



Student Code of Conduct 2021-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name: Gavin Bryce

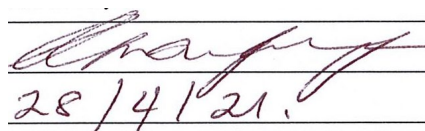
Principal Signature:



Date: April 2021

P/C President: Mandi McIntyre

P/C President Signature:



Date: April 2021

Contents

Purpose and Review Statement	4
Principal's Foreword	5
P&C Statement of Support	5
School Captains' Statement	6
Whole School Approach to Discipline	7
Consideration of individual circumstances	7
Differentiated and Explicit Teaching	8
Focussed Teaching	8
Intensive Teaching	9
Disciplinary Consequences	9
Differentiated and Explicit Support	10
Focussed Support	10
Intensive Support	11
School Disciplinary Absences	11
School Policies	13
Temporary removal of student property	13
Use of mobile devices by students	15
Preventing and responding to bullying	17
Anti-Bullying Compact	23
Appropriate use of social media	24
Safe, responsible and respectful online	25
Restrictive Practices	27
Critical Incidents	28
Legislative Delegations	29
Education Delegations	29
Related Procedures and Guidelines	29
Resources	30
Conclusion / Customer complaint management	31

Purpose

Yeronga State High School (Yeronga SHS) is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Yeronga SHS Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole-school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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

Principal's Foreword

Yeronga SHS has a long and proud tradition of providing excellence in education to enable students to identify and aspire towards quality pathways to success. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Yeronga SHS has three core values:

Quality	excellence in all that we do
Harmony	unity through inclusion and understanding
Sustainability	enduring and maintaining balance.

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

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

I thank the students, teachers, parents and other members of the community for their support of the Yeronga SHS Student Code of Conduct that provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

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

Any parents 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 myself or to join the Yeronga SHS P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

School Captains' Statement

On behalf of the student body at Yeronga SHS, we endorse the Student Code of Conduct for 2021. Throughout the year, we will work with the school administration team and the Yeronga SHS P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

School Captain: Huda Akhlaki

Date: 2021



School Captain: Cooper Wegner

Date: 2021



Whole School Approach to Discipline

The development of the Yeronga SHS Student Code of Conduct is an opportunity to explain the whole school approach to positive behaviour. The language and expectations of the [Student Learning and Wellbeing Framework](#) can be used in any environment. Doing everything we can do to set students up for success is a shared goal of every member of the Yeronga SHS community.

Yeronga SHS uses a range of research- and evidence-based strategies to ensure best practice in response to unacceptable behaviour. This whole-school approach is used in all classrooms and programs, including sporting activities and excursions.

Students at Yeronga SHS are supported to engage in learning and develop a sense of belonging through school-wide strategies that include:

- provision of an engaging, challenging and inclusive curriculum and environment that nurtures the wellbeing of all students to develop as resilient lifelong learners
- implementation of induction programs that include information and instruction about behaviour expectations
- school-wide communications, for example newsletter articles, student planner
- promotion and active modelling of the 4 Rs and 5 Ps as integral aspects of Yeronga SHS's inclusive culture and community
- student leadership opportunities
- embracing student voice and citizenry through Student Council
- quality teaching and learning, assessment and reporting practices
- explicit and supportive classroom and campus-wide expectations
- drug education and response.

At Yeronga SHS we believe discipline is about more than punishment. Discipline reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility to make their expectations clear, provide supportive instruction to students about how to meet these expectations, and strive to use behavioural incidents as opportunities to re-teach.

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.



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 to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family.

This applies even when the behavioural incident involves another student. Students and their parents/carers are 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.

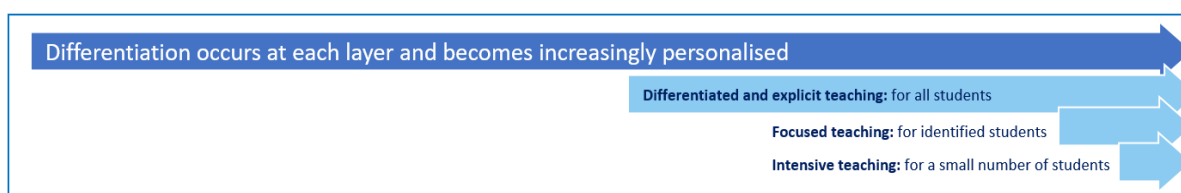
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

1. Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the following diagram. This



model is the same used for academic and pedagogical differentiation.

2. 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 behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at 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 focussed teaching
- 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.

3. Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from a student's teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

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 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.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, 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 determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other



relevant stakeholders. On occasion the behaviour of a student may be significantly serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either significantly serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour. 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 teacher provides 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
- 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
- give 30 second 'take-up' time for student/s to process instruction/s
- reduce verbal language
- break down tasks into smaller chunks
- provide positive choice of task order, for example "Which one do you want to start with?"
- prompt student to take a break or time away in class, model appropriate language, problem solving and verbalise thinking process, for example "I'm not sure what is the next step, who can help me?"
- provide demonstration of expected behaviour
- peer consequence, for example corrective feedback to influential peer demonstrating same problem behaviour
- private discussion with student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences, for example removal from classroom
- detention.

2. Focussed

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

- functional behaviour assessment
- individual student behaviour support strategies, for example student behaviour plan
- targeted skills teaching in 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 Student Support Management Group (SSMG) for team-based problem solving
- stakeholder meeting with parents 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 SSMG 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 work in consultation with the SSMG to address persistent or ongoing serious problem behaviour. This may include:

- self-regulation through 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 and external agencies including regional specialists
- school disciplinary absences.

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 SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal



is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

It is not mandatory for the student or their parents/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 the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

- welcome back to school
- check in on student wellbeing
- discuss any recent changes to school routine or staffing
- offer information about supports available (e.g. guidance officer)
- set a date for follow-up
- thank student and parent/carer for attending
- walk with student to classroom.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports, 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. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at 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
- potentially dangerous items, for example blades, rope
- drugs**
- tobacco and other smoking products***
- 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
- toys, playing/trading cards
- permanent marker pens / steel rulers

- chewing/bubble gum
- portable music devices
- offensive materials

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

State 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
- understand consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone
- understand there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents/carers, for example access 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 should be called to make such a determination.

Parents of students at Yeronga SHS are expected to ensure their children do not bring property onto school grounds or other settings used by the school, for example camp or sporting venues, that:

- is prohibited according to the Yeronga SHS 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.

Parents of students at Yeronga SHS are expected to:

- 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 SHS are expected to not bring property onto school grounds or other settings used by the school, for example camp or sporting venues that:

- is prohibited according to the Yeronga SHS 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.

Students of Yeronga SHS are expected to

- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of mobile devices by students

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

Through consultation, Yeronga SHS has determined that explicit teaching of responsible use of mobile devices, including mobile phones, is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. The school may use posters, such as the examples below, around the school that clearly identify technology-free zones and times. Students, parents and visitors to the school are expected to respect the expectations in spaces where they may apply.



Responsibilities

Students and their parents/carers sign off on the Yeronga State High School Information Technology (ICT) Responsible Use Agreement on enrolment and annually thereafter for the period of enrolment.

Definitions

Mobile device: A portable computing or communications device with information storage capability that can be used from a non-fixed location. Mobile devices include mobile and



smart phones, laptops, notebooks, tablets, personal digital assistants (PDA), eBook readers, game devices, voice recording devices, cameras, USB drives, flash drives, DVDs/CDs or hard disks, and other electronic storage media or hand-held devices that provide retention and mobility of data; mobile device ear bud, ear phone accessories.

Personal mobile device: A mobile device owned wholly by the individual and not by the department.

The responsibilities for students using mobile devices at school or during school activities are outlined as follows.

It is **acceptable and responsible** for students at Yeronga SHS to use mobile devices for:

- subject lessons for assigned class work and assignments set by teachers and relating to the subject lesson at the time
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to requirements of school work
- access online references such as dictionaries and encyclopaedias in relation to requirements of school work
- research and learning through the department's e-learning environment in relation to the requirements of school work
- courteous, considerate and respectful behaviour towards others when using a mobile device, including switching off the mobile device and placing it out of sight during classes when the device is not being used in a teacher-directed activity to enhance learning
- private use before or after school, or during recess and lunch breaks in accordance with the Student Code of Conduct
- special circumstances, only with the permission by a teacher or authorised staff member.

It is **unacceptable and irresponsible** for students at Yeronga SHS to:

- use a mobile devices in an unlawful manner
- use a mobile device in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use a mobile device to relay obscene, inflammatory, racist, discriminatory or derogatory language
- use a mobile device to relay language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- use a mbile device to insult, impersonate, harass or attack others or use obscene or abusive language
- use a mobile device to deliberately waste printing and internet resources
- to damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- share their own or other's personal information and/or images which could result in risk to themselves or another person's safety
- knowingly download viruses or any other programs capable of breaching the department's network security

- use in-device cameras inappropriately and/or illegally without specific permission from the teacher. This applies to all areas of the school, including classrooms
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution of such material, for example forwarding, texting, uploading, Bluetooth
- complete assigned class work and assignments in non-related subject lessons, unless with permission from the teacher of the subject lesson at the time; for example, completing assigned mathematics work in an English lesson
- use a mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use a mobile device at exams or during class assessment unless expressly permitted by school staff
- use proxy servers, torrents, on- and offline gaming.

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

- understand the responsibility and behaviour requirements outlined in the Yeronga SHS ICT Responsible Use Procedure that relate to accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.

Students and their parents/carers must be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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 is 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. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parent/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.

Yeronga SHS has a diverse Student Representative Council (SRC) that meets regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The SRC aligns with the core elements of the [Australian Student Wellbeing Framework](#):



Leadership – Principals and school leaders playing 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 participating 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 collaborating as partners with the school to support student learning, safety and wellbeing.

Support – School staff, students and families sharing and cultivating 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 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, parent/carers and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

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 sharing of digital records). Bullying of any form or for any reason can have **immediate, medium and long-term effects** on those involved, including **bystanders**. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

There are three types of bullying behaviour:

Verbal bullying which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion

Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings

Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

If any of these behaviours occur only once, or are part of a conflict between equals (no matter how inappropriate) they are not bullying. The behaviours alone don't define bullying.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly. 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 to any matters raised of this nature.

Information to support students and their parents/carers understand student bullying is available through the Australian Government [Bullying. No Way! website](https://www.bullying.gov.au/).

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 which may have occurred online or outside the school setting. The indicative steps will vary depending on the professional judgement of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Step 1

- 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

Step 2

- Ask the student for examples they have of the alleged bullying, for example hand written 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 the accused student that an allegation of bullying has been made against them
- Reassure the accused student that you will listen to them
- Provide a safe, quiet space to talk
- Write a record of your communication with the accused student
- Ask if there is anyone else who can provide details via statement / witness
- Check back with the accused student to ensure you have the facts correct
- Enter the record in OneSchool
- Determine if there is a case of bullying
- Notify parent/s that the issue of concern is being investigated

Step 3

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

Step 4

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is an 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 SSMG
- Agree to a plan of action and timeline for the student, parent and yourself

Step 5

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

Step 6

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

Step 7 – follow up

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

Key contacts for students and parents to report bullying:

- Year 7-12 – Care teacher or Year Level Coordinator
- Dean of Students – Junior Secondary Year 7-9; Senior Secondary Year 10-12.

Cyberbullying

Cyberbullying is treated at Yeronga SHS with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Care teacher. Yeronga SHS's Deans of Students (Junior Secondary and Senior Secondary) can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents/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.

Yeronga SHS - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

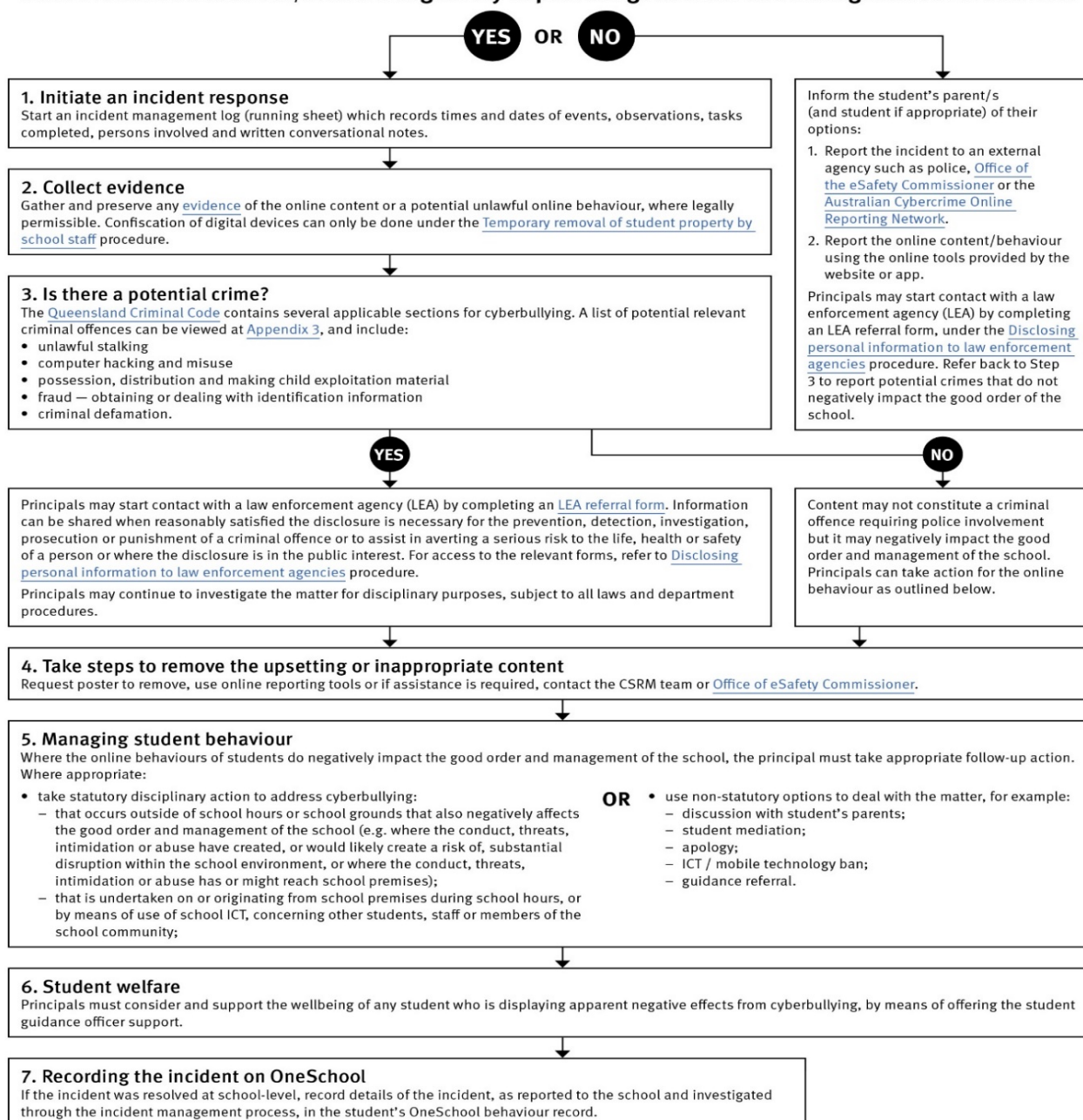
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management of the school?**



Cybersafety and Reputation Management (CRM)

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. 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 SHS 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 and support their wellbeing.

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

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 upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

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 sharing of digital records). Bullying of any form or for any reason can have **immediate, medium and long-term effects** on those involved, including **bystanders**. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

We believe that no one deserves to be mistreated and that everyone regardless of cultural identity, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, 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 cyber bullying
- 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: ____/____/____



Appropriate use of social media

The internet, mobile phones and social media provide opportunities for people 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 police and the court system.

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- Parents/carers have a role in supervising and regulating their child's online activities at home and its impact on the reputation and privacy of others

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

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.

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

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.

The [Australian Government eSafety Commissioner](#) provides comprehensive information and advice for all users of the internet and social media as a means to educate users about safe and responsible online behaviours.

Safe, Responsible and Respectful Online

In the event that students at Yeronga State High School engage in online learning, the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). Where online occurs, students are expected to:

- Join the class in a quiet place
- Turn on the video function (if enabled)
- Mute the microphone unless they are speaking.
- Close browser tabs not required for participating in class.

The success of this form of learning depends on the same commitment that students are expected to bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera, for example posters, laundry.
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.



Acceptable/appropriate use/behaviour by a student engaged in online learning

It is **acceptable** for students at Yeronga SHS to use mobile phones or other devices to:

- complete assigned class work and assignments with set by and with permission from teachers
- develop appropriate literacy, communication and information skills with permission from teachers
- author text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conduct general research for school activities and projects with permission from teachers
- communicate or collaborating with other students, teachers, parents or experts in relation to requirements of school work
- access online references such as dictionaries and encyclopaedias in relation to requirements of school work
- research and learning through the department's e-learning environment in relation to the requirements of school work
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during online classes, where these devices and technologies are not being used is a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is **unacceptable** for students at Yeronga SHS to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, impersonate, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate or unlawful, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution, for example forwarding, texting, uploading, Bluetooth, of such material
- use a mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

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

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

1. regard to the human rights of those students
2. safeguards students, staff and others from harm
3. ensures transparency and accountability
4. places importance on communication and consultation with parents and carers
5. maximises the opportunity for positive outcomes, and
6. aims to reduce or eliminate the use of restrictive practices.

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

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

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

Critical Incidents

It is important that all students at Yeronga SHS understand the consistent approach staff will undertake to respond during emergencies that involve student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure the safety of students and staff.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. In these situations the aim is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only. It is expected that staff will notify the principal or delegate as soon as it is safe or possible to do so. This is essential to ensure that a broader whole-school response can be enacted if required.

Yeronga SHS staff will perform the following expectations in response to a critical incident to ensure the safety of all students and staff. Students are required to follow the directions from staff. In the event that students or staff are at risk of immediate harm, Queensland Police Service and Queensland Ambulance will be contacted to attend.

<i>Basic defusing strategies</i>	<i>Actions</i>
<i>Avoid escalating the problem behaviour</i>	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.
<i>Maintain calmness, respect and detachment</i>	Model the behaviour you want students to adopt, stay calm and controlled, use a firm, measured tone, choose your language carefully, avoid humiliating the student, be matter of face and avoid responding emotionally.
<i>Approach the student in a nonthreatening manner</i>	Move slowly and deliberately towards the problem situation, speak privately with the student/s where possible, speak calmly and respectfully, minimise inflammatory body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
<i>Follow through</i>	If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Report: principal or delegate reports critical incident to the ARD.

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. Ensure support for any students or staff affected by the incident.

Legislative Delegations

In this section of the Yeronga SHS Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cth\)](#)
- [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 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cth\)](#)

Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student wellbeing, behaviour and learning.

- [Cancellation of enrolment](#)
- [Complex case management](#)
- [Customer complaints management framework](#)
- [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 FAQs](#)
- [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 and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Calmer Classrooms](#)
- [Berry Street Education Model](#)
- [Essential Skills for Classroom Management](#)

Conclusion

Yeronga SHS staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. The Yeronga SHS Student Code of Conduct is an integral aspect in maintain our learning community's culture of belonging, stability and opportunity.

Customer complaints

Telling us when things go right or wrong helps us improve our services. If you have a compliment or customer complaint, we are keen to hear from you. Yeronga State High School's Customer Complaint Procedure is available on the school website.

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. The department's approach to customer complaints management is outlined in the [Customer complaints management framework](#) , supported by the [Customer complaints policy](#) and [Customer complaints procedure](#) .

As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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