit of final assessment
Substance Misconduct – Illegal Possession, use, or supply of illegal drugs or implements.		• Possession of drug paraphernalia	• Possession / use / selling of drugs /prescription drugs • Possession or use of substances • In the company of others involved in illegal substance misconduct
Substance Misconduct – Legal Possession, use, or supply of tobacco, alcohol, or other legal substances.		• In the company of others involved in substance misconduct • Possession of tobacco / vape and other legal substances or paraphernalia	• Possession / use / selling of alcohol, vape, tobacco, or other prohibited substances/ items
Technology Violation Inappropriate use of digital devices, including restricted access or illegal activity.	• Low level misconduct on ICT device • Use of mobile device without explicit direction of staff member for curriculum purposes, or not within the terms of an exemption	• Refusal to follow instructions regarding phone or device as per school policy • Misconduct on ICT device • Interfering with another person's ICT device • Repeated mobile device infringements	• Use of an image recording device; or use of a voice recording device without authorisation • Use of device to access or display inappropriate content • Use of device for fraudulent or illegal activity
Theft Possession or removal of property without permission.	• Hiding others belongings • Taking property without permission but then returning it	• Taking property without asking	• Stealing or theft of school or someone else's property
Truancy – Out of Class Absent from class while present at school without valid reason.	• Unreasonable and unexplained lateness • Truancy	• Ongoing or across classes despite support	• Ongoing truancy despite support and intervention
Truancy – Out of School Absent from school without permission or valid reason.		• Sent to school by parent yet unexplained absence all day • Student left the school grounds	• Continued truancy out of school despite support and intervention
Use/Possession of Combustibles Possession of items that can cause harm or damage (e.g. lighters, aerosols).		• Possession of lighter / matches • Repeated possession of aerosols	• Possession of substances/objects readily capable of causing bodily harm and/or property damage
Use/Possession of Weapons Possession of items capable of causing harm (e.g. knives, imitation guns).	• Low level misuse of an object without intent to harm	• Repeated misuse of an object without intent to harm	• Obtaining or possession of a knife, weapon or replica weapon • Using an object as a weapon

Actions taken following a referral are case-specific and differentiated to the individual needs of the student

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, permissions and expectation reminders may be used by teachers to respond to low-level or minor problem behaviours.

Incidents and their severity are often exacerbated by *bystander behaviour*. This is often caused by students following, watching, filming or supporting incidents. This behaviour will not be tolerated, and consequences will follow.

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis.

The determination of the need will be made by the principal in consultation with staff and relevant stakeholders. On occasion, the behaviour of a student may be deemed so serious, such as causing harm to other students or to staff, that the principal may determine that an out-of-school suspension or exclusion is necessary as a consequence. Usually, this course of action is only taken when the behaviour is significantly serious as to warrant immediate removal of the student for the safety of others, and/or no other alternative discipline strategy is considered sufficient to deal with the problem behaviour. In such instances, it may be necessary to involve the Queensland Police Service.

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

1. Differentiated

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

- pre-correction, for example, “Remember, walk quietly to your seat”
- non-verbal and visual cues, for example, posters, hand gestures, etc.
- ratio of 5 positive to 1 negative commentary or feedback to class
- corrective feedback, for example, “Hand up when you want to ask a question”
- rule reminders, for example, “When the bell goes, stay seated until I dismiss you”
- explicit behavioural instructions, for example, “Pick up your pencil”
- proximity control
- revised seating plan and relocation of student/s
- individual positive reinforcement for appropriate behaviour
- reminders of incentives or class goals
- redirection
- low voice and tone for individual instructions
- offer 30-second ‘take-up’ time for student/s to process instruction/s
- reduce verbal language
- break down tasks into smaller chunks
- provide a positive choice of task order, for example, “Which one do you want to start with?”
- prompt students to take a break or time away in class, model appropriate language and problem solving, and verbalise thinking process, for example, “I’m not sure what is the next step, who can help me?”
- provide a demonstration of expected behaviour
- peer consequence, for example, corrective feedback to influential peer demonstrating the same problem behaviour
- private discussion with the student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences, for example, removal from the classroom
- detention.

In-Class Behaviour Flow Chart

In-Class Behaviour Flow Chart

This process outlines the steps for managing student behaviour in the classroom, with minor behaviours managed by teachers and major behaviours referred to the Curriculum HOD or Deputy Principal.

ENGAGED IN LEARNING

ENGAGED IN LEARNING

Student is meeting Yeronga SHS Universals - RISE.
- Student is ready to learn and actively participating
- Contributes to a supportive and inclusive learning environment
- Positive behaviour is acknowledged

STOP, THINK AND RE-ENGAGE

BEHAVIOUR DISRUPTS LEARNING

Student is not meeting Yeronga SHS Universals - RISE
- Examples: disengaged, disrupting others, failing to follow instructions, non-compliant behaviour
- Teacher identifies behaviour and clearly states:

"You're in the Yellow Zone – it's time to stop, think, and re-engage."

REDIRECT TO LEARNING

Redirect student to re-engage with the learning
- Use appropriate ESCMs
- Provide clear expectations and reminders
- Ask reflective questions

"Are you ready to learn?" "What are the expectations right now?"

BEHAVIOUR SUPPORT STRATEGIES

If redirection is unsuccessful, implement support strategies.
- Use behaviour support strategies
- Apply appropriate consequences as required (e.g. detention, parent contact)
- Record behaviour on OneSchool:
  - Minor behaviours – record as FYI
  - Repeated or escalating behaviour – record as Major and To Act HOD

UNABLE TO ENGAGE

BUDDY CLASS

Student continues to disrupt their own or others' learning despite support
- Relocate student to Buddy Class with work and reflection sheet
- Record in OneSchool and contact parent/carer
- If student refuses, escalate to Major Incident
  - Email YLT for support (ylt@yerongashs.eq.edu.au)

UNSAFE BEHAVIOUR

MAJOR INCIDENT - REFER IMMEDIATELY

Student engages in unsafe or serious behaviour that requires immediate response.
- Ensure safety; remove student, if necessary
- Email YLT for support (ylt@yerongashs.eq.edu.au)
- Record behaviour on Oneschool - as Major and To Act DP or HOD
- Deputy Principal or HOD to follow up incident and contact parent/carer
- Communicate outcome with referring teacher/s

REFLECT AND RESET

REFLECT AND RESET

Student reflects on behaviour and identifies re-engagement strategies.
- After a Buddy Class or major incident, student meets with teacher to review reflection sheet and reset expectations.
- Referring teacher follows up after Buddy Class; refer to HOD if not attended or behaviour continues.
- DP or HOD follows up on major incidents, communicate outcome, and implement behaviour support strategies

Out of Class Behaviour Flow Chart

YERONGA STATE HIGH SCHOOL

Out of Class Behaviour Flow Chart

This process outlines the steps for managing student behaviour outside the classroom, with minor behaviours managed by teachers and major behaviours referred to the Head of Year or Deputy Principal.

EXPECTED BEHAVIOUR – RISE UNIVERSALS

Respect: Follow instructions, use polite language, care for spaces
Integrity: Correct uniform, remain in designated areas, take responsibility
Show Empathy: Include others, respect others' space, support peers, be kind
Effort: On time, participate positively, use breaks wisely
➡ Response: Acknowledge positive behaviour

Supports: Parent/carer contact, verbal praise, positive postcard recognition on assembly, class rewards

MINOR BEHAVIOUR

Behaviours may include: Ignoring instructions, unsafe play, out of uniform, out of bounds, low-level swearing, littering, truancy, unreasonable or unexplained lateness
➡ Step 1: Redirect / Restate expectation
➡ Step 2: Record on OneSchool (FYI, if required)
➡ Step 3: Escalate to HOY, if repeated

Supports: Restate RISE expectation, provide a choice or warning, seat/area change, short reflection time or cool-off break, re-entry conversation

REPEATED BEHAVIOUR

Behaviours may include: Persistent uniform breaches, repeated lateness/truancy, ongoing unsafe play, continued out of bounds, ongoing defiance
➡ Step 1: Record on OneSchool – To Act (HOY)
➡ Step 2: HOY follow-up (incl. parent/carer contact if required)
➡ Step 3: Outcome communicated to teacher

Supports: Detention, area restriction, restorative conversation, monitoring card, re-entry conversation

MAJOR BEHAVIOUR

Behaviours may include: Unsafe/serious behaviour, fighting, harassment/ bullying, repeated defiance
➡ Step 1: Ensure safety, separate/remove students, if safe
➡ Step 2: Email YLT for support (ylt@yerongashs.eq.edu.au)
➡ Step 3: Record on OneSchool – Major To Act (DP or HOY)
➡ Step 4: DP or HOY follow-up with parent/carer, outcome shared with teacher

Supports: IBSP (Individual Behaviour Support Plan), withdrawal from playground, STAR/Wellbeing referral, restorative conversation, SDA

2. Focused

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

- functional behaviour assessment
- individual student behaviour support strategies, for example, a student behaviour plan
- targeted skills teaching in a small group
- token economy, that is, positive rewards incentive
- detention
- behavioural contract
- counselling and guidance support
- self-monitoring plan
- check in check out strategy
- teacher coaching and debriefing
- referral to Students at Risk Support Group (StAR for team-based problem solving)
- stakeholder meeting with parents/carers and external agencies

3. Intensive

A very small number of students may need intensive support and/or flexible learning options to identify and engage in quality pathways to success. Students who require this level of support are identified through the fortnightly Student at Risk (StAR) referral process.
Each case is treated on an individual basis with the goal of re-engaging the student in learning and positive wellbeing. The Yeronga SHS leadership team, in consultation with StAR, is to address persistent or ongoing serious problem behaviour. This may include:

- self-regulation through the provision of safe zones for mindfulness and engagement in specific support programs
- assignment of a case manager
- development of an individual behaviour support and monitoring plan
- stakeholder meeting with parents/carers and external agencies, including regional specialists
- school disciplinary absences
- discipline improvement plans.

Yeronga SHS provides intensive student support in the area of SNAS – students needing additional support. Key stakeholders form case management to support students with regular communication to teachers to support learning.

School Disciplinary Absences

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

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

At Yeronga SHS, the use of any School Disciplinary Absence 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. The principal can complete an instrument of authorisation allowing Deputy Principals to communicate the principal's decision regarding a school disciplinary absence to a student.

Suspension length depends on incident severity, patterns of behaviour, student disability or other factors contributing to the incident or during its investigation.

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

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

Re-entry following suspension

Students who are suspended from Yeronga SHS may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/carer, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, as the student has already received a punishment through their disciplinary absence from school. The aim of the re- entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

A record of the meeting is saved in OneSchool under Support and Intervention, including any notes or discussions that occurred during the meeting.

Structure

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

- Welcome back to school
- check in on student wellbeing
- discuss any recent changes to the school routine or staffing
- offer information about supports available, for example guidance officer
- set a date for follow-up
- thank the student and parent/carer for attending
- Walk with the student to the classroom.

Reasonable adjustments

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

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report.

School Policies

Yeronga SHS has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Students are expected to familiarise themselves with their responsibilities outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Safe, responsible and respectful online conduct
- YSHS Assessment Policy.

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote a caring, safe and supportive learning environment, and to maintain and foster mutual respect between all school staff and students. The temporary removal of student property 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's property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Yeronga SHS and will be removed if found in a student's possession:

- illegal items or weapons, for example, guns, knives*, throwing stars, brass knuckles, chains
- imitation guns or weapons, including gel blasters
- potentially dangerous items, for example, blades, rope
- drugs** (including tobacco, vapes, e-cigarettes)
- tobacco and other smoking products*** including vapes and e-cigarettes
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives, for example, fireworks, flares, sparklers
- flammable solids or liquids, for example fire starters, mothballs, lighters
- poisons, for example, weed killer, insecticides
- inappropriate or offensive material, for example racist literature, pornography, extremist propaganda
- laser pointers
- permanent marker pens / steel rulers
- chewing/bubble gum
- Mobile devices (including mobile phones, portable music players, game consoles)

** No knives of any type are allowed at school, including flick knives, Swiss army 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 school 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 Queensland Government has passed amendment to the Tobacco and Other Smoking Products Act (1998), banning the use of smoking products, including tobacco and electronic cigarettes, in all enclosed and outdoor areas at state and non-state schools in Queensland – including primary, secondary and special education facilities – and for five metres beyond the boundary of school land. These laws take effect from 1 January 2015. More information is available from the Queensland Health Schools factsheet.*

Responsibilities

Principals and School staff at Yeronga SHS:

- 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/carer or contacting the police (bag searches will only be conducted by a member of Administration or someone who is an administration delegate. While not mandated, where possible, a second administration member or delegate will be present.
- understand consent from the student or parent/carer 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 without consent from the student's parent/carer. Mobile phones will be returned to students as outlined in the Mobile Phone Procedure in this document. Administration staff may seek parent/carer consent first before asking students to access personal mobile phones.
- understand there may 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/carers, for example, access to an EpiPen for an anaphylactic emergency
- understand consent from the student or parent/carer is required to search the person of a student, for example, pockets or shoes. If consent is not provided and a search is considered necessary, the police and the student's parents/carers should be contacted to make such a determination.
- do not have the authority to search the person of a student (i.e., physically touch or pat down).

Parents/carers of students at Yeronga SHS:

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

Students of Yeronga State High School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Yeronga State High School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Rationale
Queensland state schools are committed to reducing the distractions posed by mobile phones and wearable devices to provide optimal learning environments for all students. Since Term 1 2024, student mobile phones and certain wearable devices, such as smartwatches, need to be 'away for the day', including during break times

'Away for the Day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, distributing and/or accessing harmful content, or breaches of personal privacy

The use of mobile phones and other student-owned personal technology devices, i.e. iPods, iPads, wearable devices (e.g., smart watches) and the like, is not permitted while on school grounds or attending off-campus school events. Yeronga SHS is a 1:1 laptop school, and laptops are the identified technology device for use at school.

Liability for Personal Technology Devices
Students who choose to bring mobile phones or personal technology devices to school do so at their own risk and are responsible for ensuring their safety and security. The school and school staff will not accept any responsibility for any loss or damage to technology devices, nor will they investigate loss or damage.

School Expectations on Use of Personal Technology Devices
Mobile phones must be "switched off and away for the day" at all times, on school grounds, or whilst attending selected school events, including before and after school, during class times and at breaks.

If a device (including headphones and/or smart watches) is sighted or heard, the student will be required to hand in their device to a member of the Yeronga Leadership Team, who will collect the phone from the classroom or playground. Upon submission of the device, the teacher will lodge a OneSchool incident referral as a technology violation. The student will then collect their device from that member of the Yeronga Leadership Team at the end of the day at an agreed time and location.

A refusal to submit a personal technology device to the administration will result in consequences according to the Student Code of Conduct (defiance). Students who repeatedly defy the Yeronga State High School Mobile Phone Policy will face disciplinary consequences, including after-school detention, withdrawal from class, and suspension.

Breaches of Personal Technology Device Policy
Any student who uses a personal technology device (including a mobile phone) in a manner that is deemed unacceptable (as stated in this policy) will be subject to disciplinary consequences according to the Student Code of Conduct. If the breach is against the law and detected by the school, this will result in a referral to the Queensland Police Service (QPS) for their investigation. In such cases, the police may take possession of such devices for investigation purposes, and students and parents/carers will be advised to contact Queensland Police Service (QPS) directly.

Special Circumstances Arrangement (Exemptions)
Students who require the use of a personal assistive technology device in exceptional circumstances, including reasons related to disability, health and wellbeing that would contravene this policy, must negotiate a special circumstances arrangement with the Principal.

Responsibilities for the Use of Personal Technology Devices

It is **unacceptable** for students at Yeronga State High School to:

- use a mobile phone or other personal technology devices in an unlawful manner
- use a mobile phone once entering school for the day without Administration permission
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory, threatening or derogatory language
- breach the school's ICT Responsible Use Policy
- breach the school's Assessment Policy
- use a personal technology device to record vision or audio anywhere that recording would not reasonably be considered appropriate. This includes recording
    - in any place where a reasonable person would expect to be afforded privacy, e.g., the toilet;
    - of personal conversations or daily activities that invade someone's privacy
    - inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks, etc.) to disseminate to others (including distribution by phone or social media)
    - school activities unless express consent is provided by the Administration
    - and/or the further distribution of such material

Even where consent is obtained from an individual for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises, or elsewhere, being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where such intent a reasonable person would conclude that such outcomes may have or will occur.

Commonwealth Criminal Code Act 1995 (Cth)
Our School's Code of Conduct outlines the consequences of irresponsible use of personal technology devices, including the filming, photographing and distributing of content obtained without consent.

- *The Commonwealth's Criminal Code Act 1995, section 4.7.4.15 notes that it is an offence for a person to use 'a carriage service to make a threat.'*
- *The Commonwealth's Criminal Code Act 1995, section 4.7.4.16 notes that it is an offence for a person to use 'a carriage service for a hoax threat.'*
- *The Commonwealth's Criminal Code Act 1995, section 4.7.4.17 notes that it is an offence for a person to use 'a carriage service to menace, harass or cause offence."*
- *The Commonwealth's Criminal Code Act 1995, section 4.7.4.19 notes that it is an offence for a person to use 'a carriage service for child pornography material.'*
- *The Commonwealth's Crimes Act 1914, part VIIB, section 85ZE notes that it is an offence for 'a person to knowingly or recklessly use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons being, in all the circumstances, offensive.'*
- *The sending of images is also covered by various State and Commonwealth laws that prevent the publication of material that is objectionable, unclassified or unsuitable for minors.*

Mobile Phone Process

Mobile phone infringements are managed through the following process:

Step 1: If a phone is seen or heard, the teacher contacts YLT ylt@yerongashs.eq.edu.au to collect the phone.

Step 2: The teacher records a behaviour incident on OneSchool.
Record incident details on OneSchool, including:

- Subject: Mobile Phone (this is to assist with monitoring repeated incidents)
- Behaviour Category: Technology Violation
- Refer incident to: the relevant HOY.
- Refusal to hand over a phone is a Major Behaviour, referred to a Deputy Principal.

Step 3: HOYs monitor student infringements and apply consequences for repeat offences.

INFRINGEMENT	CONSEQUENCE
First Offence	• Device confiscated • Recorded on OneSchool • Collected by student end of day
Second Offence	• Device confiscated • Recorded on OneSchool • HOD/DP emails a formal warning letter to Parent/Carer. • Collected by student end of day
Third Offence	• Device confiscated • Recorded on OneSchool • Parent/carer contacted • Collected by parent/carer end of day

Step 4: After 3 offences, the HOYs may implement an individual behaviour support plan, e.g. handing in the phone daily before school.

Preventing and responding to bullying

Yeronga SHS uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school. We believe engagement and learning are optimised when students 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. Staff who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents/carers who are positively engaged with their child's education help to improve 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.

The Yeronga State High School Learning and Wellbeing Framework identifies the wide range of roles and activities that Yeronga SHS utilises to enhance student wellbeing.
The Yeronga State High School community aligns with the core elements of the Australian Student Wellbeing Framework.

At Yeronga State High School, we believe in:
Leadership – Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
Inclusion – All members of the school community actively participate in building a welcoming school culture that values diversity and fosters positive, respectful relationships.
Student voice – Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
Partnerships – Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.
Support – School staff, students, and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning

A priority for Yeronga SHS's SRC is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents/carers was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at

Yeronga SHS, we believe that student voice should be at the forefront of advising staff, parents/carers and the broader community about emerging issues and practical solutions suitable to different contexts. The Student Representative Council (SRC) has diverse representation from each year level. The SRC has a Wellbeing and Engagement Committee, led by the school Vice Captains. This meets regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

Bullying

The agreed national definition for Australian schools describes bullying as:

- an **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 the sharing of digital records).
- having **immediate, medium and long- term effects** on those involved, including **bystanders**. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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

Information to support students and their parents/carers understand student bullying is available through the Australian Government's Bullying. No Way! website.

Student Intervention and Support Services

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

Students who have been subject to or witnesses 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 Yeronga State High 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 in using more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Reporting Bullying

Students at Yeronga SHS have two ways of reporting bullying: using Stymie, an online platform available on every student's school laptop or in person to a trusted staff member.

Key contacts for students and parents/carers to report bullying:
Deputy Principal or Head of Department: Year Level.

STYMIE

Stymie provides online reporting for schools. Encrypted, anonymous notifications are delivered within seconds to authorised recipients, who respond according to the wellbeing framework. The notification provides the option to include screenshots or images that validate the notification.

Stymie empowers young people to ask for help when they need support or if they are seeing or experiencing harm. Our purpose is to support psychological safety by empowering young people with the self-belief that they can say something on behalf of themselves or as a bystander for someone else. Suicide ideation, discrimination, anxiety, depression, bullying, self-harm, physical fights, sexual assault, family violence and illegal activity are reported using Stymie.

How STYMIE Works

1. An incident occurs.
2. A notification is made through stymie.com.au, then bystanders and young people who are experiencing harm can make notifications.
3. Designated recipients at YSHS receive the notification through a verified email address.
4. The notification is triaged by staff. A response is devised according to the needs of the young person.

Yeronga SHS – Bullying response flowchart for teachers explains the actions Yeronga SHS teachers will take when they receive a report about student bullying, including bullying that may have occurred online or outside the school setting.

Please note that timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student(s). Timelines may also be adjusted depending on the unique circumstances and risks associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with the student and their family.

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
Document	• Ask the student for examples they have of the alleged bullying, for example, handwritten notes or screenshots • Ask if there is anyone else who can provide details via statement/witness • 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 parents/carers that the issue of concern is being investigated
Collect	• Notify the accused student that an allegation of bullying has been made against them • 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 the student and check on their wellbeing
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 • Engage the student as part of the solution • Provide the student and parent with information about the student support network • Agree to a plan of action and timeline for the student, parent/carer and yourself
Implement	• Document the plan of action in OneSchool • Complete all actions agreed with the student and parent within agreed timeframes • Monitor students and check in regularly on their wellbeing • Seek assistance from the student support network as required
Review	• Meet with the student to review the situation • Discuss what has changed, improved or worsened • Explore other options for strengthening student wellbeing or safety • Report back to the parent/carer • Record outcomes in OneSchool
Ongoing Follow up	• Continue to check in with the student on a regular basis until concerns have been mitigated • Record notes of follow-up meetings in OneSchool • Refer the matter to the Principal within 48 hours if problems escalate • Look for opportunities to improve school wellbeing for all students.

Cyberbullying

Cyberbullying is treated at Yeronga SHS with the same level of seriousness as in-person bullying. The major difference with cyberbullying 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.

Yeronga SHS's staff can be approached directly by students, parents/carers or staff for assistance in preventing and responding to cyberbullying. Students or parents/carers who wish to make a report should approach the Student Wellbeing Support Officer or the Heads of Department: Year Level.

It is important for students, parents/carers 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/carers and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

Parents/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers 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 Deputy Principals or Heads of Department: Year Level.

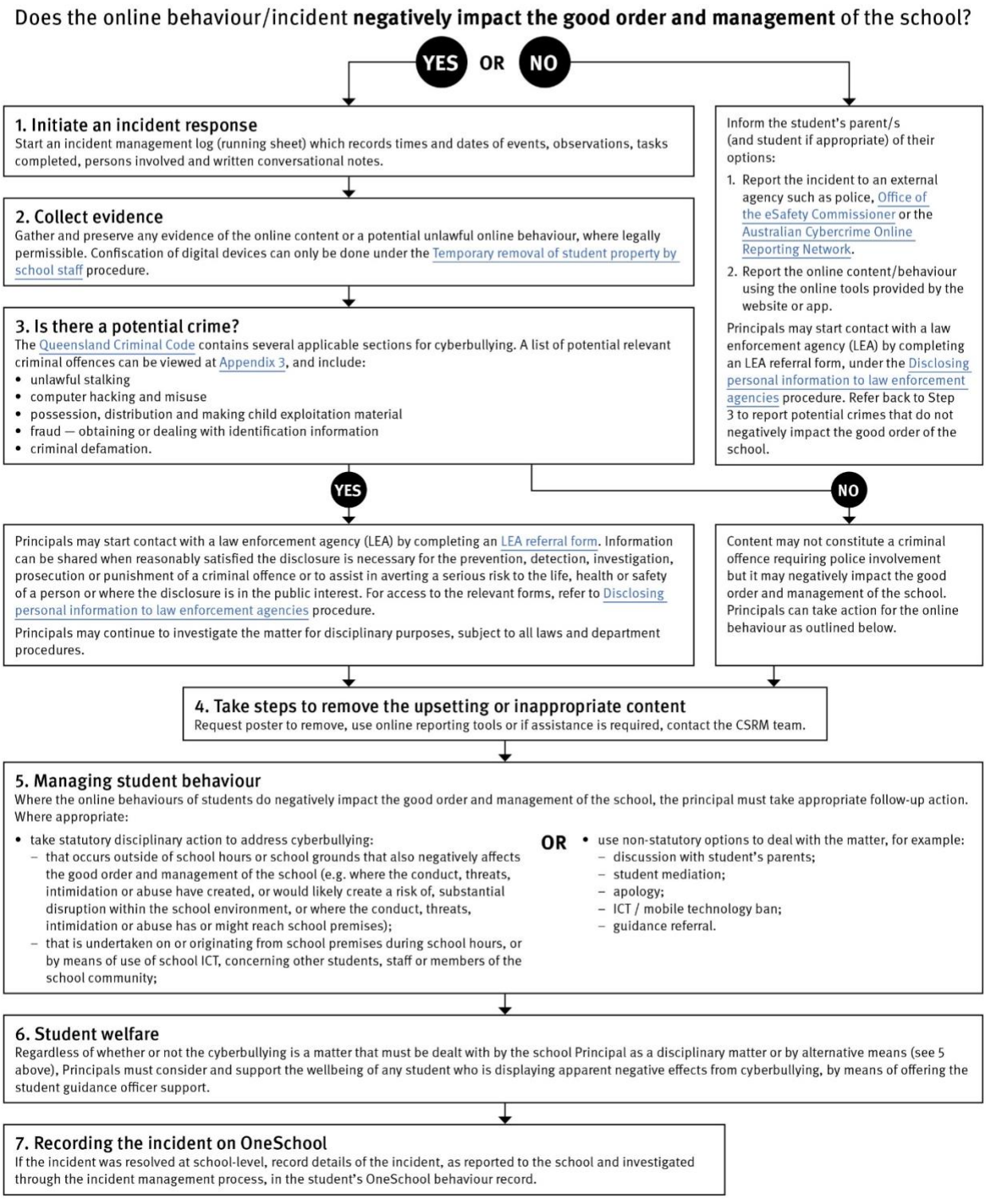
Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.

Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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.



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Yeronga SHS – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Yeronga SHS works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents/carers upon enrolment, and may be revisited with individual students if particular problems around bullying arise. See Appendix (Page 44)

Appropriate use of social media

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

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents/carers can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by the 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 the 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/carers 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/carer, 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/carers are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?
Parent/carer 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/carers of school notices, the department prefers that parents/carers contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary
A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (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/carers are not. If you are tagging or naming students, consider that other parents/carers 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 Yeronga SHS 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 an 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 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. With 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/carers 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. Any classroom withdrawals will be supported by Heads of Department or members of Administration and will always be supervised. Staff are advised not to remove students from a classroom or learning area unless there is a risk to the safety of other students or themselves.

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

Critical Incidents

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

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

5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

In the event that students or staff are at risk of immediate harm, Queensland Police Service and Queensland Ambulance will be contacted to attend. Staff are not expected to put themselves at risk of physical harm when intervening in a critical incident.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning. *This may include a reference to*

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- Australian Professional Standards for Teachers
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent/carer and community engagement framework
- Parent/carer line
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

Or

- Department of Education Resources

Conclusion

Yeronga State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school.

There may, however, be occasions where parents/carers need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education. All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- 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/carers and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the school's directory. You can also make a complaint through QGov.

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 from 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 claims sheet.

Appendix

Yeronga State High School – Anti-Bullying Compact

We agree to work together to improve the quality of relationships in our community at Yeronga State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

The national definition of bullying for Australian schools says:

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

We believe that no one deserves to be mistreated and that everyone, regardless of cultural identity, colour, religion, immigration status, nationality, size, gender identity, popularity, athletic capability, academic outcomes, social ability, sexuality, disability or intelligence, has the right to feel safe, secure, and respected.

We agree to:

- treat everyone with kindness and respect
- abide by the school's anti-bullying policies and procedures.
- support individuals who have been bullied.
- speak out against bullying, including cyberbullying
- notify a parent/carer, teacher, or school administrator when bullying does occur.

Student name _____

Student signature _____

Parent/carer name _____

Parent/carer signature _____

School representative signature:_____

Date__/_ _____ /

Information Communication Technology (ICT) Responsible Use Agreement – Parent/Carer

Yeronga State High School is committed to fostering a school environment that is supportive, respectful, and compatible with human rights and provides all students with opportunities to engage in quality learning. This agreement supports the acceptable use of ICT at Yeronga State High School and is required at the time of enrolment and annually for the duration of enrolment.

Parent/carer:
I understand that the school provides my child with access to the school's information and communication technology (ICT) services, facilities and devices, including the internet, for valuable learning experiences. I understand that access to the internet will give my child access to information from around the world; that the school cannot control what is available online; and that a small part of that information can be illegal, dangerous or offensive.

I accept that while teachers will always meet their duty of care, protection against exposure to harmful information should depend on responsible use by my child. I will ensure that my child understands and follows the Yeronga State High School Student Code of Conduct and will not engage in inappropriate use of the school's ICT services, facilities or devices.

I will advise the school if any inappropriate material is received by my child that may have come from the school or from other students. I understand that the school is not responsible for safeguarding information stored by my child on a department-owned student computer or mobile device. I understand that the school may remotely access the department-owned student computer or mobile device for management and security purposes.

I understand that the school does not accept liability for any loss or damage suffered to personal mobile devices as a result of using the department's services, facilities and devices. No liability will be accepted by the school in the event of loss, theft or damage to any mobile device unless it can be established that the loss, theft or damage resulted from the school's or department's negligence.

I believe (name of student) understands this responsibility, and I hereby give my permission for them to access and use the school's ICT services, facilities and devices, including the internet, under the expectations of the Yeronga State High School Student Code of Conduct.

I understand where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with this ICT Acceptable Use Agreement or the Yeronga State High School Student Code of Conduct. This may include loss of access and usage of the school's ICT services, facilities and devices, including the internet, for a period of time. I have read and understand the Student Code of Conduct.

I agree to follow the expectations
of the Yeronga State High School
ICT Responsible Use Agreement.

Parent/carer name **Parent/carer signature** **Date**

Responsible Use Agreement – Student

Yeronga State High School is committed to fostering a school environment that is supportive, respectful, and compatible with human rights and provides all students with opportunities to engage in quality learning. This agreement supports the acceptable use of ICT at Yeronga State High School and is required at the time of enrolment and annually for the duration of enrolment.

Student:
I understand that Yeronga State High School's information and communication technology (ICT) services, facilities and devices provide me with access to a range of essential learning tools, including access to the internet. I understand that the internet can connect me to useful information around the world.
While I have access to the school's ICT services, facilities and devices, including the use of a personal mobile device:

- I will only use it for educational purposes.
- I will not undertake or look for anything that is illegal, dangerous, or offensive.
- I will not reveal my password or allow anyone else to use my school account.
- I will close the screen window if any offensive information appears and immediately and quietly inform my teacher, or tell my parent/carer if I am at home.
- I will tell my teacher if I receive inappropriate emails at school. If I receive inappropriate emails at home, I will tell my parent/carer.

When using email or the internet, I will not:

- reveal names, home address or phone numbers – mine or that of any other person.
- use the school's ICT service, facilities and devices (including the internet) to annoy or offend anyone else.

I understand that my online behaviours may impact the good order and management of the school, whether I am using the school's ICT services, facilities and devices at school or outside school hours.

I understand that if the school decides that I have not followed the expectations of responsible use of its ICT services, facilities and devices, appropriate action may be taken in line with the Yeronga State High School Student Code of Conduct, which may include loss of access to the network, including the internet, for a period of time. I have read and understand the Student Code of Conduct.

I agree to follow the
expectations of the ICT
Responsible Use Agreement.

Student name **Student signature** **Year level** **Date**

Senior Student Agreement 2026

Partnership in Success

Section A – Expectations for Senior Students

At Yeronga State High School (SHS), students in Year 11 and Year 12 move into the Compulsory Participation Phase of schooling.

Students must be either:

- **Earning** (working 25+ hours/week), or
- **Learning** (engaged in school, training or university pathways)

At Yeronga SHS, we aim to provide every student with a meaningful and supported senior journey. Success in this journey includes meeting clear expectations – grounded in our school values of ***Quality, Harmony and Sustainability*** – and outlined in our **Student Code of Conduct**.

Students who choose to undertake year 11 and 12 at Yeronga State High School do so with the intention of successfully completing their Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) and should only continue on this pathway if it aligns with their goals and capacity to meet the associated expectations.

Students meeting expectations will be invited to participate in non-compulsory activities such as:

- Year 11 Semi-Formal and Year 12 Formal
- Wearing the senior jersey and/or jacket
- Gala days, non-curriculum excursions, camps and cultural events.

Student Responsibility

In the senior years of schooling, students are expected to take greater ownership of their learning by exercising increased independence, demonstrating responsibility for their progress, and actively seeking support to overcome any barriers they may encounter.

Students are expected to:

Academic:

- Be an active and engaged learner
- Submit drafts and final assessments by due dates
- Adhere to the Access Arrangements and Reasonable Adjustments (AARA) process if barriers exist to meeting assessment dates
- Be on track for QCE or QCIA attainment
- Complete the QCAA Academic Integrity Course
- Actively participate in the Learner Agency Program

Attendance and Punctuality

- Be responsible for their own attendance and attend at least 95% of school days (including documented absences, e.g. medical certificate)
- Arrive on time to all classes and school events (e.g. assemblies)
- Attend compulsory events (e.g. Yeronga Celebrates, Cross Country, Athletics Carnival)

Behaviour and Engagement

- Follow the Yeronga SHS Student Code of Conduct
- Demonstrate safe, respectful and responsible behaviour
- Avoid serious misconduct (e.g. truancy, fighting, defiance, illicit substances)
- Positively contribute to a culture of harmony

- Receive a minimum of at least a 'C' in Effort and Behaviour, across all subjects, on Interim and Semester reporting

Uniform and Equipment

- Adhere to the school's Uniform Dress Code policy and procedures and the Mobile Device policy
- Bring required materials and a fully charged laptop to all classes

Financial

- Have fees paid in full or as per an agreed payment plan.

Should students experience barriers to meeting expectations, there is a range of supports available, which students are encouraged to access.

Section B – When Expectations are Not Met

Yeronga SHS supports students to succeed – we understand challenges can arise. The Senior Schooling Team monitors QCE progress and supports students to meet expectations. Years 11 and 12 are not compulsory.

If a student is not meeting expectations, it may indicate that they are facing personal or learning barriers, or that completing their QCE at Yeronga SHS may not be the most suitable pathway for their career journey.

If expectations are not met:

- Students will receive early advice regarding the expectations with the opportunity to demonstrate improvement
- Individual circumstances will be considered, with support offered to address barriers
- Students may become ineligible for non-compulsory events if they are unable to demonstrate improvement
- Students may be supported to explore alternative career pathway options to better meet their needs
- With parent/carer engagement, transition support may be provided as required

Related Policy and Resources

- Education (General Provisions) Act 2006 https://www.legislation.qld.gov.au/view/html/inforce/current/act-2006-039#
- Safe, Supportive and Disciplined School Environment https://ppr.qed.qld.gov.au/pp/student-discipline-procedure
- Yeronga SHS Assessment Policy - https://yerongashs.eq.edu.au/support-and-resources/forms-and-documents/documents
- Yeronga SHS Student Code of Conduct 2026-2028 - https://yerongashs.eq.edu.au/support-and-resources/forms-and-documents/documents
- QCAA QCE information - https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce
- EQ Earning or Learning - https://qed.qld.gov.au/workingwithus/Documents/compact-fs-young.pdf
- Human Rights Act 2019 - https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2019-005

Section C – Student Commitment

As a **Yeronga SHS senior student**, I commit to:

- Upholding school expectations in learning and assessment, attendance, behaviour and uniform
- Acting as a positive role model
- Seeking support to address any barriers that may arise
- Understanding that participation in non-compulsory events is earned through effort, conduct and commitment

Student First Name: _____

Student Last Name: _____

Signature: _____

Date: _____

Section D – Parent/Caregiver Commitment

As a **parent/carer**, I will:

- Support my student's attendance, wellbeing and engagement
- Inform the school of absences and relevant circumstances
- Encourage my child to seek support when needed
- Maintain open, respectful communication with school staff
- Work with the school regarding any financial or participation concerns

Parent/Carer Name: _____

Signature: _____

Date: _____

Section E – The School's Commitment

Yeronga SHS is committed to:

- Delivering high-quality, inclusive education
- Monitoring student progress to enable success
- Maintaining a safe, respectful school culture
- Communicating expectations and decisions clearly and fairly
- Providing support where needed to uphold students' rights to education

Mr Ben Orford
Principal
Vision: *Quality Pathways to Success*
Values: *Quality, Harmony and Sustainability*

Yeronga SHS – Student Code of Conduct Glossary

Academic Misconduct: Dishonesty in assessment, such as plagiarism, cheating, impersonation, or misuse of AI.

AI (Artificial Intelligence): Technology used to generate text or media; must be used according to assessment rules.

Behaviour Matrix: A table describing minor vs major behaviours and the matching school responses.

Buddy Class: A short time-out from class where a student completes work in another room.

Case Manager: A staff member who supports students with ongoing or complex needs.

CEC (Community Education Counsellor): Supports First Nations students and strengthens cultural and community connections.

Check-In/Check-Out: A monitoring and support system where students regularly check in with a staff member.

CIR (Critical Incident Response): Procedures used during emergencies involving safety risks.

Consent: Permission required to search a student's property (bags, pockets, phone).

Consequences: Actions taken after behaviour choices—from reminders to suspension.

DP (Deputy Principal): Leader responsible for wellbeing, engagement and behaviour oversight.

ESCM (Essential Skills for Classroom Management): A set of strategies teachers use to manage behaviour positively.

Focused Teaching: Extra teaching and support for students who need help meeting expectations.

GO (Guidance Officer): Supports wellbeing, mental health, and career planning.

HOD (Head of Department): Curriculum: Leads behaviour, learning and support across all year levels.

HOD (Head of Department): Year Level: Leads behaviour, learning and support across individual year levels.

HoSES (Head of Special Education Services): Coordinates support for students with disabilities.

IBSP (Individual Behaviour Support Plan): A tailored plan to help a student meet behaviour expectations.

Intensive Support: High-level support for students with complex needs.

Learning and Wellbeing Framework: Yeronga's approach to supporting student wellbeing and engagement.

Minor Behaviour: Low-level issues handled by classroom teachers.

Major Behaviour: Serious or repeated issues referred to HOD/DP.

OneSchool: The online system used for attendance, behaviour and communication records.

PLP / ILP (Personalised Learning Plan / Individual Learning Plan): Plans outlining supports and adjustments for learning.

Positive Postcards: Cards sent home to recognise positive behaviour and RISE values.

QCAA: Queensland Curriculum and Assessment Authority is a statutory body of the Queensland Government and plays a critical role in the design and delivery of education.

Re-entry Meeting: A supportive meeting offered after suspension to help the student return successfully.

RISE Universals: Respect, Integrity, Show Empathy, Effort – the behaviour expectations for everyone.

SDA (School Disciplinary Absence): Suspension or exclusion from school.

SNAS (Students Needing Additional Support): Referral process for extra learning or behaviour support.

StAR (Students at Risk): Team that reviews students needing wellbeing or behaviour support.

Stymie: Anonymous online reporting tool for concerns or bullying.

Targeted Teaching: Small-group or individual support for students needing extra help.

Tier 1 / Tier 2 / Tier 3: Levels of behaviour support: universal, targeted, intensive.

Wellbeing Support Officer: The first point of contact for students needing help with their wellbeing.